Lesson Plan

Grade: Three	**Subject:** Maths	**Term:** 1ˢᵗ	**Time:** 40min

Teacher's Name: _____	**Week:** 1	**Day:** 1

Unit 1: Whole Numbers	**Topic:** Roman Numbers

Student Learning Outcomes:

- Read Roman numbers up to 20.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Introduction / Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiyah".
- Introduce the students with number 0, 1, 2, 3, ……... Tell them that, we use these numbers in our daily routine, whenever we count objects, money etc.
- Call one of the student and ask him/her to write number from 0.
- Encourage students for their active participation.

Teaching and Learning Activities: 20 mins

- Tell the students that they are going to identify roman numbers.
- Write numbers 0-10 on the board.
- Tell students that there is another way to represent the numbers, which is known as Roman Numbers.
- These numbers were used in ancient Rome, and represent by various symbols i.e. I, V, X.
- Show the wall clock to the students and the Roman Numbers on it.
- Write I, V and X on the board and tell students that "I" stands for 1, "V" stands for 5 and "X" stands for 10.
- Have them open their textbook page 3 and instruct to read the content of the page.
- Now call a student to the front of the class and ask about symbol which is used for 10. Appreciate him/her for correct answer.

Review: 3mins

- Tell the students about Roman numbers i.e. Roman numbers 1 to 20 are the combination of the letters I, V and X.

Evaluation: 10mins

- To check the understanding of students: Write I, V and X on the board and ask students to tell what these symbols stand for.

Homework: 2mins

Revise the classwork.

Lesson Plan

Grade: Three	**Subject:** Maths	**Term:** 1st	**Time:** 40min

Teacher's Name: _____	**Week:** 1	**Day:** 2

Unit 1: Whole Numbers	**Topic:** Roman Numbers

Student Learning Outcomes:

- Read and write Roman numbers up to 20.

Resource Material:

Chalk/Marker, White/Blackboard, Number cards of Roman numbers up to 10, Maths Textbook.

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiyah".
- Ask the student: What are Roman Numbers.
- How these numbers are represented?
- Take their responses and appreciate if anyone gives the right answer.

Teaching and Learning Activities: **20 mins**

- Tell the students that they are going to read and write Roman Numbers up to 10.
- Paste number cards of Roman numbers up to 10 on the board and point out Roman numbers 1 to 10 one by one and tell students what these letters stand for. Tell students about the rules of forming Roman numbers. Write I on the board and tell students it stands for 1. Write II on the board and tell them that it stands for 2. Tell students when numerals or letters are repeated, it means you add the numbers.

    For example: II, = I + I = 1 + 1 = 2, III stands for 3, IV stands for 4. Tell students when a smaller letter comes before a greater letter, it means you subtract the smaller number from the greater one.

    For example: IV = V − I= 5 −1 = 4. Tell them that when a smaller letter comes after the greater letter, it means you add the numbers.

    For example: VI = V + I = 5 + 1 = 6 so, VI stands for 6.

    VII is stands for 7 as VII = V + I + I = 5 + 1 + 1 = 7, VIII is stands for 8 as VIII = V + I + I + I = 5 + 1 + 1 + 1 = 8.

    Tell students X stands for 10. As we know that when a smaller number comes before a greater number, it means you subtract the smaller

number from the greater one. As IX = X − I = 10 − 1 = 9 so IX stands for 9.

- Have them open textbook page 4, and repeat rules for forming Roman numbers up to 10, also.

Review: **3mins**

- Recall the lesson by telling students the rules of forming Roman numbers up to 10.

Evaluation: **10mins**

- To check the understanding of students: Write some Roman numbers and ask them to tell about the rules.

Homework: **2mins**

Solve the given worksheet.

Worksheet

| **Name:** _____ | **Subject:** Maths | **Topic Name:** Roman Numbers |

1. Complete the Roman number in sequence I – X.

	II
V	
	VIII

Lesson Plan

Grade: Three	**Subject:** Maths	**Term:** 1st	**Time:** 40min

Teacher's Name: _____	**Week:** 1	**Day:** 3

Unit 1: Whole Numbers	**Topic:** Roman Numbers

Student Learning Outcomes:

- Read and write Roman numbers up to 20.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of Roman numbers up to 20, Maths Textbook.

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiyah".
- Write numbers 1 to 10 on the board and call students to write Roman letters of these numbers. Appreciate students for the correct answer.

Teaching and Learning Activities: 20 mins

- Tell the students they are going to write Roman Numbers up to 20.
- Paste a wallchart of Roman Numbers up to 20, point out Roman numbers and tell students, what these numbers stand for?
- Recall the principles of writing Roman number (1 – 10).
- Have them open their textbook page 5, and read it.
- Tell students when we write a smaller number after a greater number, it means that you add the numbers. XI = X + I = 10 + 1 = 11, it means that XI stands for 11. XII stands for 12 as XII = X + I + I = 10 + 1 + 1 = 12. Tell students when we write a smaller number after a greater number, it means you subtract the smaller number from the greater one. Write XIX = X – IX = X + (X – I) = 10 – (10 – 1) = 10 + 9 = 19 and tell students to observe the forming of the number 19 in XIX as both rules are applied. First apply the subtraction rule and then apply the addition rule.
- Tell students when numerals or letters are repeated, it means you add the numbers. For example XX, = X + X = 10 + 10 = 20. So, XX stands for 20.

Review: 3mins

- Recall the lesson by telling students the rules of forming Roman numbers up to 20. Tell them that there is no symbol for 0 in Roman numbers.

Evaluation: 10mins

- To check the understanding of students, ask them to solve Q1, 2 of Exercise 1.1 on page 6. Roam around the class. Help students to write time which is shown in Roman number.

Homework: 2mins

Solve Q3 to 5 given on page 7 of exercise 1.1.

Lesson Plan

Grade: Three	**Subject:** Maths	**Term:** 1st	**Time:** 40min

Teacher's Name: _____	**Week:** 1	**Day:** 4

Unit 1: Whole Numbers	**Topic:** Even and Odd Numbers (up to 99)

Student Learning Outcomes:
- Recognize even and odd numbers up to 99 within a given sequence.
- Differentiate between even and odd numbers within a given sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet,

Warm-up Activities: **5mins**
- Before beginning the lesson, ask students to say "Tasmiyah".
- Put 7 pencils on the table. Call a student to the front of the class and ask him/her to count the number of pencils and tell how many? Take response that must be 7. Ask them to count and write it Roman number.
- Do the same activity with different object of numbers up to 20. Appreciate the students for their active participation.

Teaching and Learning Activities: **20 mins**
- Tell students that they are going to recognize even and odd numbers in a given sequence.
- Make two columns on the board and name them A and B. In column A, Draw 8 apples. In column B, draw 9 apples. Now call two students to the front of the class, ask them to count and circle pair of two apples. Now ask them how many apples are left. Again ask them to make pair, until no apple will be left in both column. Tell students in case of column 'A', there are 4 pairs of 2 apples without any left over. So, it is known as even number. While in case of column 'B' there are 4 pairs with 1 left over so tell them that 9 is the odd number. Repeat the activity with other students too.

Review: **3mins**
- Recall the lesson by telling students that objects that can be grouped in pairs are called even and objects that cannot be grouped together in pairs are called odd numbers.

Evaluation: **10mins**
- To check the understanding of students, ask them to draw 5 squares in their notebooks and instruct them to group them in pairs and tell if there are any left over. Ask them: Is it an even number or an odd number?

Homework: **2mins**
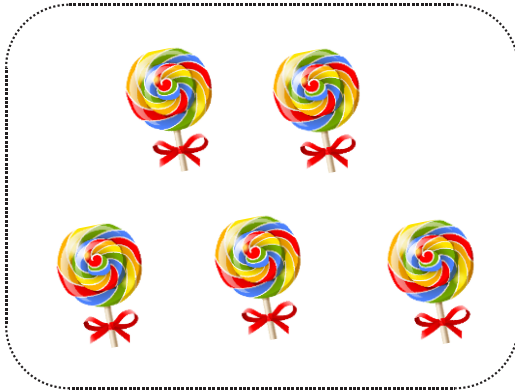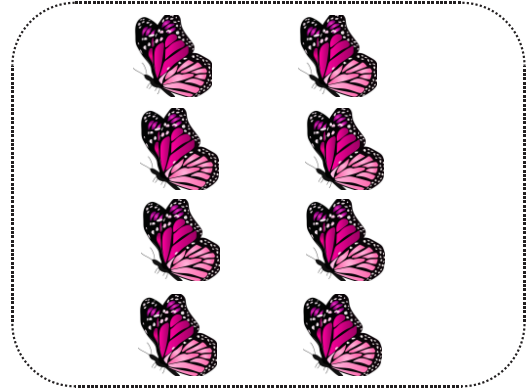
Solve the given worksheet.

Worksheet

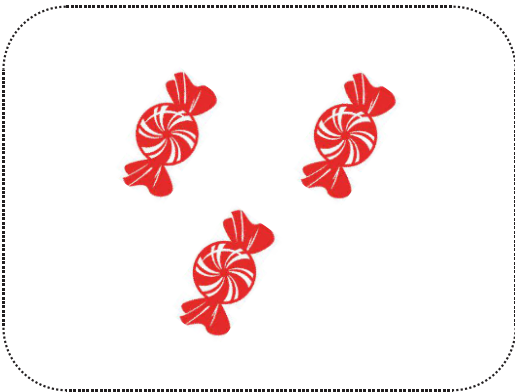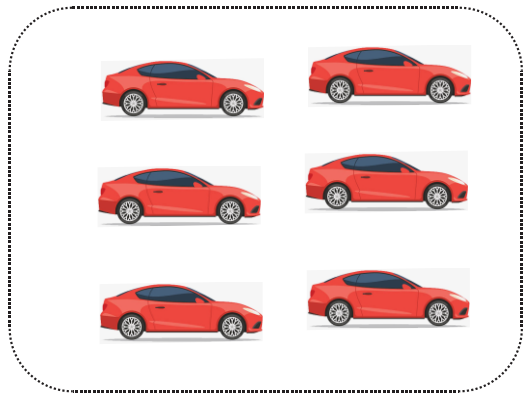| Name: _____ | Subject: Maths | Topic Name: Even and Odd Numbers (up to 99) |

1. Count and write even or odd in given boxes.

2. Write even and odd numbers up to 10.

Even numbers

_____

_____

_____

_____

_____

Odd numbers

_____

_____

_____

_____

_____

Lesson Plan

Grade: Three	**Subject:** Maths	**Term:** 1st	**Time:** 40min

Teacher's Name: _____	**Week:** 1	**Day:** 5

Unit 1: Whole Numbers	**Topic:** Even and Odd Numbers (up to 99)

Student Learning Outcomes:

- Recognize even and odd numbers up to 99 within a given sequence.
- Differentiate between even and odd numbers within a given sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Flash cards of different number of objects up to 10

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiyah".
- Call a student to the front of the class. Ask him/her to draw 10 circles on the board. Ask him/her to group the circles in pairs and tell if there are any left over. Take his/her response which is 5 groups of 2 circles in each group. Ask them: Is 10 an even number or an odd number? Take their responses and appreciate them for the correct answer.

Teaching and Learning Activities: 20 mins

- Tell students that they are going to recognize and differentiate between even and odd numbers in a given sequence.
- Make two groups of students. Give each group flash cards of a different number of objects up to 10. Instruct each group to circle the objects to make pairs. Ask them to write the number of objects on each card. Now, instruct the first group to separate the cards in which all objects are grouped in pairs. Instruct the second group to separate the cards in which objects are grouped in pairs and there are any left over. Now, call each group one by one to the front of the class and ask them to paste the cards on the board. Point out the cards of the first group in which all objects are grouped in pairs and that shows the numbers 2, 4, 6, 8 and 10. Tell students when objects are grouped in pairs, it shows even numbers. Tell them that 2, 4, 6, 8 and 10 are even numbers and any number whose one's place digit is 0, 2, 4, 6, 8 or divisible by 2 are even numbers. Now, point out the cards of the second group in which objects are grouped in pairs with left over objects shows the numbers 1, 3, 5, 7 and 9. Tell students any number whose one's place digit is 1, 3, 5, 7, 9 or not divisible by 2 are odd numbers.

Review: **3mins**

- Sum up the lesson by retelling students the numbers whose ones place digits are 0, 2, 4, 6 and 8 are even numbers. The numbers whose ones place digits are 1, 3, 5, 7 and 9 are called odd numbers.

Evaluation: **10mins**

- To check the understanding of students ask them to solve Q1, 2 of Exercise 1.2.

Homework: **2mins**

Solve Q3 on page 10 in textbook.

Lesson Plan

Grade: Three	**Subject:** Maths	**Term:** 1st	**Time:** 40min

Teacher's Name: _____	**Week:** 1	**Day:** 6

Unit 1: Whole Numbers	**Topic:** Even and Odd Numbers (up to 99)

Student Learning Outcomes:
- Recognize even and odd numbers up to 99 within a given sequence.
- Differentiate between even and odd numbers within a given sequence.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, Wallchart of numbers up to 99, Worksheet.

Warm-up Activities: 5mins
- Before beginning the lesson, ask students to say "Tasmiyah".
- Write some numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the numbers that are odd. Now call another student and ask him/her to identify even number and tick them.

Teaching and Learning Activities: 20 mins
- Tell students that they are going to recognize and differentiate between even and odd numbers in a given sequence.
- Paste a wallchart of numbers 1 to 99 on the board. Call a student to the front of the class and ask him/her to look at the chart and identify two even and odd numbers then colour even numbers red and odd numbers blue. Repeat this activity with some other students. Appreciate the students for their good work.

Review: 3mins
- The tell students about difference in even and odd numbers by writing some even and odd numbers on the board.

Evaluation: 10mins
- To evaluate the students understanding ask them to solve Q4 and 5 on page 10. Check their work and appreciate them for their good work.

Homework: 2mins
Solve the given worksheet.

Worksheet

| Name: _____ | Subject: Maths | Topic Name: Even and Odd Numbers (up to 99) |

1. Help the bird to reach her nest by circling all the odd numbers.

| 15 | 49 | 34 | 96 | 62 | 70 |

| 6 | 20 | 94 | 23 | 28 | 68 | 12 | 18 |

| 39 | 53 | 61 | 7 | 76 | 88 | 10 | 32 |

| 13 | 52 | 86 | 48 | 56 | 24 | 92 | 14 |

| 71 | 25 | 99 | 83 | 4 | 46 | 50 | 22 |

| 24 | 36 | 54 | 45 | 66 | 72 | 8 | 40 |

| 90 | 42 | 80 | 1 | 74 | 98 | 64 | 58 |

| 82 | 18 | 2 | 37 | 73 | 41 | 55 | 19 |

| 30 | 84 | 78 | 16 | 60 | 38 | 44 | 63 |

| 27 |