

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 2

Day: 1

Unit 1: Whole Numbers

Topic: Place value

Student Learning Outcomes:

- Identify the place values of numbers up to 4 digits.

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, Maths Textbook, pencils, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask student what is smallest and greatest 1 -, 2 -, and 3 – digit numbers.

Teaching and Learning Activities:

20 mins

- Tell the students that they are going to place value up to 4-digit numbers.
- Have them open textbook page 11 and learn the place value up to 4-digits using abacus.
- Draw a place value chart on the board and show number 2471 in a place value chart. Tell students we can show number in a place value chart and then find the place and place value of each digit in a number 2471. Tell them that the digit 2 is in the thousand place and its value is 2000, the digit 4 is in the hundred place and its value is 400, the digit 7 is in the tens place and its value is 70, the digit 1 is in the ones place and its value is 1. Write some 4-digit numbers on the board and ask students to draw place value chart in their notebook and then show these numbers in the place value chart and write the place value of each digit in the given numbers. Roam around the class, check their work and guide them if required.

Review:

3mins

- Recall the lesson by writing some 4-digit numbers on the board in numerals and in words. Tell them that 1,000 is the smallest 4-digit number and 9,999 is the greatest 4-digit number.

Evaluation:

10mins

- To check the understanding of students ask them to write a 4-digit numbers in their notebook and write it in place value chart and in words.

Homework:

2mins

Solve the given worksheet.

Worksheet

1. Write the given numbers in place value chart.

a. 3451

b. 8793

Lesson Plan

Grade: Three

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Term: 1st

Time: 40min

Teacher's Name: _____

Week: 2

Day: 2

Unit 1: Whole Numbers

Topic: Place value

Student Learning Outcomes:

- Read and write given numbers up to 10,000 (ten thousand) in numerals and in words.
- Identify the place values of numbers up to 5-digits.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Maths Textbook.

Warm-up Activities:

5mins

- Before beginning the lesson, ask student to say "Tasmiyah".
- Ask students: What is the place and place value of 3 in number 4345?
- Take their responses and appreciate them for the correct answers.

Teaching and Learning Activities:

20 mins

- Tell students that they are going to read and write numbers up to 10,000 in numerals, in words and place value of each digit in a given number.
- Have them open textbook page 13 and tell students that 9999 is the greatest 4-digit number. When we add one more to it, we get 10,000 which is the smallest 5-digit number and read it as ten thousand. We place commas after every three digits by counting digits from right to left. The word form of 10,000 is ten thousand. The expanded form is $10000 = 10,000 + 0000 + 000 + 00 + 0$.
- Draw a place value chart on the board and show number 83462 in a place value chart. Tell students we can show number in a place value chart and then find the place and place value of each digit in a number 83462. Tell them that the digit 8 is in the ten thousand place and its value is 80,000, the digit 3 is in the thousand place and its value is 3000, the digit 4 is in the hundred place and its value is 400, the digit 6 is in the tens place and its value is 60, the digit 2 is in the ones place and its value is 2. Write some 5-digit numbers on the board and ask students to draw place value chart in their notebook and then show these numbers in the place value chart and write the place value of each digit in the given numbers. Roam around the class, check their work and guide them if required.

Review:**3mins**

- Recall the lesson by telling students that the place value tells us the position of each digit in a number.

Evaluation:**10mins**

- To check the understanding of students ask them to solve Q 1 of Exercise 1.3

Homework:**2mins**

Solve the given worksheet.

Worksheet**Name:** _____**Subject:** Maths**Topic Name:** Place Value**1. Write the given numbers in words.**

Number in words	Number
Three thousand and two	
Fifty-five thousand, four hundred and twenty-five	
Eight thousand, seven hundred and seventeen	
Thirty-four thousand, five hundred and ninety-four	
Ninety-nine thousand and nine hundred	

2. Write the place value of each digit in a number.

Number	Place value
11,111	
70123	
45026	
74562	
84545	

Lesson Plan

Grade: Three

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Teacher's Name: _____

Week: 2

Day: 3

Unit 1: Whole Numbers

Topic: Place value

Student Learning Outcomes:

- Read and write given numbers up to 10,000 (ten thousand) in numerals and in words.
- Identify the place values of numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiyah".
- Write some 5-digit numbers on the board and ask students to read and write these numbers in words. Appreciate them for their good work.

Teaching and Learning Activities:

20 mins

- Have students open their textbook page 14. Instruct them to read the given numbers into words.
- Make two groups of students. Write some 5-digit numbers on the board. Instruct the first group to write the given numbers in word and expanded form. Instruct the second group to write the place and place value of each digit of the given numbers by showing in the place value table. Roam around the class, check their work. Instruct to raise hand when finished. Ask one by one each group to represent their work in front of the class. Repeat the same activity by asking first group to write place and place value of the numbers by show in the place value table and second group to write the numbers in word and expanded form.

Review:

3mins

- Recall the lesson by writing some 5-digit numbers on the board in numerals and in words. Tell them that 10,000 is the smallest 5-digit number and 99,999 is the greatest 5-digit number.

Evaluation:

5mins

- To check the understanding of students ask them to solve Q2,3 and 4 of Exercise 1.3.

Homework:

2mins

Solve the Q 5 and 6 of Exercise 1.3 on page 16.

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 2

Day: 4

Unit 1: Whole Numbers

Topic: Number line

Student Learning Outcomes:

- Represent a given number on a number line up to 2-digit numbers.
- Identify the value of a number from a number line up to 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Rope, Number cards 0 to 10, Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask student to say "Tasmiyah".
- Write some 5-digit number on the board and ask students to read and write the number in words and expanded form. Take their responses and appreciate them for their good work.

Teaching and Learning Activities:

20mins

- Tell the students that a number line is straight line with number marked on it at equal intervals.
- To introduce the number line, stretch a rope on the board. Give number card 0 – 10 to random students. Then call out the number and have students, who has that card stand on the line until all ten students are on the line in order. Talk about the number line you made. Tell the students that numbers on number line are at an equal distance.
- Have them open their textbook page 17 and observe the example.

Review:

3mins

- Recall the lesson by telling students about a number line by drawing a number line on the board and tell them that the numbers are at an equal distance from each other.

Evaluation:

10mins

- To check the understanding of students, ask them to solve Exercise 1.4 on page 17.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Maths

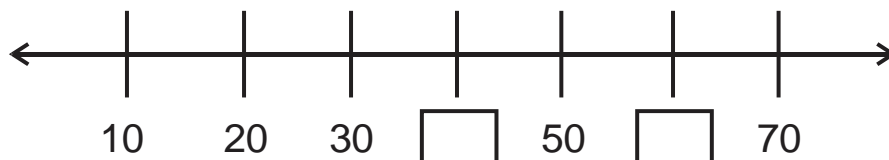
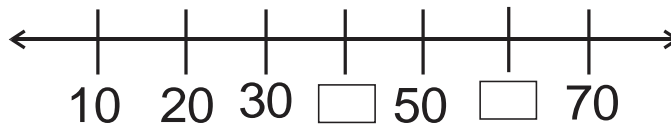
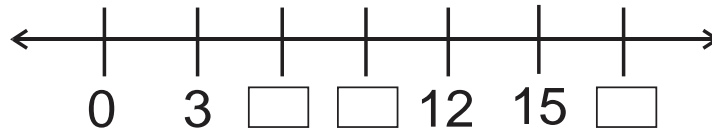
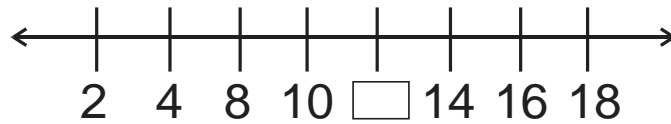
Topic Name: Number line

1. Draw a number line and represent the following:

a. 4, 8, 12, 16

b. 41, 43, 45, 47

2. Write the missing numbers on number line.



Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 2

Day: 5

Unit 1: Whole Numbers

Topic: Number line

Student Learning Outcomes:

- Represent a given number on a number line up to 2-digit numbers.
- Identify the value of a number from a number line up to 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Flashcards

Warm-up Activities:

5mins

Before beginning the lessons, ask student to say "Tasmiyah".

Write some numbers on board ask students to show these numbers on number line in their notebooks.

Teaching and Learning Activities:

20 mins

- Have students open their textbook page 18 and instruct them to observe example. In example, Abdullah has obtaining marks in different subjects. We have to show these obtaining numbers on number line.
- Now draw a line on the board and wrote number 0,15,25,35,45,55,65 and 75 on it, at an equal distance. Now paste flash card of balloon, bag, butterfly above number 25,55 and 75 respectively.
- Call a student in front of the class and ask him/her to identify the value of butterfly. Take response and appreciate if answer is correct. Then call another student and ask him to identify the value of balloon on number line.
- Repeat the activity by changing flash cards and number line. Encourage students for their active participation.

Review:

3mins

- Recall students the concept of number line and tell them that by subtracting one number from the next number, we can find the distance between two numbers on a number line.

Evaluation:

10mins

- To evaluate the understanding of students, ask them to solve Q1 and 2 of Exercise 1.5.

Homework:

2mins

Solve Q3 on page 19.

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 2

Day: 6

Unit 1: Whole Numbers

Topic: Comparing Numbers

Student Learning Outcomes:

- Compare two numbers up to 3 digits using the symbols “<”, “>”, or “=”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Ask students: What is the smallest 3-digit number? What is the greatest 3-digit number? Take their responses and appreciate them for the correct answer.

Teaching and Learning Activities:

20 mins

- Write two 3-digit numbers, for example 176 and 599, on the board. Call a student to the front of the class and ask him/her to draw a place value chart and show these numbers in the place value chart. Ask students to tell the place value of each digit in these numbers. Take their responses and appreciate them for the correct answers. Now, tell them that we can compare these numbers by using a place value chart. Tell them that when we compare two numbers, we start comparing numbers starting from the left. Instruct them to first look at the digits at the hundreds place. The digit 5 is greater than the digit 1 so, the number 599 is greater than 176. Draw symbols for comparing numbers on the board. Tell students the symbol “>” is used for greater than, “<” is used for smaller than and “=” is for equal to. So, we can represent the numbers as 599 is greater than 176 or $599 > 176$. or 176 is smaller than 599 as $176 < 599$.
- Have them open their textbook page 20 and observe the example 1 and 2. Now write any 3-digit numbers on the board. Instruct them to show these numbers in a place value chart and then use symbols to compare and tell which number is smaller than the other.

Review:

3mins

Tell the students about the symbols <, > or = are used for comparing numbers.

Evaluation:

10mins

- To check the understanding of students, ask them to solve Q1 of Exercise 1.6.

Homework:

2mins

Solve the worksheet.

Worksheet

Name: _____

Subject: Maths

Topic Name: Comparing
Numbers

1. Compare the numbers and circle the smallest one.

345

357

884

976

281

393

403

786

111

135

145

155

869

680

300

245