Lesson Plan

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

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

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, Maths Textbook, Worksheet.

Warm-up Activities: **5mins**
- Before beginning the lesson, ask students to say "Tasmiyah".
- Write symbols that are used for comparing numbers on the board. Call a student to the front of the class and ask him/her to write what the symbol stands for below each symbol.

Teaching and Learning Activities: **20 mins**
- Tell students that they are going to compare two numbers using the symbols <, > or =.
- Write the two 3-digit numbers 487 and 491 on the board. Call a student to the front of the class and ask him/her to draw a place value table and show these numbers in table. Then compare and write which one is smaller and which one is greater than the other using the symbols. Ask the rest of the class to check their work and correct it if needed. Tell them that as the digit at the hundreds place is the same (4) in both numbers, so we compare the digits at the tens place. As the digit 8 is smaller than 9 so, 487 is smaller than 491 or 487 < 491. Ask students to open their textbooks to page 21. Ask them to observe the numbers in example 3. Write this example in their notebooks and then show these numbers in the place value chart. Then compare and tell which one is smaller and which one is greater.

Review: **3mins**
- Recall the lesson by telling students we can compare two numbers by using a place value chart. When we compare numbers, we start comparing numbers starting from the left.

Evaluation: **10mins**
- To check the understanding of students, ask them to solve Q2 and 3 of Exercise 1.6.

Solve the given worksheet.

Worksheet

Name: _____	**Subject:** Maths	**Topic Name:** Comparing Numbers

1. Compare the numbers by inserting symbols <, >, =.

347   [   ]   847

531   [   ]   369

724   [   ]   724

812   [   ]   931

698   [   ]   657

Lesson Plan

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

Teacher's Name: _____		**Week:** 3	**Day:** 2

Unit 1: Whole Numbers	**Topic:** Ordering Numbers

Student Learning Outcomes:

- Write the given set of numbers in ascending order (numbers up to 3 digits).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Warm-up Activities: **5mins**

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

Write any two 3-digit numbers on the board. Ask students to compare these numbers and tell which one is smaller than the other. Take their response and appreciate if someone gives the right answer.

Teaching and learning Activities: **20 mins**

- Tell students that they are going to compare and arrange numbers in ascending order.
- Write the three 3-digit numbers 843, 441, 622 on the board. Call a student to the front of the class and ask him/her to show these numbers in a place value chart. Then compare and write which one is smaller and which one is greater than the other using the symbols. Ask the rest of the class to check their work and correct it if needed. Tell them that since the digit 8 at the hundreds place is greater than 4 and 8 or 8 > 6 > 4 so, 843 is the greatest number and the digit 5 is smaller than the digit 8 and 6 or 4 < 6 < 8 so, 441 is the smallest number. Tell them now we arrange the numbers from the smallest number to the greatest number as:

$$441 < 622 < 843$$
$$441, 622, 843$$

- Tell them that when we arrange numbers from the smallest to the greatest, it is called increasing order or ascending order.
- Ask students to write any three 3-digit numbers in their notebooks and then by comparing, arrange these numbers in ascending order. Roam around the class, check their work and guide them if required.

- Recall the lesson by telling students that when we arrange numbers from the smallest number to the greatest number, it is called ascending order.

Evaluation: **10mins**

- To check the understanding of students, ask them to solve Q1 of Exercise 1.7.

Homework: **2mins**

Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Ordering Numbers

1. Write these numbers in ascending order.

a.	115, 121, 119, 125	_____	_____	_____	_____

b.	423, 432, 342, 344	_____	_____	_____	_____

c.	757, 755, 577, 79	_____	_____	_____	_____

d.	210, 340, 304, 200	_____	_____	_____	_____

e.	160, 60, 163, 130	_____	_____	_____	_____

f.	445, 145, 545, 454	_____	_____	_____	_____

Lesson Plan

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

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

Unit 1: Whole Numbers	**Topic:** Ordering Numbers

Student Learning Outcomes:

- Write the given set of numbers in descending order (numbers up to 3 digits).

Resource Material:

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

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiyah".
- Ask students: What is meant by ascending order? How do we arrange numbers in ascending order?

Teaching and Learning Activities: **20 mins**

- Tell students that they are going to compare and arrange numbers in descending order.
- Have them open their textbook and observe example.
- Write three 3-digit numbers 202, 634, 544 on the board. Call a student to the front of the class and ask him/her to show these numbers in a place value chart and then compare and write which one is smaller and which one is greater than the other by using the symbols. Ask the rest of the class to check their work and correct it if needed. Tell them that since the digit 7 at the hundreds place is greater than 5 and 2 or 6 > 5 > 2 so, 634 is the greatest number. Also the digit 2 is smaller than the digit 5 and 6 or 2 < 5 < 6 so, 202 is the smallest number. Ask them to arrange the numbers from the greatest number to the smallest number as:

    634 > 544 > 202
    634, 544, 202

- Tell them that when arrange numbers from the greatest to the smallest, it is called decreasing order or descending order.
- Ask students to write any four 3-digit numbers in their notebooks and then by comparing, arrange these numbers in descending order. Roam around the class, check their work.

- Sum up the lesson by retelling students that when we arrange numbers from the greatest to the smallest, it is called descending order.

| **Evaluation:** | **10mins** |

- To check the understanding of students, ask them to solve Q2 and 3 of Exercise 1.7.

| **Homework:** | **2mins** |

Solve the given worksheet.

Worksheet

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

1. **Write these numbers in descending order.**

| a. | 542, 457, 831, 108 | _____ | _____ | _____ | _____ |

| b. | 109, 728, 667, 307 | _____ | _____ | _____ | _____ |

| c. | 997, 207, 182, 665 | _____ | _____ | _____ | _____ |

| d. | 855, 111, 222, 609 | _____ | _____ | _____ | _____ |

| e. | 626, 818, 504, 408 | _____ | _____ | _____ | _____ |

| f. | 445, 545, 945, 354 | _____ | _____ | _____ | _____ |

Lesson Plan

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

Teacher's Name: _____	**Week:** 3	**Day:** 4

Unit 1: Whole Numbers	**Topic:** Estimation (Rounding off Numbers)

Student Learning Outcomes:

- Round off a whole number to the nearest 10.

Resource Material:

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

Warm-up Activities: **5mins**

- Before beginning the lesson, ask students to say "Tasmiyah".
- Write some numbers on board. Call random students and arrange these numbers in ascending and descending order. Appreciate them for their good work.

Teaching and Learning Activities: **25 mins**

- Have students open their textbook and read the statement of estimation and rounding off.
- Tell students we can round off numbers easily using a number line.
- Draw a number line on the board from 1-20 and point out 11 on the number line. Ask students to observe the number 11 on the number line and tell: Is the number 11 closer to number 10 or number 20 by counting the numbers before and after the number 11. We know that the number 11 is closer to 10 than 20. Tell students if the number at the ones place is less than 5, so the digit is replaced by 0 and the tens digit remains the same. So, we round off to the nearest 10 the number 13 as 10. Now, point out the number 16 and ask them to observe it. Since the number 16 is closer to 20 than 10, so we round it off to the nearest 10 as 20. Tell students that from this we, we learn that if the digit at the ones place is greater than or equal to 5, we add 1 to the digit at the tens place.
- Write some numbers on the board. Ask students to round off these numbers to the nearest 10. Roam around the class, and guide them if needed.

Review: **3mins**

- Review the lesson by telling students that rounding off numbers means to make our work easier but the estimated value is closer to the real value.

- To evaluate students, ask them to round off 70,59 and 45 to the nearest 10.

Solve the given worksheet.

Worksheet

| **Name:** _____ | **Subject:** Maths | **Topic Name:** Estimation (Rounding off Numbers) |

1. Use number line to help you round to the numbers to the nearest ten. The first question is done for you.

13	10
46	
74	
28	
59	
81	
37	

Lesson Plan

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

Teacher's Name: _____		**Week:** 3	**Day:** 5

Unit 1: Whole Numbers	**Topic:** Estimation (Rounding off Numbers)

Student Learning Outcomes:
- Round off a whole number to the nearest 100.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, Worksheet.

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students: What are the rules to round off numbers to the nearest 10? Take their responses and appreciate if they gives the right answer.

Teaching and Learning Activities: 20 mins
- Tell students that they are going to round off numbers to the nearest 100.
- Have students open their textbook and explain them rules of rounding off to 100.
- Write the number 342 on the board. Tell students that we want to round off this number to the nearest 100. Tell them that to round off numbers to the nearest 100, we look at the digit at the tens place. If the digit at the tens place is smaller than 5, we replace the digits at the tens place and the ones place with 0 and the digit at the hundreds place remains the same. So, in 342, the digit at the tens place is 4 which is smaller than 5, so we round it to the nearest hundred as 300.

Review: 3mins
- Review the lesson by telling students that when we round off numbers to the nearest 100, we look at the digits at the tens place.

Evaluation: 10mins
- To check the understanding of students, ask them to write some 3- or 4-digit numbers in their notebook and round off to the nearest 100.

Homework: 2mins
Solve the given worksheet.

Worksheet

1. **Round the number below to the nearest hundred. Trace the line through the numbers that can be rounded to 500.**

start --- 650 --- 493

490 --- 487 --- 556

480 --- 605 --- 650 --- 513 --- 440

576 --- 525 --- 510 --- 480 --- 555

402 --- 468 --- 389 --- 415 --- 702

556 --- 504 --- 465 --- finish

Lesson Plan

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

Teacher's Name: _____	**Week:** 3	**Day:** 6

Unit 1: Whole Numbers	**Topic:** Estimation (Rounding off Numbers)

Student Learning Outcomes:
- Round off a whole number to the nearest 10 and 100.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Number cards

Warm-up Activities: **5mins**
- Before beginning the lesson, ask students to say "Tasmiyah".
- Ask students: What are rules to round off numbers to the nearest 10 and 100? Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **20 mins**
- Tell students that they are going to round off numbers to the nearest 10 and 100.
- Make two groups of students. Give each group some number cards. Instruct the first group to round off the numbers to the nearest 10. Ask the second group to round off the numbers to the nearest 100. Walk around the class, check their work and guide them if needed. Now, ask them to raise their hands and present their work at the front of the class.

Review: **3mins**
- Recall the lesson by telling students that when we round off numbers to the nearest 10 and 100, we look at the digits at the ones place and the tens place respectively.

Evaluation: **10mins**
- To check the understanding of students, ask them to Solve Q1 of solve exercise 1.8 on page 27 of their textbook. Appreciate them for their good work.

Homework: **2mins**

Solve Q2 of Exercise 1.8 on page 27 of their textbook.