

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 6

Day: 1

Unit 2: Number Operations
(Addition)

Topic name: Add Numbers up to 100 using
mental strategies

Student Learning Outcomes:

- Add numbers up to 100 using mental calculation strategies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook, Worksheet

Warm-up Activities:

5mins

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

Ask students how do they add numbers vertically and horizontally. Take their responses and appreciate them for the correct answer.

Teaching and Learning Activities:

20 mins

- Tell students today they are going to learn how to add numbers mentally.
- Tell students mental calculation is that which is done in one's mind without using pencil, paper and any other aid.
- Have them open page 36, and tell students how to add numbers mentally.
- First decompose numbers into ones and tens. Instruct the students to see the step 1 in which 66 and 33 are decomposed into ones and tens. Then add ones in ones and tens in tens. $6 + 3 = 9$, $60 + 30 = 90$.
- In last step, ask them to add the sum of ones and tens. $9 + 90 = 99$, Hence $66 + 33 = 99$.

Review:

3mins

- Recall the lesson by telling students that we can add numbers mentally by separating the tens and the ones and then add and the ones in ones and the tens in tens.

Evaluation:

10mins

- To check the understanding of students, ask them how we can add numbers mentally. Ask them to write any two numbers in their notebooks and solve it mentally.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Maths

Topic Name: Add Numbers
up to 100 using mental
strategies

1. Add the following numbers mentally by separating tens and ones.

a) 34 and 11

b) 56 and 30

c) 71 and 26

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 6

Day: 2

Unit 2: Number Operations
(Addition)

Topic: Add Numbers up to 100 using
mental strategies

Student Learning Outcomes:

- Add numbers up to 100 using mental calculation strategies.

Resource Material:

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

Warm-up Activities:

5mins

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

Write two 2-digit numbers on the board. Call a student to the front of the class and ask him/her to add these numbers on the board. Take his/her response and appreciate if he/she has done it correctly.

Teaching and learning Activities:

20 mins

- Tell students today they will learn to add numbers mentally.
- Take two numbers, 20 and 76 mentally. Call a student to the front of the class and ask him/her to write the steps to add these mentally. Ask him/her to first write the tens and the ones of the given numbers and then write the given numbers as tens and ones.
- $20 = 20 + 0$, $76 = 70 + 6$
- Now, tell them that we add tens in tens and ones in ones as $20 + 70 = 90$, $0 + 6 = 6$. Then we add the result of addition of tens and ones: $90 + 6 = 96$.
- Ask students to observe Q1 of Exercise 2.3 in the textbooks and solve mentally. Roam around the class, check their work.

Review:

3mins

- Recall the lesson and tell students that we can add numbers mentally by separating the tens and the ones and then adding their sums.

Evaluation:

10mins

- To evaluate students, ask them to solve Q2 (i-iv) of Exercise 2.3 mentally in their notebooks.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

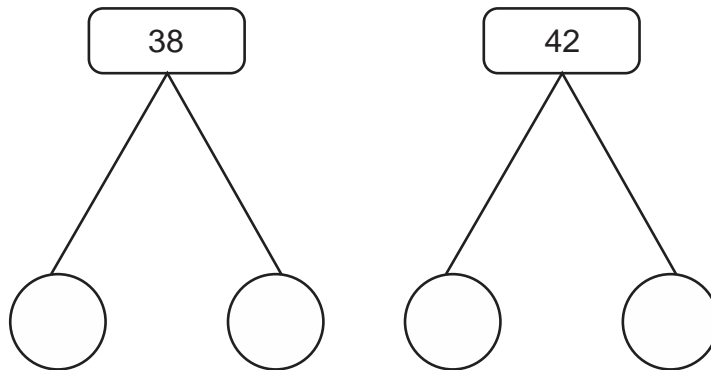
Subject: Maths

Topic Name: Add Numbers
up to 100 using mental
strategies

1. Add mentally.

(i)	$70 + 26 =$
(ii)	$54 + 30 =$
(iii)	$16 + 20 =$
(iv)	$66 + 11 =$

2. Add 38 and 42 using mental strategy.



$$\boxed{} + \boxed{} =$$

$$\boxed{} + \boxed{} =$$

$$+ \boxed{}$$

So, $\boxed{38} + \boxed{42} = \boxed{}$

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 6

Day: 3

Unit 2: Number Operations (Addition)

Topic: Real-life Number Stories

Student Learning Outcomes:

- Solve real-life number stories up to 4-digit with and without carrying involving addition.

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 mental calculation? Write any 2-digit numbers and ask students to solve mentally.

Teaching and Learning Activities:

20 mins

- Tell the students today they are going to solve real-life number stories by addition.
- Have them open their textbook. Instruct them to read the statement of example and tell what is given and what we have to find. Take their response and tell them that there are 3368 girls and 4231 boys in school. We have to find total number of girls and boys altogether.
- Now draw a place value chart on the board and call a student in front of the class and ask him/her to put values in chart. After that instruct him/her to make statement of number story to add to get the total number. Appreciate him/her if answer is correct.

Review:

3mins

Recall the concept of 4-digit addition by solving some real-life number stories.

Evaluation:

10mins

- To evaluate students understanding ask them to solve Q1 (i, ii) of Exercise 2.4 in their notebooks. Roam around the class and guide them if needed.

Homework:

2mins

Solve Q1 (iii – vi) of Exercise 2.4 in notebooks.

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 6

Day: 4

Unit 2: Number Operations (Subtraction)

Topic: Subtraction of Numbers
up to 4-digit Numbers

Student Learning Outcomes:

- Subtract numbers up to 4-digits without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5mins

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

Ask students: Do you know how to subtract two numbers? What symbol is used for subtraction? Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities:

20 mins

- Tell students today they will learn subtraction of 4-digit numbers without borrowing.
- Ask students to open their textbooks to page 38. Tell them in example 1, there are 335 orange trees in a garden. We have to find how many trees did not bear fruits: 220 of them bore fruits. Ask students: What do we do to find the number of trees having not fruit? Take their responses and tell them that we have to subtract 220 from 335. Now, call a student to the front of the class and ask him/her to subtract and find the number of trees. Take his/her response and appreciate him/her for the correct answer. Now ask them: Do you know how we can subtract the numbers horizontally? Take their responses and tell them that in this method, we arrange the digits of the numbers in rows and then subtract the digits in the same place value. Now write 335 and 220 on the board and then arrange the digits of both numbers in rows and subtract step by step starting from the ones place.

Review:

3mins

- Recall the lesson by telling students that when we subtract two numbers, their result is called the difference. Also tell them that when we subtract numbers, we start subtracting the numbers from the right.

Evaluation:**10mins**

- Ask them to solve Q1 (i – vi) of Exercise 2.5 at page 39 of their textbook.

Homework:**2mins**

Solve Q1 (vii -xii) of Exercise 2.5 at page 39.

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 6

Day: 5

Unit 2: Number Operations
(Subtraction)

Topic: Subtraction up to 4-digit
numbers

Student Learning Outcomes:

- Subtract numbers up to 4-digits with borrowing.

Resource Material:

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

Warm-up Activities:

5mins

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

Ask students: When we subtract two numbers, what is their result called? Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

20 mins

- Ask students to open page 38 of their Textbooks.
- Tell them that in example Salman has Rs. 870 in his pocket and he spent Rs. 672 on purchasing. We have to find how much amount is left with him.
- Tell them for this we have to subtract 672 from 870.
- Now call a student and ask him/her to subtract amount spent from total amount. Appreciate for his correct answer. Now ask students to arrange these numbers horizontally and ask students to solve it in their notebook. Guide them if needed.

Review:

3mins

- Sum up the lesson by retelling students the steps to subtract 4-digit numbers with borrowing.

Evaluation:

10mins

- Ask them to solve Q1 (xiii – xx) of Exercise 2.5 in their notebook.

Homework:

2mins

Solve the given worksheet.

Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 6

Day: 6

Unit 2: Number Operation (Subtraction)

Topic: Subtraction

Student Learning Outcomes:

- Subtract numbers up to 4 digits with and without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5mins

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

Ask students: How can we subtract two numbers vertically and horizontally?

Take their responses and ask them to write two numbers in their notebooks and solve it by using the vertical and horizontal method.

Teaching and Learning Activities:

20mins

- Write the two 4-digit numbers 9387 and 3896 on the board and ask them to tell how we can subtract these numbers. Take their responses and tell them when we subtract two numbers, we start subtracting from the right. Tell them that we subtract ones in ones, tens in tens, hundreds in hundreds and thousands in thousands. Now, subtract these numbers step by step on the board and explain each step to students. Ask students to write two 4-digit numbers in their notebooks and subtract the numbers without borrowing. Roam around the class, check their work and guide them if needed.

Review:

3mins

- Recall the lesson by telling students that we can subtract two numbers with and without borrowing by subtracting ones from ones, tens from tens, hundred from hundreds and thousands from thousands.

Evaluation:

10mins

- To check the understanding of students, ask them to solve Q2 (i-iii) exercise 2.5 in their notebook.

Homework:

2mins

Solve Q2 (iv-vii) of Exercise 2.5 in their notebooks.