Lesson Plan

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

Teacher's Name: _____	**Week:** 7	**Day:** 1

Unit 2: Number Operations (Subtract)	**Topic:** Subtraction of Numbers using mental strategies

Student Learning Outcomes:

- Subtract numbers up to 100 using mental calculation strategies.

Resource Material:

Chalk/Marker, White/Blackboard, match sticks, Maths Textbook

Warm-up Activities:	**5mins**

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

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: How can we subtract numbers vertically and horizontally with and without borrowing? Take their responses and appreciate them for the correct answer.

Teaching and Learning Activities:	**20mins**

- Tell students today they will learn to subtract numbers mentally.
- Write the two numbers 45 and 88 on the board. Ask students: Do you know how we can subtract numbers mentally? Take their responses and tell them that we can subtract numbers mentally by separating the numbers in tens and ones.
- Tell them that first we observe the numbers 88 and 45 and take the smaller number first that is 45 and then separate out the number 45 into tens and ones.

$$45 = 40 + 5$$

Tell them that now we first subtract 4 tens or 40 from 88 and then subtract the ones.

$$88 - 45 = 88 - 40 - 5 = 48 - 5 = 43$$

Ask students to write any two 2-digit numbers in their notebooks and subtract them mentally. Roam around the class, check their work and guide them if required.

- Put ice match sticks on the table. Write two numbers 45 and 31 on the board. Call a student to the front of the class and ask him/her to collect the match sticks and show numbers 45 as four bundles of tens and 5 ones match sticks. Then separate out the tens and ones of the number

31 that is 30 and 1. Now instruct first subtract 3 tens or 30 from the 45 match sticks. Ask them how many ice match sticks left with him/her. Take their responses and that is 15. Now take out one stick to subtract 1 ones from the number 15. Now we have 14 match sticks. Repeat this activity to some other student to revise the concept of mental subtraction.

Review: **3mins**

- Sum up the lesson by retelling students that we can subtract numbers mentally by separating the tens and the ones and then subtract the tens from tens and the ones from ones and then add the result.

Evaluation: **10mins**

- To check the understanding of students, ask them to solve Q 1 of Exercise 2.7.

Homework: **2mins**

Solve Q2 of Exercise 2.7 in notebooks.

Lesson Plan

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

Teacher's Name: _____		**Week:** 7	**Day:** 2

Unit 2: Number Operations (Subtraction)	**Topic:** Subtraction of Numbers using mental strategies

Student Learning Outcomes:
- Subtract 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 subtract these numbers on the board. Take his/her response and appreciate if he/she has done it correctly.

Teaching and Learning Activities: 25 mins
- Write two numbers 24, 97 on the board. Ans tell students we have to subtract 24 from 97 mentally. Call a student to the front of the class and ask him/her to write the steps to subtract 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.
  $(97 - 20) - 4 = 77 - 4 = 73$
- Write some 2-digit numbers on the board and call students randomly one by one and ask them to subtract them mentally and find the difference. Appreciate students for their active participation.

Review: 3mins
- Tell students that we can subtract numbers mentally by separating the tens and the ones and then subtracting the tens from tens and the ones from ones.

Evaluation: 5mins
- To check the understanding of students, ask them to subtract 48 and 34 mentally in their notebooks. Roam around the class, check their work and guide them if needed.

Homework: 2mins
Solve the given worksheet.

Worksheet

Name: _____	**Subject:** Maths	**Topic Name:** Subtraction of Numbers using mental strategies

1. **Subtract 84 and 31 mentally.**

2. **Subtract 64 and 33 mentally.**

3. **Subtract 75 and 20 mentally.**

Lesson Plan

Grade: Three	**Subject:** Maths		**Term:** 1st	**Time:** 40min
Teacher's Name: _____			**Week:** 7	**Day:** 3
Unit 2: Number Operations (Subtraction)			**Topic:** Real-life Number Stories	

Student Learning Outcomes:

- Solve real-life number stories up to 4-digit with and without borrowing involving subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:	**5mins**

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

Ask students what are steps of doing subtraction through mental calculation.

Take their response and appreciate for their active participation.

Teaching and Learning Activities:	**25mins**

- Tell the students today they are going to solve real-life number stories involving subtraction.

- Instruct students to read the statement. Tell them the sum of two numbers is 5687. If one number is 3399, then we have to find other number. Call a student to the front of the class and ask him/her to subtract numbers by writing number stories. Ask students if the answer in correct or not. Appreciate them for their good work.

Review:	**3mins**

- Recall the lesson by telling students the steps involving 4-digit subtraction.

Evaluation:	**5mins**

- To evaluate students, ask them to solve Q (i – iii) of Exercise 2.8.

Homework:	**2mins**

Solve Q (iv-vi) of Exercise 2.8 in notebooks.

Lesson Plan

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

Teacher's Name: _____	**Week:** 7	**Day:** 4

Unit 2: Number Operations (Multiplication)	**Topic Name:** Multiplication table of tables

Student Learning Outcomes:
- Develop multiplication table for 6.

Resource Material:
Chalk/Marker, White/Blackboard, Picture of 60 objects.

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
- Ask them: Can you count in steps of 2, 3, 4 and 5? Take their responses and appreciate if someone gives the right answer.

Teaching and Learning Activities: 20 mins
- Write table of 6 on the board.
- Make group of students and give each group a picture of 60 objects. Now asked each group to make groups of sixes.
  To explain the concept of multiplication by grouping items.
- Box up 1 group of objects, say '1 group of 6' and write: $1 \times 6 = 6$. Box up 2 groups of objects, say '2 groups of 6' and write: $2 \times 6 = 12$. Box up 3 groups of objects, say '3 groups of 6' and write: $3 \times 6 = 18$. Box up 4 groups of objects, say '4 groups of 6' and write: $4 \times 6 = 24$. Box up 5 groups of objects, say '5 groups of 6' and write: $5 \times 6 = 30$. Box up 6 groups of objects, say '6 groups of 6' and write: $6 \times 6 = 36$. Box up 7 groups of objects, say '7 groups of 6' and write: $7 \times 6 = 42$. Box up 8 groups of objects, say '8 groups of 6' and write: $8 \times 6 = 48$. Box up 9 groups of objects, say '9 groups of 6' and write: $9 \times 6 = 54$. Box up 10 groups of objects, say '10 groups of 6' and write: $10 \times 6 = 60$.
  Revise the 6 times table 3 or 4 times loudly with the class.

Review: 3mins
- Tell the students about the table of 6 by repeating addition.

Evaluation: 10mins
- To check the understanding of students, write the dodging of the 6 times table on the board and ask the students to give the answer one by one.

Homework: 2mins
Learn the table of 6

Lesson Plan

Grade: Three	**Subject:** Maths		**Term:** 1st	**Time:** 40min
Teacher's Name: _____			**Week:** 7	**Day:** 5
Unit 2: Number Operations (Multiplication)		**Topic Name:** Multiplication table of tables		

Student Learning Outcomes:

- Develop multiplication table for 6.

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 does the repeated addition of 6 mean?

Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:	**25mins**

- Tell students that they are going to learn the table of 6.
- Ask them to open their textbooks to page 46. Ask them to look at the question given on the page. Ask them if they can answer it. Take their responses and tell them that they will learn the answer after learning the table of 6.
- Now ask students to open their textbooks to page 46.
- Call a student to the front of the class and ask him/her to read the table of 6 in a loud voice and ask the rest of the class to repeat with him/her.

Review:	**3mins**

- Recall the lesson by telling students that by counting in steps of 6, we get the multiplication table of 6.

Evaluation:	**5mins**

- To check the understanding time table of students, ask them to give answer of dodging of 6.

Homework:	**2mins**

Solve the given worksheet.

Worksheet

Name: _____ | **Subject:** Maths | **Topic Name:** Multiplication table of tables

1. 6 times table.

$6 \times 1 = \boxed{}$

$6 \times 2 = \boxed{}$

$6 \times 3 = \boxed{}$

$6 \times 4 = \boxed{}$

$6 \times 5 = \boxed{}$

$6 \times 6 = \boxed{}$

$6 \times 7 = \boxed{}$

$6 \times 8 = \boxed{}$

$6 \times 9 = \boxed{}$

$6 \times 10 = \boxed{}$

Lesson Plan

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

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

Unit 2: Number Operation (Multiplication)	**Topic Name:** Multiplication table of tables

Student Learning Outcomes:
- Develop multiplication tables for 7.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Pictures of 70 objects

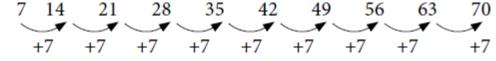**Warm-up Activities:**   **5mins**

Before beginning the lesson, ask students to say "Tasmiyah".
- Ask students: What does the repeated addition of 7 mean?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25mins**

- Tell students that they are going to learn the table for 7.
- Paste a wallchart of the table for 7 on the board. Display the picture of 70 objects. Circle every 7 objects and have the class count the objects in sevens:
- 7, 14, 21, 28, 35, 42, 49, 56, 63, 70
- Show the class the concept of multiplication by repeated addition of sevens as follows:

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- With the picture of the 70 objects grouped into eights, show the class the concept of multiplication by grouping items as follows: Circle 1 group of objects, say, '1 group of 7' and write: 1 × 7 = 7. Circle 2 groups of objects, say, '2 groups of 7' and write: 2 × 7 = 14. Circle 3 groups of objects, say, '3 groups of 7' and write: 3 × 7 = 21. Circle 4 groups of objects, say, '4 groups of 7' and write: 4 × 7 = 28. Circle 5 groups of objects, say, '5 groups of 7' and write: 5 × 7 = 35. Circle 6 groups of objects, say, '6 groups of 7' and write: 6 × 7 = 42. Circle 7 groups of objects, say, '7 groups of 7' and write: 7 × 7 = 49. Circle 8 groups of objects, say, '8 groups of 7' and write: 8 × 7 = 56. Circle 9 groups of objects, say, '9 groups of 7' and write: 9 × 7 = 63. Circle 10 groups of

objects, say, '10 groups of 7' and write: 10 × 7 = 70. Revise the 7 times table 3 or 4 times loudly with the class.

Review: **3mins**

- Retell the students about the table of 7 by repeating addition.

Evaluation: **5mins**

- To check the understanding of students, write the dodging of the 7 times on the board and ask the students to give the answer one by one.

Homework: **2mins**

Learn the table of 7.