Lesson Plan

| Grade: Four | Subject: Maths | Term: 1st | Time: 40min |

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

| Topic: Orientation |

Student Learning Outcomes:

- Introduce themselves and get to know about their teacher and class-fellows.

Resource Material:

Chalk/Marker, White/Blackboard

Introduction: 30min

Before beginning, ask students to say "Tasmiyah".

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Welcome students to their new classroom.

- Greet your students, introduce yourself and ask their name as well.
- Your introduction should be concise and brief.
- Next, help students learn about each other.
- Although they are familiar with most of their class-fellows, still it will help them socialize more among their peers.
- Have students introduce themselves by sharing their names, dates of birth, their interests, etc.
- Distribute the worksheet among students and ask them to fill.

Review: 0min
N/A

Evaluation: 0min
N/A

Homework: 0min
N/A

Name: _____ Date: _____

Introducing Myself

- My name is _____.

- I am _____ years old.

- My birthday is on _____.

- I live in _____.

- My favorite subject is _____.

- I have _____ siblings.

- My hobby is _____.

- I want to become a/an _____.

Lesson Plan

Grade: Four	Subject: Maths	Term: 1st	Time: 40min

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

Unit 1: Whole Numbers and Operations	Topic: Recalling

Student Learning Outcomes:

- Recall their previous knowledge about the concept of numbers.

Resource Material:

Chalk/Marker, White/Blackboard

Warm-up Activities: 30min

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

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

Next, ask a few questions relevant to "Numbers" they learnt in grade 3.

Tell students that they are going to revise the main concepts.

Teaching and Learning Activities: 20 min

- Write numbers in digits from 1 - 20.
- Now call different students and ask them to write their Roman numbers.
- Encourage them if they give correct answers.
- Then ask whole class about the difference between even and odd numbers.
- Recall the concept by telling the number 0,2,4,6,8 are even, while 1,3,5,7,9 are odd numbers.
- Now write 4 or 5-digit numbers on the board and underlined one of their digits. Ask students to tell the value. For example: 34,<u>5</u>68 the value of 5 will be 500.
- Similarly ask some other questions too, and check the students concept about whole numbers.

Review: 5min

Retell the basic concepts and correct the common mistakes.

Evaluation: 0min

N/A

Homework: 0min

N/A

Lesson Plan

Grade: Four	Subject: Maths	Term: 1st	Time: 40min

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

Unit 1: Whole Numbers and Operations	Topic : Whole Numbers Place Values of Digits up to One Hundred Thousand (100,000)

Student Learning Outcomes:
- Identify place values of digits up to one hundred thousand (100,000).
- Read numbers up to one hundred thousand (100,000).
- Write numbers up to one hundred thousand (100,000).

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook.

Warm-up Activities: 5min

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

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

Write a few 3- or 4-digit numbers on the board. Underlined any of the digits and ask them about its value/place value. Ask them to read that number. Appreciate their responses.

Teaching and Learning Activities: 25 min

- Ask students to open their textbooks to page 3.
- Ask them to look at the picture and talk about natural numbers.
- Tell them the natural numbers are 1,2,3……. . While if we add 0 in them, they become whole numbers i.e. 0,1,2,3………
- Tell student 99,999 is the greatest 5-digit number. By adding 1 more in it, becomes 100,000 which is the smallest 6-digit number.
- Draw a place value chart with place values up to thousand. Write a number in it and explain the place value of each digit.
- Now, add one more column and write another digit in it (write 5 unique digits so that the students do not get confused from similar digit values).
- Explain how to read this number using the place value chart.
- Then write it in words on the board by placing commas.
- Tell them that we put commas after every 3 digits from the right. Explain how a place value chart helps us to read the numbers correctly.
- Also tell them when we write a number by using commas, it is called standard form of number.

Review:	3min

Sum up the lesson by retelling about reading and writing numbers up to hundred thousand by using place values. Check their work and guide them if needed.

Evaluation:	5min

To evaluate the understanding of students write 5-digit numbers on the board, and ask them to solve questions in their notebooks.

Homework:	2min

Revise the classwork. And solve Q 1 and 2 of Exercise 1.1 in their notebooks.

Lesson Plan

Grade: Four	Subject: Maths	Term: 1st	Time: 40min

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

Unit 1: Whole Numbers and operations	Topic : Whole Numbers Place Values of Digits up to One Hundred Thousand (100,000)

Student Learning Outcomes:
- Identify place values of digits up to one hundred thousand (100,000).
- Read numbers up to one hundred thousand (100,000).
- Write numbers up to one hundred thousand (100,000).

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook Place value cards (up to ten thousand)

Warm-up Activities: 5min
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them to open their textbooks to page 4 and ask them: What is the smallest 5-digit number and the greatest 5-digit number? Take their responses. Draw a place value table and write numbers in the table. Ask them to read the numbers and talk about the value of each digit. Correct them if required.

Teaching and Learning Activities: 20 min
- Have students open pages 4 and 5. Explain the given examples by drawing the table on the board.
- Tell them 100,000 is the smallest 6-digit number and 999,999 is the greatest 6-digit number.
- Explain how to read and write any number using place values.
- Distribute place value cards (up to ten thousand) among the students.
- Call a student to the front and ask him/her to write a random 5-digit number on the board. Ask him/her to point out any digit of the number. The remaining students have to hold and show the correct card of that place.
- Next, call another student and ask him/her to read that number loudly. The remaining students will check if he/she is reading it correctly or not.
- Similarly, another student will write that number in words and the remaining students will check if he/she has written it correctly or not.
- Repeat these activities with other students as well.

Review:	3min

Sum up the lesson by explaining the "Key fact" given on page 5 and explain through writing different numbers and placing commas at the correct places.

Evaluation:	10min

Ask them to solve Q3 (i,ii,iii,iv) in their notebooks. Check their work and guide them if needed.

Homework:	2min

Solve Q3 (v,vi,vii,viii) in their notebooks.

Lesson Plan

| Grade: Four | Subject: Maths | Term: 1st | Time: 40min |

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

| Unit 1: Whole Numbers and Operations | Topic : Whole Numbers Place Values of Digits up to One Hundred Thousand (100,000) |

Student Learning Outcomes:
- Identify place values of digits up to one hundred thousand (100,000).
- Read numbers up to one hundred thousand (100,000).
- Write numbers up to one hundred thousand (100,000).

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

Warm-up Activities: 5min
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Write any 5-digits numbers on the board and ask students to write it in words. Appreciate them if they give correct answer.

Teaching and Learning Activities: 20 min
- Arrange two sets of numbers. One set has number cards of any 5-digits numbers in words and the other set has the same numbers in figures.
- Distribute numbers cards among students.
- Call any student to the front and ask him/her to show his/her card to the class. The student with the same number (in words or figures) will come forward and pair them.
- Now each pair ask them to write that number in standard form and expanded form. Similarly, repeat this activity till all the numbers are paired correctly.

Review: 3min
Have students open page 6. Explain the given words and figures by drawing the table on the board. Explain the place and place value of each digit of a number.

Evaluation: 10min
Ask them to solve Q 4 (i – iv) of Exercise 1.1.

Homework: 2min
Solve Q 4 (v – viii) of Exercise 1.1.

Lesson Plan

| Grade: Four | Subject: Maths | Term: 1st | Time: 40min |

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

| Unit 1: Whole Numbers and operations | Topic : Whole Numbers Place Values of Digits up to One Hundred Thousand (100,000) |

Student Learning Outcomes:
- Identify place values of digits up to one hundred thousand (100,000).
- Read numbers up to one hundred thousand (100,000).
- Write numbers up to one hundred thousand (100,000).

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

Warm-up Activities: 5min
Before beginning the lesson, ask students to say "Tasmiyah".
Tell students today they are going to write numbers in numerals.

Teaching and Learning Activities: 20 min
- Write 4 sets of 8 numbers in words, on the board.
- Eighty-four thousand, eight hundred and twenty two.
- Ten hundred and five thousand, three hundred and forty.
- Thirty-one thousand, six hundred and fifty.
- Seven hundred and eighty-four thousand, four hundred and sixty-eight.
- Make two groups of students. Instruct one group to write the given words in numerals. And second group to write these in expanded form.
- Roam around the class and check their work.
- Instruct students when they have finished the assigned work.
- Call both groups leaders one by one to the board and ask them to represent their work in front of class.

Review: 3min
Recall the concept of writing and identifying numbers.

Evaluation: 10min
To evaluate the students understanding ask them to solve Q 5 (i,ii,iii) in their notebooks. Check their work and guide them if needed.

Homework: 2min
Ask student to solve Q 5 (iv, v) of exercise 1.1 in their notebooks.