

# Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: \_\_\_\_\_

Week : 8

Day: 1

Unit 1: Factors and Multiples

Topic : Prime and Composite Numbers

## Student Learning Outcomes:

- Identify and differentiate 2-digit prime and composite numbers.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5min

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

Ask student: What are divisibility rules? How can we find if a number is divisible by another number not? Take their responses and appreciate them for their correct answers.

## Teaching and Learning Activities:

20 min

- Tell students today they are going to know about prime or composite numbers.
- Ask students what are prime numbers? Take their response. Now tell them, prime number is a number which have two divisors 1 and number itself.
- Write the numbers 2 and 8 on the board. Ask students: How many numbers are there that divides the number 2? Take their responses and tell them the number 2 has two divisors only, the number 1 and number 2 itself.
- Now ask students to find the divisor of 8. Tell them that the numbers 1, 2, 4 and 8 divides the number 8 without any leftover. Tell them that as the number 8 has more than two divisors then the number 8 is not a prime number. Tell them that when a number has more than 2 divisors then that number is called a composite number. So the number 8 is a composite number.

## Review:

3min

Recall the lesson by explaining the key fact given on page 31 in their textbooks.

## Evaluation:

10min

Write same 2-digit numbers on board and ask them to solve by identifying prime or composite numbers.

## Homework:

2min

Solve Q1 of exercise 2.2 on textbook.

# Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: \_\_\_\_\_

Week : 8

Day: 2

Unit 1: Factors and Multiples

Topic : Prime and Composite Numbers

## Student Learning Outcomes:

- Develop multiplication tables for 8.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5min

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

Ask student: What are prime numbers? What are composite numbers? What is the difference between prime numbers and composite numbers?

Take their responses and appreciate them for their correct answers.

## Teaching and Learning Activities:

25 min

- Make groups of students. Give each group some number cards. Instruct them to find the divisors of these numbers and then separate out the prime numbers and the composite numbers. Roam around the class and check their work. Ask them to raise their hands when finished. Now call each group one by one to the front and ask its students to represent their work. Ask the rest of the class to check their work and point out mistakes and correct them.

## Review:

5min

Recall the lesson by explaining to students about prime numbers and composite numbers and their differences.

## Evaluation:

3min

Ask them to solve Q 2 in notebooks.

## Homework:

2min

Solve Q3 and Q4 in their notebooks.

# Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: \_\_\_\_\_

Week : 8

Day: 3

Unit 2: Factors and Multiples

Topic: Factors

## Student Learning Outcomes:

- Find factors of a number up to 50.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5min

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

Ask students about their homework. Ask them to tell about prime numbers and composite numbers. Take their responses and appreciate them.

## Teaching and Learning Activities:

25 min

- Tell students today we are going to learn about factors of numbers. Ask them: Do you know about factors?
- Take their responses and tell them that a factor of any number is the number which divides the number exactly without leaving any remainder.
- Draw 10 balls on the board. Instruct students to divide the balls into two groups equally. Take their responses and then divide the balls into two groups and tell them that there are 5 balls in each group. Again instruct them to divide the balls into five groups equally. Take their responses and then divide the balls into five groups and tell them that there are 2 balls in each group. Tell them that as 2 and 5 both divides 10 equally into groups then 2 and 5 are the factors of 10. Tell them that 1, 2, 5 and 10 are the factors of 10 as these divide 10 without any leftover.
- Ask them to find and write the factors of 14 in their notebooks. Roam around the class, check their work and guide them if required.
- Ask students to open their textbook to page 34. Ask them to read the statement of the example and tell what we have to find. Take their responses and tell them that we have to find the possible number of ways he can make groups of 6 balls. Tell them that we have to find the factors of 6 to make groups. Ask them to find the factors of 6. Roam around the class, check their work and guide if required.

## Review:

3min

Sum up the lesson by explaining to students key facts on page 32.

Evaluation:

5min

To assess the students learning, ask them to find the factors of 36 and 12. Ask them to solve it in their notebooks.

Homework:

2min

Solve Q1 of exercise 2.3 in their notebooks.

# Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: \_\_\_\_\_

Week : 8

Day: 4

Unit 2: Factors and Multiples

Topic : Factors

## Student Learning Outcomes:

- Find factors of a number up to 50.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5min

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

Ask students about their homework. Ask them: What is meant by factors of any numbers? Take their responses and instruct them to find the factors of 6.

## Teaching and Learning Activities:

20 min

- Instruct each student to write any five numbers up to 50 and find the factors of these numbers. Roam around the class, check their work and guide them if required. Now call each student one by one to the front of class and ask them to present their work to the whole class. Also explain how we can find the factors of these numbers. Appreciate them for their good work.

## Review:

3min

Sum up the lesson by explaining how we can find the factors of a number by solving examples.

## Evaluation:

10min

Write number 22,18,54,36 on the board. Ask students to write their factors in notebooks.

## Homework:

2min

Revise the classwork.

# Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: \_\_\_\_\_

Week : 8

Day: 5

Unit 1: Factors and multiples

Topic : Multiples

## Student Learning Outcomes:

- List the first ten multiples of a 1-digit number.

## Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

## Warm-up Activities:

5min

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

Ask students to find the factors of 9. Take their responses and appreciate them for their good response.

## Teaching and Learning Activities:

20 min

- Tell students today they are going to understand the multiples.
- Tell them a multiple of any number is the number that is obtained by multiplying of that number by some other number.
- Have students open their textbooks to page 33.
- Tell them to find the multiples of 2, we recall the table of 2. The numbers 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20 are the first ten multiples of 2.
- Now ask them to recall the table of 4 and write the first 10 multiples of 4 in their notebooks. Roam around the class, check their work and guide them if required.

1	×	2	=	2
2	×	2	=	4
3	×	2	=	6
4	×	2	=	8
5	×	2	=	10
6	×	2	=	12
7	×	2	=	14
8	×	2	=	16
9	×	2	=	18
10	×	2	=	20

Review: 3min

Sum up the lesson by repeating the main points of the concept as given in key fact.

Evaluation: 10min

To assess the students ask them to find the multiples of 5 in their notebooks.

Homework: 2min

Solve Q2 (i,ii,iii) of exercise 2.3 in their notebooks.

# Lesson Plan

Grade: Three

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: \_\_\_\_\_

Week : 8

Day: 6

Unit 1: Factors and Multiples

Topic : Multiples

Student Learning Outcomes:

- List the first ten multiples of a 1-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:

5min

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

Ask student: What is meant by multiples of a number? Take their responses.

Teaching and Learning Activities:

20 min

- Put multiples of 2, 3, 4, 5 cards on the table. Call a student to the front of the class and ask him/her to separate out the multiples of 2 in these cards. Instruct them to paste those cards on the board in sequence. Ask the rest of the class to check whether it is correct or not.
- Now divide students into 3 groups. Give them blank papers and instruct first group to write the first ten multiples of 2 and 4, second group to write the first 10 multiples of 4 and 8, third group to write the multiples of 7 and 3. After they are done, they come forward one by one to the front of the class and present their work.

Review:

3min

Sum up the lesson by explaining how we can find the multiples of numbers by recalling the multiplication tables of those numbers.

Evaluation:

10min

Ask students to solve Q2 (iv-v) of exercise 2.3 in their notebooks.

Homework:

2min

Solve Q2 (vi - viii) exercise 2.3 in their notebook.