Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min

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

Unit 2: Number Operations	**Topic:** Summary and Review Exercise

Student Learning Outcomes:

- Recall the concept of the whole unit (Summary and review exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities: 30min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we guess the real-life situation is of multiplication and division problem?

Teaching and Learning Activities: 5min

- Tell students that they are going to recall all the concepts of the "Number Operations".
- Ask them to solve Q5,6,7 of review exercise on page 61.
- Retell the basic concepts and correct the common mistakes.
- Roam around the class. Check their work. Guide them if needed. Recall some steps of addition so that students can easily attempt all questions.

Review: 3min

Retell the basic concepts and correct the common mistakes.

Evaluation: 0min

N/A

Homework: 2 min

Revise the classwork.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2ⁿᵈ	**Time:** 40min

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

Unit 3: Fractions	**Topic:** Common Fractions

Student Learning Outcomes:

- Express the fractions in figures and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

| **Warm-Up Activities:**	**5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- What is meant by fraction?
- Take their response and appreciate them for their correct answer.

Teaching and Learning Activities:	**25min**

- Tell the students today they are going to learn about common fractions.
- Ask them to open their textbook.
- Ask them to look at the picture.
- Take responses and tell them that a biscuit is divided into 4 equal parts. Instruct them to look at each part of the biscuit. As it is divided into 4 equal pieces then each piece is called one-fourth of the biscuit. If ate one piece of the biscuit, it's means that we ate 1/4 of the biscuit. Now ask students if we ate
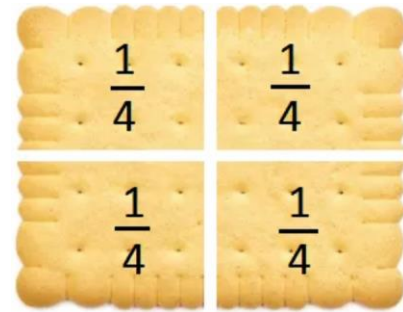
two pieces of the biscuit then tell how much biscuit we ate? Take their responses and then tell them that we ate 2/4 of the biscuit. Tell them that when we divide a shape into equal pieces or parts then a part of that whole shape is called fraction. Tell them the number above the line is called numerator and the number below the line is called denominator. Draw different shapes on the board and divide that shapes into different parts and shade different parts of each shape and then ask them to tell how much parts are shaded and how we can represent it in fraction. Take their responses and appreciate them for their correct responses.
- Ask students to draw 3 shapes in their notebooks and divide that shapes into different parts and color different parts of each shape and write fractions for those colored parts of the shape. Roam around the class, check their work and guide them if required.

Review:	**3min**

Tell the students about fraction and explaining the examples given on textbook.

Tell them a fraction expressed in numerals. A numeral has two parts numerators: and denominator.

Evaluation:	5min

To check the understanding of students, draw a shape and divide it into 8 equal parts and then shade its 5 parts and then ask them to tell fraction for the colored and uncolored parts of the shape and also talk about numerator and denominator of each fraction.

Homework:	2min

Solve Q2 (i, ii, iii) of exercise 3.1 in their textbooks.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min

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

Unit 3: Fractions	**Topic:** Common Fractions

Student Learning Outcomes:

- Express the fractions in figures and vice versa.
- Match the fractions with related figures.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Cards

Warm-Up Activities: 5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework.
- Ask students: what is numerator? What is denominator?
- Take their responses and then call a student to the front of the class and ask him/her to write a fraction on the board and tell its numerator and denominator. Take his/her response and appreciate for his/her correct answer.

Teaching and Learning Activities: 25min

- Make two groups of students. Give on groups fractional shape cards and the other group fractions card. Instruct the first group to show the fractional shape and the second group shows the fractional card that shows the fraction of that shape. Repeat this activity for each card of the fractional shape. Appreciate them for their good work.
- Draw a rectangle with three equal parts with two shaded parts on the board and $\frac{2}{3} = \frac{Numerator}{Denominator}$ tell them that a rectangle 2 out of 3 parts are shaded. This shows that 2/3 of the rectangle is shaded. 2 is the numerator and 3 or the total parts into which a whole is divided is called denominator.

Review: 3min

Tell the lesson by telling students about fractions and its numerator and denominator.

Evaluation: 5min

To assess the students ask them to solve Q2(iv, v, vi) of exercise in their textbooks.

Homework: 2min

Solve Q (3) of Exercise 1 in their textbooks.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 2	**Day:** 4
Unit 3: Fractions		**Topic:** Proper and Improper Fractions	

Student Learning Outcomes:

- Recognize proper fractions.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities:	**5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework.
- Ask them: to draw a rectangle in their notebook with 7 equal parts and then color 4 parts and show this in fraction. Then labelled its numerator and denominator.

Teaching and Learning Activities:	**25min**

- Tell students today we will learn about types of fractions, proper and improper fractions, draw a circle with 4 equal parts and shade its one part. Ask students to tell what fraction represents this shape. There answer must be ¼. Tell them that the shaded part of 1 is called numerator and 4 is called denominator. Tell students when a fraction whose numerator is smaller than the denominator then that fraction is called proper fraction. Explain the concept of proper fraction by drawing different shape on the board.

  Have students to open their textbook. Ask them to look at the circle that is divided into 4 equal parts and 3 parts are colored as in fraction 3/4 the numerator is smaller than the denominator so this is proper fractions.

  $$\frac{3}{4} \qquad \frac{4}{5} \qquad \frac{5}{8}$$
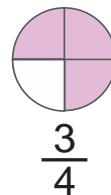
- Now ask them to look at the different shapes that are given on textbook. These fractions are proper fraction.

Review:	**3min**

- Discuss the lesson by telling students that when numerator is smaller than its denominator then that fraction in called proper fraction.

Evaluation:	**5min**

To check the understanding of students, ask them to draw some fractional shapes that shows proper fractions.

Homework:	**2min**

Solve Q1 of Exercise 3.2 in their textbooks.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2ⁿᵈ	**Time:** 40min

Teacher's Name: _____	**Week:** 2	**Day:** 5

Unit 3: Fractions	**Topic:** Improper Fractions

Student Learning Outcomes:
- Recognize improper fractions.
- Differentiate between proper and improper fractions.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Cards

**Warm-Up Activities:**   **5min**
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is proper fraction? Take their responses and call a student to the front of the class and ask him/her to draw a fractional shape on the board that shows proper fraction. Take his/her response and appreciate for his/her correct answer.

Teaching and Learning Activities: **25min**
- Tell students today we will learn about types of fractions. Draw a circle with 4 equal parts and shade its four parts. Ask students to tell what fraction represents this shape. There answer must be 4/4. Tell them that there are 4 shaded parts and each part is called numerator and /4 is called denominator. Tell them that in this fraction numerator is equal to the denominator.
- Tell students when a fraction whose numerator is equal to the denominator then that fraction is called improper fraction. Explain the concept of improper fraction by drawing different shape on the board.
- Show a picture card of pizza that is divided into 4 equal parts and tell students if slices of the pizza are eaten. We can see that numerator is equal to the denominator then that fraction is called improper fraction.

$\frac{4}{4}$

$\frac{12}{8}$ or 12 eighths of pizza is left.

- Now ask them to look at the both pizzas in the second picture card of pizzas. 12 pieces are eaten out of 8 equal parts. This shows that the numerator is greater than the denominator. Tell them that when numerator is greater than the denominator then that fraction is called improper fraction. Now ask them to look at the different shapes that are given on textbook. These fractions are improper fractions.
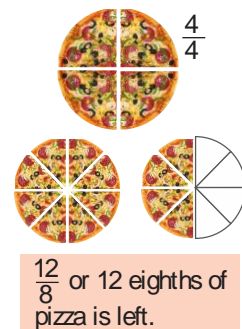
Review: **3min**
- Tell the lesson by telling students that when numerator is greater than its denominator then that fraction is called improper fraction. When numerator is less than its denominator then that fraction is called proper fraction.

Evaluation:	**5min**

To check the understanding of students, ask them to draw some fractional shapes that show improper and proper fraction in their textbook.

Homework:	**2min**

Solve Q7 of exercise 3.2 in their textbooks.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min

Teacher's Name: _____	**Week:** 2	**Day:** 6

Unit 3: Fractions	**Topic:** Equivalent Fractions

Student Learning Outcomes:

- Identify equivalent fractions from the given figures.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities:	**5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework.
- Write some fractions (proper and improper) on the board. Call a student to the front of the class and ask him/her to circle the improper fraction and tick the proper fractions. Appreciate his/her work.

Teaching and Learning Activities:	**25min**

- Tell students that they are going to learn about equivalent fractions. Ask them to open their textbooks.
- Tell the students equivalent fractions are the fractions that have the same values but different numerators and denominators. Ask students to read the examples 1,2 and 3 on page 66. Take their response and tell them that Hina divides a pizza into two equal parts. She eats 1/2 of it. Ahmad divided a pizza into four equal parts. He ate 2/4 of it, similarly Farooq divided a pizza into 8 equal parts and ate 4/8 of it.
- Tell the students, we can observe that all of them have eaten the same quantity of pizza. 1/2, 2/4 and 4/8 look different fractions but actually they have some values. So, we can say 1/2, 2/4 and 4/8 are equivalent fractions.

Review:	**3min**

Tell the students, equivalent fractions can be found by multiplying the numerator and denominator by a same non-zero number.

Evaluation:	**5min**

To check the understanding of students, ask them to write a fraction and then write three equivalent fractions of that fraction and then share it with their class-fellows.

Homework:	**2min**

Revise the classwork.