Lesson Plan

		Lessen	an	
Grade: Three	Subj	ect: Math	Term: 2 nd	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/	/Blackboai	rd, Math Textb	ook	
Warm-Up Activities:				30min
Before beginnir	ng the less	on, ask studen	its to say "Tasmiya.	"
• Ask students: H	low can w	e guess the rea	al-life situation is of	f multiplication
and division pro	oblem?			
Teaching and Learning Activities: 5min				
• Tell students th	nat they a	re going to rea	call all the concept	s 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:			asily accompt an qu	3min
Retell the basic conce	opts and co	prrect the com	mon mistakes.	5
Evaluation:				0min
N/A				•••••
, Homework:				2 min
Revise the classwork.				

Lesson Plan

Grade: Three	Subject: Math	Term: 2 nd	Time: 40min
Teacher's Name:		Week: 2	Day: 2
Unit 3: Fractions	Topic: Comm	on Fractions	
Student Learning Ou	itcomes:		
• Express the fraction	ctions in figures and vice	versa.	
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Resource Material:

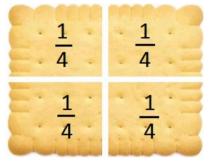
Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities:

- 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:

- 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.

25min

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

Evaluation:

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:

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

5min nto 8

Teacher's Name: Week: 2 Dar 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 Smin • 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 a him/her to write a fraction on the board and tell its numerate denominator. Take his/her response and appreciate for his/her ranswer. Teaching and Learning Activities: 25min • Make two groups of students. Give on groups fractional shape cards a other group fractions card. Instruct the first group to show the fra shape and the second group shows the fractional card that shows the f of that shape. Repeat this activity for each card of the fractional Appreciate them for their good work. • Draw a rectangle with three equal parts with two shaded parts on the board and the rectangle is shaded. 2 is the numerator and 3 or the total parts into a whole is divided is called denominator. Review: 3min Teaching and Learning Activities 3min • Make two groups of students about fractions and its numerator a wh		Lesson Pla	an	
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		1 in their textbacks		Zmin
Solve Q (3) of Exercise 1 in their textbooks.				

		LESSOIL LI	all	
Grade: Three	Sub	ject: Math	Term: 2 nd	Time: 40min
Teacher's Name:			Week: 2	Day: 4
Unit 3: Fractions Topic: Proper and Improper Fractions				
Student Learning O	utcomes:			
Recognize pro	per fractio	ons.		
Resource Material:				
Chalk/Marker, White	/Blackboa	ard, Math Textbo	ook	

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Warm-Up Activities:

- 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:

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 ¹/₄. 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.

• Now ask them to look at the different shapes that are given on textbook. These fractions are proper fraction.

Review:

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

Evaluation:

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

Homework:

Solve Q1 of Exercise 3.2 in their textbooks.

2min

25min

5min

5min

Lesson Plan					
Grade: Three	Subject: Math	Term: 2 nd	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:

- 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:

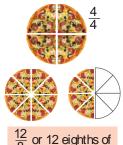
- Tell students today we will learn about types of fractions. Draw a circle with 4 equal parts and shade its four parts. Ask students to tell what fraction represents this shape. There answer must be 4/4. Tell them that there are 4 shaded parts and each part is called numerator and /4 is called denominator. 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.
- 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.



pizza is left.

5min

Evaluation:	5min
To check the understanding of students, ask them to draw some fraction that show improper and proper fraction in their textbook.	ctional shapes
Homework:	2min
Solve Q7 of exercise 3.2 in their textbooks.	

	Les	son Pla	an	
Grade: Three	Subject: M	lath	Term: 2 nd	Time: 40min
Teacher's Name:			Week: 2	Day: 6
Unit 3: Fractions	Тор	ic: Equival	ent Fractions	
Student Learning C	outcomes:			
 Identify equivalent 	valent fractions	from the	given figures.	
Resource Material:				
Chalk/Marker, White	e/Blackboard, Ma	ath Textbo	ok	
Warm-Up Activities	s:			5min
Before beginn	ing the lesson, as	sk student	s 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:

- 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:

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

Evaluation:

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:

Revise the classwork.

25min

5min

3min