Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 3	**Day:** 1
Unit 3: Fractions	**Topic:** Equivalent Fractions		

Student Learning Outcomes:

- Write three equivalent fractions for a given fraction.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, fractional and their equivalent fractional cards, Worksheet

Warm-Up Activities: 5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about the equivalent fractions. Ask them to write a fraction in their notebook and then write two equivalent fractions for the given fraction.
- Take their responses and appreciate them for their good response.

Teaching and Learning Activities: 25min

- Tell students that they are going to learn about equivalent fractions.
- Make pairs of students. Give each pair three fractional cards. Put equivalent fractional cards that fractions on the table. Call one pair of students to the front of the class and ask them to find the equivalent fractions of the fractions that they have.
- They paste their cards and their equivalent fractional cards on the board. Repeat this activity to each pair of the class. Appreciate them for their active participation in class.

Review: 3min

Sum up the lesson by retelling students about equivalent fractions by giving some examples of equivalent fractions and by solving them on the board.

Evaluation: 5min

To check the understanding of students, ask them to solve Q1,2 of Exercise in their textbook.

Homework: 2min

Solve the given worksheet.

Worksheet **20mins**

Name: _____	**Subject:** Math	**Topic Name:** Equivalent Fractions

1. **Write three equivalent fractions of the given fractions.**

$$\frac{2}{5} = \_\_\_\_\_$$

$$\frac{3}{7} = \_\_\_\_\_$$

$$\frac{3}{5} = \_\_\_\_\_$$

$$\frac{1}{3} = \_\_\_\_\_$$

$$\frac{4}{7} = \_\_\_\_\_$$

Lesson Plan

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

Student Learning Outcomes:

- Compare fractions with same denominators using symbol "<", ">", or "=".

Resource Material:

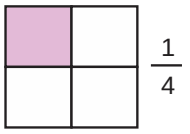
Chalk/Marker, White/Blackboard, Math Textbook, fractional and their equivalent fractional cards, worksheet.

Warm-Up Activities: **5min**

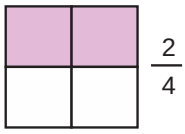
- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework.
- Ask students: What is meant by proper, improper and equivalent fractions? Take their responses and appreciate them for their good response. Ask them to write one example of proper, improper and equivalent fractions and then share it with their class-mates.

Teaching and Learning Activities: **25min**

- Tell students that they are going to learn to compare the fractions with same denominator.
- Instruct the students to open their textbooks. Tell them that fractions with the same denominators are called like fractions.



$\frac{1}{4}$ (a)



$\frac{2}{4}$ (b)

- Ask them to see the figures (a) and (b). Tell them a square is divided into 4 equal parts, 4 represents the same denominators. So, the fractions $\frac{1}{4}$ and $\frac{2}{4}$ are like fractions. Similarly, $\frac{1}{5}, \frac{2}{5}, \frac{3}{5}$ and $\frac{4}{5}$ are like fractions. Ask them to see the figures (a) and (b). Tell them 1 part out of 8 is colored. 4 parts out of 8 are colored. Each part is of the same size. $\frac{4}{8}$ is greater than $\frac{1}{8}$. We write it as $\frac{4}{8} > \frac{1}{8}$.

Review: **3min**

Tell students how we compare two fractions with same denominator. Tell them that the fractions with same denominators, the fractions with smaller numerator are smaller.

Evaluation: **5min**

To check the understanding of students ask them to solve Q1 of Exercise in their textbook.

Homework: **2min**

Revise the classwork.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 3	**Day:** 3
Unit 3: Fractions	**Topic:** Comparison of Fractions		

Student Learning Outcomes:

- Compare fractions with same denominators using symbol "<", ">", or "=".

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Fractional cards

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya".
- Ask students: how we compare two fractions? Take their responses and tell them that when the denominators of the fractions are same then fraction with smaller numerator is smaller.

Teaching and Learning Activities: **25min**

- Tell students that they are going to learn about comparing of two fractions with same denominators.
- Make two groups of students. Give each group some fractional cards. Instruct them to search out two cards of same denominators and then compare and tell which one is smaller and which one is greater.
- Ask them to raise their hand when finished. Now ask them to come one by one to the front of the class and then show their working to the whole class.
- Appreciate the group that done first and accurate working.

Review: **3min**

Tell the lesson by telling students how we compare two fractions with same denominator by writing different fractions on the board and then compare them. Also discuss with them the point to remember.

Evaluation: **5min**

To assess the students learning, ask them to solve Q2,3 of exercise 3.4

Homework: **2min**

Solve Q4 of exercise 3.4 in their textbook.

Lesson Plan

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

Student Learning Outcomes:

- Add two fractions with same denominators.
- Represent addition of fractions through figures.

Resource Material:

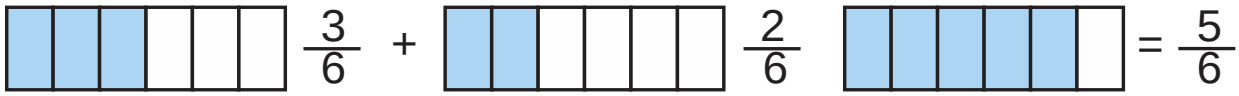
Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: about their homework. Ask them which fraction is greater 1/6 or 5/6. Take their responses that must be 5/6. Appreciate them for their correct answer.

Teaching and Learning Activities: **25min**

- Tell students that they are going to learn addition of two fractions with same denominators.
- Ask students to open their textbook to page 70. Instruct them to read the example given in the textbook and tell what is given and what we have to find.
- Take their responses and tell them that we add $\frac{3}{6}$ and $\frac{2}{6}$ find the total sum of given fractions.
- Now solve the fractions step by step on the board by draw a figure on the board. Such as:



We can write as: $\frac{3}{6}+\frac{2}{6}=\frac{3+2}{6}=\frac{5}{6}$

- Make pairs of students. Ask them to write two fractions of same denominator and then show that fractions using figures. Instruct them to add these fractions and then show their working to the rest of the class. Check their work and guide them if required.

Review: **3min**

Tell the students, to add fractions same denominators, we add numerators only.

Evaluation: **5min**

To check their understanding of students, ask them to solve Q1 of Exercise 3.5 in their textbook.

Homework: **2min**

Solve Q2 (i, ii, iii) of Exercise 3.5 in their textbook.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 3	**Day:** 5
Unit 3: Fractions	**Topic:** Addition of Fractions		

Student Learning Outcomes:

- Add two fractions with same denominators.
- Represent addition of fractions through figures.

Resource Material:

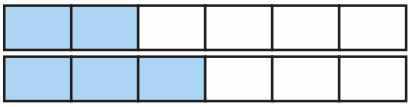
Chalk/Marker, White/Blackboard, Math Textbook, Fractional cards, Worksheet

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them how we can add two fractions? Ask them to tell the steps to add two fractions.
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25min**

- Tell students that they are going to learn add two fractions of same denominators.
- Make pairs of students according to the strength of the class. Give each pair fractional cards of rectangles that is divided into equal parts and different number of parts are colored. Instruct them to look at the circles and the write fractions according the given shapes. Then add these fractions in their notebook. Call one pair to the front of the class and instruct them to show their working to the whole class and explain each step of addition of fractions to class. Ask the rest of the class, to check their working and correct if needed. Repeat this activity to each pair of the class and appreciate them for their correct answer.



$$\frac{2}{5} + \frac{3}{5}$$

Review: **3min**

Tell the students we add numerators only if fraction have same denominators.

Evaluation: **5min**

To check the understanding of students, ask them to solve Q2 (iv, v, vi) and Q3 of Exercise in their notebooks.

Homework: **2min**

Solve the given worksheet.

Worksheet	20mins

Name: _____	Subject: Math	Topic Name: Addition of Fractions

1. **Add the given fractions.**

$\frac{2}{5}+\frac{4}{5}=\frac{\square}{\square}$

$\frac{5}{9}+\frac{1}{9}=\frac{\square}{\square}$

$\frac{6}{11}+\frac{4}{11}=\frac{\square}{\square}$

$\frac{4}{14}+\frac{6}{14}=\frac{\square}{\square}$

$\frac{3}{8}+\frac{4}{8}=\frac{\square}{\square}$

$\frac{1}{4}+\frac{3}{4}=\frac{\square}{\square}$

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 3	**Day:** 6
Unit 3: Fractions	**Topic:** Subtraction of Fractions		

Student Learning Outcomes:

- Add two fractions with same denominators.
- Represent addition of fractions through figures.

Resource Material:

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

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their previous day homework. Write two fractions on the board and call a student to the front of the class and ask him/her to add these fractions.
- Appreciate him/her for their correct answer.

Teaching and Learning Activities: **25min**

- Tell students that they are going to learn subtraction of two fractions with same denominators.
- Write the statement on the board ask students to read the statement and tell what we have to find.
- Take their responses and tell them that we have to subtract 3/9 from 5/9.

$$\frac{5}{9} - \frac{3}{9} = \frac{5-3}{9} = \frac{2}{9}$$

- For this we have to as always smaller fraction is subtracted from the greater fraction so, subtract 3/9 from 5/9.
- Make pair of students. Ask them to write two fractions of same denominators and then show that fractions using figures. Instruct them to subtract these fractions and then show their working to the rest of the class. Check their work and guide them if required.

Review: **3min**

Sum up the lesson by telling students how can we subtract the fractions with same denominators. We can easily subtract their numerators and denominator remains the same.

Evaluation: **5min**

To check the understanding of students, ask them to solve Q1 of Exercise 3.6 in their notebooks.

Homework: **2min**

Solve Q2 (i – ii – iii) of Exercise 3.6 in their notebooks.