

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 4

Day: 1

Unit 3: Fractions

Topic: Subtraction of Fractions

Student Learning Outcomes:

- Subtract fractions with same denominators.
- Represent subtraction of fractions through figures.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, number card of 2-digit and 1-digit numbers

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them: how we can subtract two fractions? What are the steps to subtract two fractions? Take their responses and tell them that when denominator is same then subtract the smaller numerator from the greater one.

Teaching and Learning Activities:

25min

- Tell students that they are going to learn subtract two fractions of same denominators.
- Make pairs of students according to the strength of the class. Give each pair fractional cards of circles 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 to the given shapes. Then subtract 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 subtraction 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.

Review:

3min

Discuss the lesson by retelling students always subtracts the smaller fraction from the greater fraction.

Evaluation:

5min

To check the understanding of students, ask them to solve Q2 (iv, v, vi) of Exercise 3.6 in their textbook.

Homework:

2min

Solve Q3 of Exercise 3.6 in their textbooks.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 4

Day: 2

Unit 3: Fractions

Topic: Review Exercise

Student Learning Outcomes:

- Recall the concept of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Teaching and Learning Activities:

30min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their previous day homework. What is proper fraction?
- What are improper fractions" what is meant by equivalent fractions?
- Take their responses and appreciate them for their correct answer.
- Tell students that they are going to recall all the concept of the unit "Fractions."
- Ask them to solve Q1,2 of "Review Exercise" on page 73 and 74. 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:

5min

Retell the basic concepts and correct the common mistakes.

Evaluation:

0min

N/A

Homework:

5min

Revise the classwork.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 4

Day: 3

Unit 3: Fractions

Topic: Review Exercise

Student Learning Outcomes:

- Recall the concept of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Teaching and Learning Activities:

30min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their previous day homework. What is proper fraction?
- What are improper fractions" what is meant by equivalent fractions?
- Take their responses and appreciate them for their correct answer.
- Tell students that they are going to recall all the concept of the unit "Fractions."
- Ask them to solve Q3,4 of "Review Exercise" on page 74. 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:

5min

Retell the basic concepts and correct the common mistakes.

Evaluation:

0min

N/A

Homework:

5min

Revise the classwork.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 4

Day: 4

Unit 4: Measurements

Topic: Length

Student Learning Outcomes:

- Use standard metric units of length (meter) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Call two students with different height to the front of the class. Ask the whole class: which one tall? Take their responses and point out towards the taller one.

Teaching and Learning Activities:

25min

- Tell the students today they are going to learn about "Length" and its unit.
- Ask them to open their textbooks.
- Tell the students about length. "The distance between any two points (Say A and B) is known as the length."
- Tell them there are two standard units to measure the length, i.e., centimeter (cm) or meter (m).
- Show the flash card of study table and ask them to look at the study table. Ask them which unit is used to measure the length of the table. Take their responses and tell them that to measure the length of the table we use unit of length meter. Tell them to measure the length of table we use meter tape or the meter ruler. Now by using measuring ruler we measure the length of table that is 2 m long. Tell them that we use 'm' for meter.
- Call a student to the front of the class and ask him/her to measure the length of the writing board with meter ruler. Take his/her response and appreciate he/she measure the correct length of the board. Repeat this activity to some other students by measuring different objects of the class whose lengths are in meter.

Review:

3min

Tell students that meter is the standard unit of measurement that is used to measure the long object. We use measuring tape to measure the length in meters.

Evaluation:

5min

To check the understanding of students, ask them to observe the classroom objects and tell which objects are measured in meters.

Homework:

2min

Revise the classwork.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 4

Day: 5

Unit 4: Measurements

Topic: Length

Student Learning Outcomes:

- Use standard metric units of length (centimeter) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Point out towards the board and table of the class and ask them which unit is used to measure these objects. Take their responses and tell them that board and table is measured in meter.

Teaching and Learning Activities:

25min

- Tell the students today they are going to learn about "Length" and its unit.
- Show a flashcard of fork to students and ask them to look at the fork. Tell them that we want to measure the length of the fork. Ask them which unit is used to measure the length of the fork. Take their responses and tell them that to measure the length of the fork we use unit of length centimeter.
- Tell them to measure the length of fork we use centimeter ruler. Now by using measuring ruler we measure the length of fork. Tell them that we use 'cm' for meter.
- Call a student to the front of the class and ask him/her to measure the length of their pencil and math book with meter ruler. Take his/her response and appreciate if he/she measures the correct length of the board.
- Repeat this activity to some other students by measuring different objects of the class whose lengths are in centimeter.

Review:

3min

Tell students that we measure the length of small objects in centimeter or 'cm'. We use centimeters ruler or measure the length in centimeters.

Evaluation:

5min

To check the understanding of students, ask them find out the classroom objects that are measured in centimeter.

Homework:

2min

Ask them to observe the examples given at page 76 and 77.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 4

Day: 6

Unit 4: Measurements

Topic: Length

Student Learning Outcomes:

- Use standard metric units of length (kilometer) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is the unit that is used to measure small objects? Which unit is used to measure the long objects? Take their responses that must be the centimeter is used to measure small objects and meter is used to measure long objects.

Teaching and Learning Activities:

25min

- Ask students to open their textbook page 70 and look at the picture of house and school. Ask them how we can measure the distance from Ali's home to school.
- Take their responses and tell them that the distance is measured in kilometers.
- Tell them that the distance from Ali's home to school is 2 km. we use "km" for kilometer. Explain the unit kilometer distance by giving different example to them.
- Ask students what is the distance of their home to school. Take their responses and tell them that distance is measured in kilometers. Ask student to tell which distances are measured in kilometers.

Review:

3min

Tell the students that we measure the length of long distances are measured in kilometers or km. $1\text{m} = 100\text{c}$, and $1\text{km} = 1000\text{m}$

Evaluation:

5min

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

Homework:

2min

Solve Q2, 3 of Exercise in their textbooks.