

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 5

Day: 1

Unit 4: Measurements

Topic: Addition of lengths (without carrying)

## Student Learning Outcomes:

- Add measures of length in same units without carrying.
- Solve real life situations involving same units of length for addition without carrying.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Show flash cards of pencil, pole and road. Ask them to tell which one is measured in centimeter and which one is measured in kilometer?
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

25min

- Ask the students to open their textbook. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that length of two ribbon is given and we have to find the total length of both ribbon.
- Now solve the example step by step on the board and explain it to them each step of the example.
- Make pairs of students and ask them to write some units of length and then add these units of length. After doing this call one by one each pair to the front of the class and ask them to show their working to the whole class and then solve that sum on the board. Appreciate them for their correct work.

$$\begin{array}{r} \text{Length of the red ribbon} = 4\text{m } 45\text{cm} \\ \text{Length of the blue ribbon} = + 2\text{m } 20\text{cm} \\ \hline \text{Total length of both ribbons} = 6\text{m } 65\text{cm} \end{array}$$

## Review:

3min

Discuss the lesson by retelling students about how to add the units of length.

## Evaluation:

5min

To assess the students learning, ask them to solve Q1 (a, b) of Exercise (i, ii, iii, iv) in their textbooks.

## Homework:

2min

Solve Q1 (v, vi, vii, viii) of Exercise in their textbooks.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 5

Day: 2

Unit 4: Measurements

Topic: Addition of lengths (without carrying)

## Student Learning Outcomes:

- Add measures of length in same units without carrying.
- Solve real life situations involving same units of length for addition without carrying.

## 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 tell how we can add units of length?
- Take their responses and tell them that we always add the same units of length in each other.

## Teaching and Learning Activities:

25min

- Make two groups of students. Ask each group to make word problem of the addition of units of length by using clue words of addition.
- Instruct them to raise their hand when finished. Now call first group to the front of the class and ask them to write the word problem of addition of units of length on the board and then solve it step by step and explain each step to the whole class.
- Ask the rest of the class to check their working and correct if needed. Repeat this activity to the other group of the class.
- Appreciate them for their good work and also discuss with them about their common mistakes.

## Review:

3min

Sum up the lesson by re-telling students how to add the units of length by solving examples on the board. Tell them that addition of units of length is the same as the addition of whole numbers.

## Evaluation:

5min

To assess the students learning, ask them to solve Q (ix, x, xi, xii, xiii) of Exercise in their textbooks. Roam around and check their work and guide if required.

## Homework:

2min

Solve Q (xiv, xv, xvi) of or Exercise 4.2 (i – ii) or Exercise 4.3 in their textbooks.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 5

Day: 3

Unit 2: Number Operations

Topic: Revision (Division)

## Student Learning Outcomes:

- Divide 2-digit number by a 1-digit number (with zero remainder).
- Apply mental mathematical strategies to divide 1-digit number by a 1-digit number.
- Solve real life situations involving division of 2-digit number by a 1-digit number.

## Resource Material:

Worksheet

## Teaching and Learning Activities:

10min

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell the students that they are going to revise and practice the unit by solving a worksheet.
- Ask them few questions about division. Give the worksheet to the students and instruct them to complete the worksheet on time.
- Guide them in solving the worksheet.

## Review:

10min

Check the worksheet, in front of the students and correct their mistakes.

## Evaluation:

0min

N/A

## Homework:

0min

N/A

Name: \_\_\_\_\_

Subject: Math

Topic Name: Equivalent Fractions

1. Divide 15 by 3 mentally.

2. Ali bought 5 candles in Rs 40. What is the price of the one candle? Find mentally.

3. Akram has 63 chairs. He wants to make 7 equal rows of chairs. How many chairs can he put in each row? Will there be some chairs left?

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 5

Day: 4

Unit 3: Fractions

Topic: Revision

## Student Learning Outcomes:

- Express the fractions in figures and vice versa.
- Match the fractions with related figures.
- Recognize between proper and improper fractions.
- Differentiate between proper and improper fractions.
- Identify equivalent fractions from the given figures.
- Write three equivalent fractions for a given fraction.

## Resource Material:

Worksheet

## Teaching and Learning Activities:

10min

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell the students that they are going to revise and practice the unit by solving a worksheet.
- Ask them few questions about fraction. Give the worksheet to the students and instruct them to complete the worksheet on time.
- Guide them in solving the worksheet.

## Review:

10min

Check the worksheet, in front of the students and correct their mistakes.

## Evaluation:

0min

N/A

## Homework:

0min

N/A

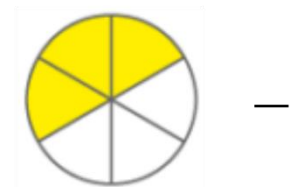
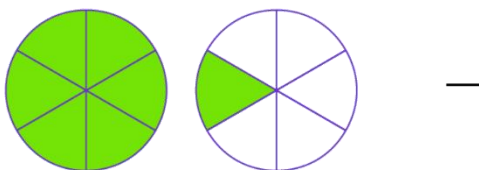
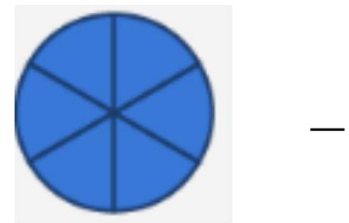
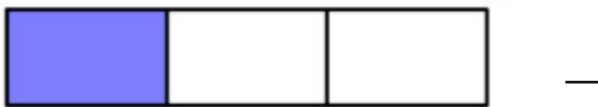
Name: \_\_\_\_\_

Subject: Math

Topic Name: Revision

1. Match the shapes with fractions.

2. Write the fraction for the following shapes and tick (✓) the proper fraction.



# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 5

Day: 5

Unit 3: Fractions

Topic: Revision

## Student Learning Outcomes:

- Compare fractions with same denominators using symbols " $<$ ", " $>$ " or " $=$ ".
- Add and subtract two fractions with same denominators.
- Represent addition of fractions through figures.
- Subtract fractions with same denominators.
- Represent subtraction of fractions through figures.

## Resource Material:

Worksheet

## Teaching and Learning Activities:

10min

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell the students that they are going to revise and practice the unit by solving a worksheet.
- Ask them few questions about fraction. Give the worksheet to the students and instruct them to complete the worksheet on time.
- Ask students: How can we add the two fractions with like denominator?
- What is meant by equivalent fraction?
- Take their responses and appreciate them for their correct answer.

## Review:

10min

Check the worksheet, in front of the students and correct their mistakes.

## Evaluation:

0min

N/A

## Homework:

0min

N/A

Name: \_\_\_\_\_

Subject: Math

Topic Name: Revision

1. Use symbols "<", ">" or "=" in the following fractions.

1)

$$\frac{5}{7} \square \frac{3}{7}$$
$$\frac{8}{9} \square \frac{8}{9}$$

2)

$$\frac{3}{5} \square \frac{2}{5}$$
$$\frac{2}{3} \square \frac{4}{3}$$

2. Add the following.

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

$$= \frac{4}{6} + \frac{3}{6}$$

$$= \frac{2}{11} + \frac{7}{11}$$

$$= \frac{5}{9} + \frac{4}{9}$$



# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 5

Day: 6

Unit 4: Measurement

Topic: Revision

## Student Learning Outcomes:

- Use standard metric units of length (kilometer, meter and centimeter) including abbreviations.
- Add measures of length in same units without carrying.
- Solve real-life situations involving same units of length for addition without carrying.

## Resource Material:

Worksheet

## Teaching and Learning Activities:

10min

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell the students that they are going to revise and practice the unit by solving a worksheet.
- Ask them few questions about length and its unit. Give the worksheet to the students and instruct them to complete the worksheet on time.
- Ask students: How can we add the units of length?
- Take their responses and appreciate them for their correct answer.

## Review:

10min

Check the worksheet, in front of the students and correct their mistakes.

## Evaluation:

0min

N/A

## Homework:

0min

N/A

Name: \_\_\_\_\_

Subject: Math

Topic Name: Revision

1. Add the following.

3 km 452 m
+ 4 km 346 m

5 km 74 m
+ 4 km 32 m

8 km 746 m
+ 1 km 251 m