

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 6

Day: 1

Unit 4: Measurements

Topic: Subtraction of lengths (without borrowing)

## Student Learning Outcomes:

- Subtract measures of length in same units without borrowing.
- Solve real life situations involving same units of length for subtraction without borrowing.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How we can add the units of length? Call a student to the front of the class and ask him/her to write the units of length in meter and centimeter and then add that units of length.
- Tell them that always add meter in meter and centimeters in centimeters.

## Teaching and Learning Activities:

25min

- Tell the students today we are going to learn subtraction of lengths.
- Ask 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 the length of a long cloth is given 29m 65cm. He sold 12m 40cm out of it.  
$$\begin{array}{r} \text{Total length} = 29\text{m } 65\text{cm} \\ \text{Length of piece cut} = -16\text{m } 40\text{cm} \\ \hline \text{Pipe left} = 13\text{m } 25\text{cm} \end{array}$$
- We have to find the length of cloth that is left. To find the cloth left we have to subtract 16m 40cm from 29m 65cm.
- 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 subtract 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.

## Review:

3min

Discuss the lesson by re-telling students about how to subtract the units of length and tell them that always subtract the smaller unit from the greater one.

## Evaluation:

5min

To evaluate the students learning, ask them to solve Q (i, ii, iii, iv) of Exercise 4.4 in their textbooks.

## Homework:

2min

Solve Q (v, vi, vii, viii, ix) of Exercise 4.4 in their textbooks.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 6

Day: 2

Unit 4: Measurements

Topic: Subtraction of lengths (without borrowing)

## Student Learning Outcomes:

- Subtract measures of length in same units without borrowing.
- Solve real life situations involving same units of length for subtraction without borrowing.

## 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 students: How we can subtract units of length and tell the steps to subtract?
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

25min

- Tell students today we are going to practice of subtraction of length.
- Make two groups of students. Ask each group to make word problem of the subtraction of units of length by using clue words of subtraction.
- 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 subtraction 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.
- Ask them to read and solve the example given at page 82. Help them if needed.

## Review:

3min

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

## Evaluation:

5min

To assess the students learning, ask them to solve Q (x, xi, xii, xiii) of Exercise 4.4 in their textbooks. Roam around and check their work and guide them if required.

## Homework:

2min

Solve Q (xiv, xv, xvi) of Exercise 4.4 and Q (i, ii) of Exercise 4.5 in their textbooks.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 6

Day: 3

Unit 4: Measurements

Topic: Mass

## Student Learning Outcomes:

- Use standard metric units of mass (kilogram) including abbreviations.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 83, Worksheet, weighing balance and weighing bars, Pack of dates

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show them the flash cards of weighing scales and ask them: "Have you ever seen these?" If they said yes than ask them again where they saw it and what is the purpose of their use?
- Take their responses and tell them that we use weighing scales to measure the mass of objects.

## Teaching and Learning Activities:

25min

- Tell students today we are going to learn about the standard units of measuring mass (kilogram). Place a bag on the table and tell students, we want to measure the mass of the bag. Ask them: "Which unit is used to measure the mass of the bag?" Take their responses.
- Tell them that to measure the mass of the bag the most appropriate unit is kilogram. So, we use kilogram as the unit of mass. Tell them to measure the mass of the bag, we use a weighing balance or weighing scale. Show a weighing balance and a weighing bar of kilograms to students. Now by using a measuring balance, we measure the mass of the bag that is 3 kilograms. Tell them that we use the short form 'kg' for kilogram.
- Place a weighing balance on the table in front of the class. Call a student to the front of the class and ask him/her to measure the mass of the pack of dates. Take his/her response and appreciate if he/she measures the correct mass of the pack of dates.
- Repeat this activity with other students by measuring different objects in the class whose mass is in kilograms. Ask them to open their textbooks to page 83 and look at the objects and write their mass in kilogram or kg.



## Review:

3min

Discuss the lesson by retelling students that kilogram is the standard unit of measurement that is used to measure the mass of heavy objects.

## Evaluation:

5min

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

**Homework:**

**2min**

Solve the given worksheet.

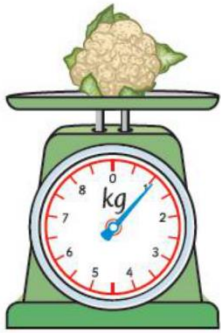
Name: \_\_\_\_\_

Subject: Math

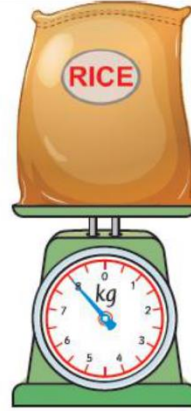
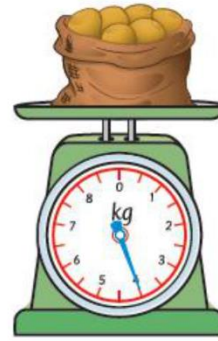
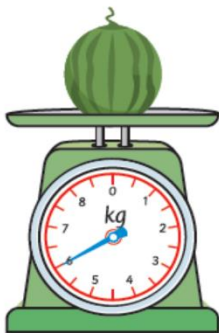
Topic Name: Mass

1. Find the mass of each of the objects below.

a)

 kg

b)

 kg kg kg kg kg

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 6

Day: 4

Unit 4: Measurements

Topic: Mass

## Student Learning Outcomes:

- Use standard metric units of mass (gram) including abbreviations.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 83 and 84, Worksheet

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Point towards the chair and table and ask them to tell which unit is used to measure the mass of these objects.
- Take their responses and tell them that they are measured in kilogram.

## Teaching and Learning Activities:

25min

- Tell students today we are going to learn about the standard units of measuring mass (gram).
- Tell students to measure the mass of the heavy objects, we use the unit kilogram. Point towards a crayon and ask them to tell which unit is used to measure its mass. Take their responses and tell them that to measure the mass of light objects, we use another unit of mass that is called grams.
- Ask students to open their textbooks to page 83 and observe the weighing balance of grams. Look at the black paper and tell them that we want to measure the mass of it. Ask them: "Which unit is used to measure the mass of cookies?" Take their responses and tell them that to measure the mass of the cookies, we use the gram as the unit of mass. Tell them that we measure the mass of the cookies with the help of a weighing balance. Put the cookies in the tray of the weighing balance and read what the balance shows. Tell them that we use g for gram.
- Place a weighing balance on the table at the front of the class and call a student to the front. Ask him/her to measure the mass of his/her lunch box and geometry box.
- Take his/her response and appreciate if he/she measures the correct mass of the geometry box and lunch box. Repeat this activity with other students by measuring the mass of different objects of the classroom whose mass is in grams.
- Ask students: "Which unit is used to measure the mass of the eraser kg or g?" Take their responses and tell them that the mass of the eraser is measured in grams.

## Review:

3min

Discuss the lesson by retelling students that we measure the mass of heavy objects in kilograms and the mass of light of objects in grams. Tell them that are 1Kg = 1000g.

## Evaluation:

5min

To check the understanding of students, ask them to solve Q1, 2 of Exercise 4.6 in their textbooks.

**Homework:**

**2min**

Solve the given worksheet.

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

Subject: Math

Topic Name: Mass

1. Tick (✓) the unit we will use to measure the mass of these objects.



kg

g



kg

g



kg

g

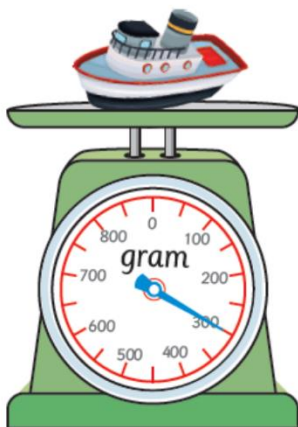


kg

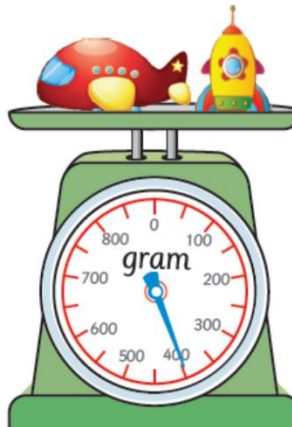
g

2. Write the mass of the objects below.

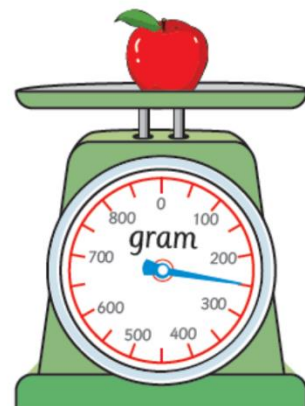
a)


 g

b)


 g

c)


 g



# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 6

Day: 5

Unit 4: Measurements

Topic: Addition of Mass (without carrying)

## Student Learning Outcomes:

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

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of tomato and coconut

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask the students about their homework. Show flash cards of a tomato and a coconut. Ask them to tell which one is measured in kilograms and which one is measured in grams.
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

25min

- Write the statement "Raza bought 600kg apples and 17kg 130g peaches. Find the total mass of the fruits." on the board and instruct them to read the statement of the example and tell what is given and what we have to find.  
$$\begin{array}{r} \text{Mass of Apples} = 22\text{kg } 600\text{g} \\ \text{Mass of Peaches} = + 17\text{kg } 130\text{g} \\ \hline \text{Total Mass} = 39\text{kg } 730\text{g} \end{array}$$
- Take their responses and tell them that mass of apples and mass of peaches is given and we have to find the total mass of both fruits.
- Now solve the example step by step on the board and explain each step.
- Make pairs of students and ask them to write some units of mass and then add them. After doing this call each pair one by one to the front of the class and ask them to show their working to the whole class. Then solve the sums on the board.
- Appreciate them for their correct work.

## Review:

3min

Tell the students, we add grams in grams or kilograms in kilograms.

## Evaluation:

5min

To assess the students learning, ask them to solve Q (i, ii, iii, iv) of Exercise 4.7 in their textbooks.

## Homework:

2min

Solve Q (v, vi, vii, viii, ix) of Exercise 4.7 in their textbooks.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 6

Day: 6

Unit 4: Measurements

Topic: Addition of Mass (without carrying)

## Student Learning Outcomes:

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

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 85 and 86

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them: "How we can add units of mass?" Take their responses and tell them that we always add the same units of mass to each other.

## Teaching and Learning Activities:

25min

- Make two groups of students. Ask each group to make a word problem of the addition of units of mass by using clue words of addition.
- Instruct them to raise their hands when finished. Now call the first group to the front of the class and ask them to write the word problem of addition of units of mass on the board and then solve it step by step. Have them explain each step to the whole class.
- Ask the rest of the class to check their working and correct if needed. Repeat this activity with the other groups of the class. Appreciate them for their good work and also discuss with them their common mistakes.
- Ask students to open their textbooks to page 86. Instruct them to solve the example 1 given in their textbooks related to addition of units of mass in their notebooks. Roam around the class, check their work and guide if required.

## Review:

3min

Explain the lesson by retelling students how to add the units of mass by solving examples on the board. Tell them that the addition of units of mass is the same as the addition of whole numbers.

## Evaluation:

5min

To check the students grip, ask them to solve Q (x, xi, xii, xiii) of Exercise 4.2 in their textbooks. Roam around and check their work and guide them if required.

## Homework:

2min

Solve Q (xiv, xv, xvi) of Exercise 4.7 and Q1,2 of Exercise 4.8 in their textbooks.