Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 7	**Day:** 1
Unit 4: Measurements	**Topic:** Subtraction of Mass (without borrowing)		

Student Learning Outcomes:

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

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 homework. Ask students: "How we can add the units of mass?" Call a student to the front of the class and ask him/her to write the units of mass in kilograms and grams. Then add that units of mass.
- Tell them to always add kilograms in kilograms and grams in grams.

Teaching and Learning Activities: **25min**

- Write the statement "Sana buys 97 kg 960 g of rice. 45 kg 60 g rice of is used. How much rice is left?" on the board 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 total mass of the rice and the mass of rice that is used is given.

Total Mass of rice	=	97kg 960g
Mass of rice used	=	– 45kg 60g
Mass of rice left	=	52kg 500g

- We have to find the mass of quantity left. To find the quantity of the rice left, we have to subtract 4531 kg 60 g from 97 kg 960 g.
- 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 subtract these units of mass. 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**

Explain the lesson by retelling students how to subtract the units of mass and tell them to always subtract the smaller unit from the greater one.

Evaluation: **5min**

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

Homework: **2min**

Solve the given worksheet.

Worksheet	20mins

Name: _____	Subject: Math	Topic Name: Mass

1. Subtract the following.

1) 225kg 740g
– 111kg 210g

2) 695kg 780g
– 410kg 670g

3) 780kg 695g
– 670kg 410g

4) 633kg 547g
– 422kg 223g

5) 796kg 890g
– 510kg 770g

6) 764kg 535g
– 224kg 224g

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 7	**Day:** 2
Unit 4: Measurements	**Topic:** Subtraction of Units of Mass		

Student Learning Outcomes:

- Subtract measures of mass in same units without borrowing.
- Solve real life situations involving same units of mass 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 mass and what are the steps to subtract them?"
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25min**

- Make two groups of students. Ask each group to make a word problem of the subtraction of units of mass by using clue words of subtraction.
- 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 subtraction of units of mass on the board. 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 with the other groups of the class. Appreciate them for their good work and also discuss with them their common mistakes.
- Ask the students to read and solve the example at page 88 in their notebooks.
- Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work and active participation in class.

Review: **3min**

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

Evaluation: **5min**

To evaluate the students learning, ask them to tell the clue words that are used for subtraction. Tell them that always subtract the smaller value from the greater one.

Homework: **2min**

Solve Q (i, ii) of Exercise 4.10 in their textbooks.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 7	**Day:** 3
Unit 4: Measurements	**Topic:** Capacity		

Student Learning Outcomes:

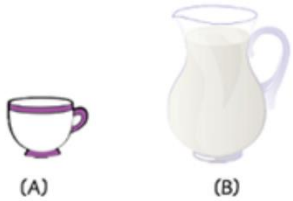
- Use standard metric units of capacity (liter) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Worksheet, Flash cards of two containers

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Paste the flash cards of two containers as follows: Which container can hold the greatest amount of liquid?
- Which container can hold the least amount of liquid?



- Explain to students that container B holds the greatest amount of liquid and container A holds the least amount of liquid. Also tell them that the standard unit for measuring the volume of liquid is "liter".

Teaching and Learning Activities: **25min**

- Tell students today we will learn about the standard units of capacity (liter).
- Place a jug on the table and instruct them to look at the jug. Tell them that we want to measure the capacity of the jug. Ask them: "Which unit is used to measure the capacity of the jug?" Take their responses and tell them that to measure the capacity of the jug, we use liter as the unit of capacity.
- Tell them to measure the capacity of the jug, we use a 1-litre container. Now by using a 1-litre container, we measure the capacity of the jug that is 1-litre. Tell them that we use 'ℓ' for liter.
- Put a bowl and a bucket on the table. Call a student to the front of the class and ask him/her to measure the capacity of the bowl and the bucket with the help of a 1-litre container. Take his/her response and appreciate if he/she measures the correct capacity of the containers.
- Repeat this activity with other students by measuring the capacity of different containers whose capacity is 1-litre or more than 1-litre. Ask them to open their textbooks to page 89 and look at the container and their capacity in liter.

Review: **3min**

Explain the lesson by retelling students that liter is the standard unit of measurement that is used to measure the capacity of big containers. Tell them $1\ell = 1000m\ell$

Evaluation: **5min**

To check the understanding of students, ask them to tell the names of some containers whose capacity is 1-litre or more than 1-litre. Take their responses and appreciate them for their correct responses.

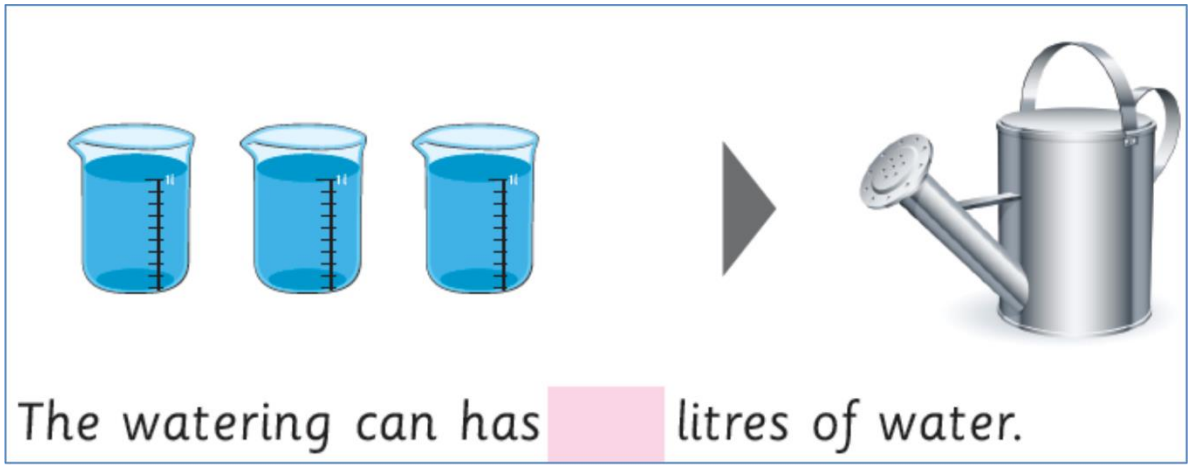
Homework: **2min**

Solve the given worksheet.

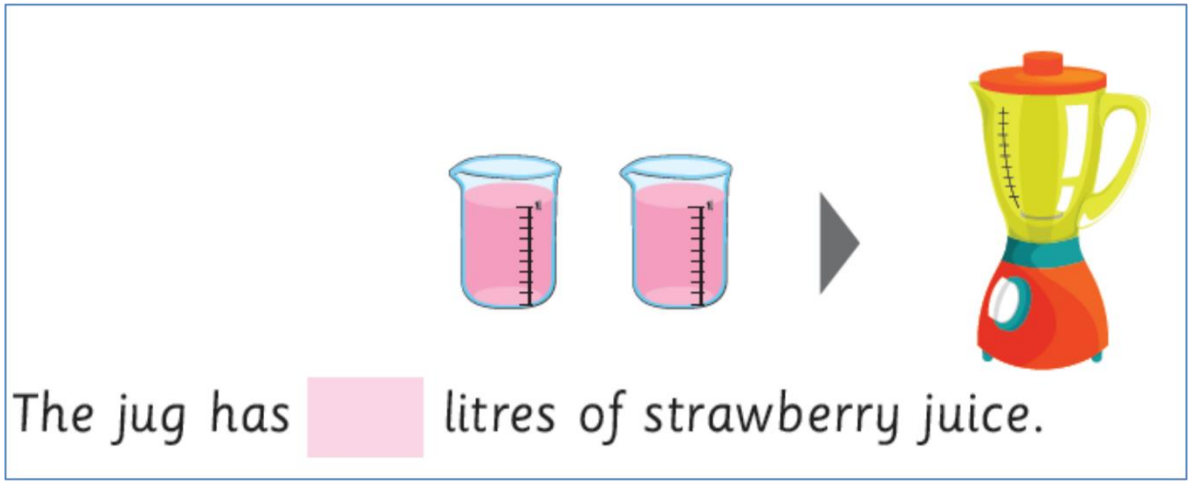
Worksheet	20mins

Name: _____	Subject: Math	Topic Name: Capacity

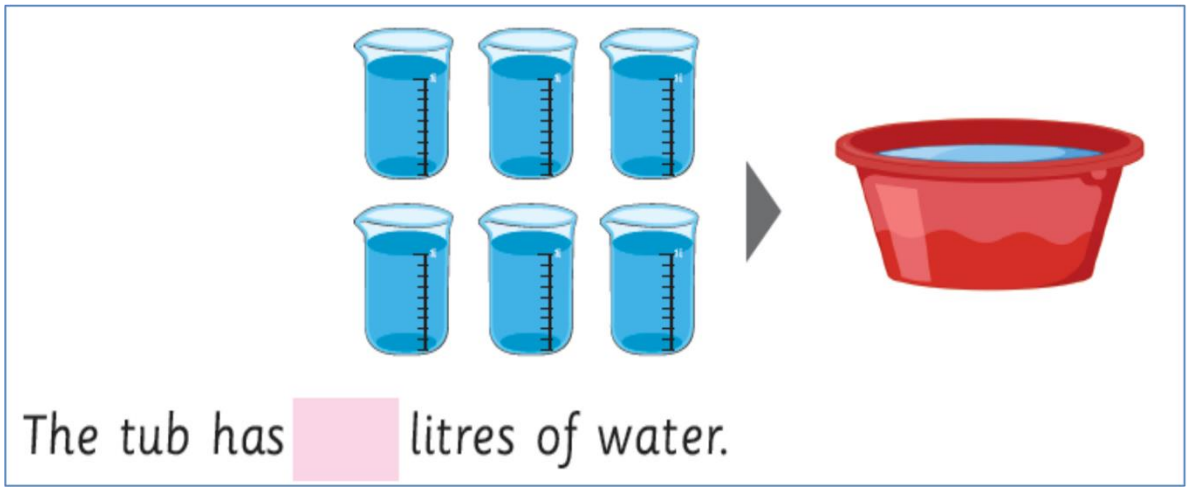
1. **Measure and write in the given box.**



The watering can has ____ litres of water.



The jug has ____ litres of strawberry juice.



The tub has ____ litres of water.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 7	**Day:** 4
Unit 4: Measurements	**Topic:** Capacity		

Student Learning Outcomes:

- Use standard metric units of capacity (milliliter) including abbreviations.

Resource Material:

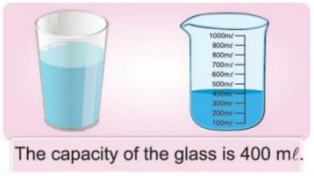
Chalk/Marker, White/Blackboard, Math Textbook

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show two water bottles of different sizes to students and ask them which bottle has a capacity of 1-litre.
- Take their responses and appreciate them for their correct response.

Teaching and Learning Activities: **25min**

- Tell students today we are going to learn about the standard units of capacity (milliliters).
- Place a glass on the table and instruct them to look at the glass. Tell them that we want to measure the capacity of the glass. Ask them: "Which unit is used to measure the capacity of the glass?" Take their responses and tell them that to measure the capacity of the glass, we use milliliter as the unit of capacity/volume.



- Tell them to measure the capacity of the glass, we use the 1000-millilitre container. Now by using a container, we measure the capacity of the glass that is 400 milliliters or 400ml. Tell them that we use 'mℓ' for milliliter.
- Place two mugs of different sizes on the table and call a student to the front of the class. Ask him/her to measure the capacity of both mugs with the help of a milliliter container. Take his/her response and appreciate if he/she measures the correct capacity of both mugs. Repeat this activity with other students by measuring the capacity of water bottles. Ask students to open their textbook page 89 and observe the containers that contain liquid in milliliters.

Review: **3min**

Explain the lesson by retelling students that we measure the capacity of small containers in milliliters. Give different examples to them.

Evaluation: **5min**

To check the understanding of students, ask them to tell the names of 5 containers that have a capacity that is measured in milliliters. Take their responses and appreciate them for their good response.

Homework: **2min**

Solve Q1 and Q2 of Exercise 4.1 in their textbooks.

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 7	**Day:** 5
Unit 4: Measurements	**Topic:** Addition of Units of Capacity		

Student Learning Outcomes:

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

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of spoon and water tub, Worksheet

Warm-Up Activities: **5min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show flash cards of a water tank and a spoon. Ask them to tell which one is measured in liters and which one is measured in milliliters?
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: **25min**

- Write the statement "Akram made 4ℓ 328mℓ of chemical on Monday and 4ℓ 44mℓ on Tuesday. How much chemical was made in two days?

Capacity of chemical =	4ℓ 328mℓ
Capacity of the other chemical =	+ 4ℓ 421mℓ
Total capacity =	8ℓ 769mℓ

- 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 capacities of two chemicals are given and we have to find the total capacity of both chemical. For this we have to add 4 l 328 ml and 4 l 441 ml.
- 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 capacity and then add these units of capacities. After doing this, call each pair of students 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**

Explain the students, milliliters to milliliters or liters to liters.

Evaluation: **5min**

To assess the students learning, ask them to solve example at page 92 and Q1,2 of Exercise 4.13 in their textbooks.

Homework: **2min**

Solve the given worksheet.

Worksheet	20mins

Name: _____	Subject: Math	Topic Name: Addition of Units of Capacity

1. Add the following.

1) $3\ell\ 540m\ell + 2\ell\ 407m\ell$

2) $26\ell\ 312m\ell + 32\ell\ 321m\ell$

3) $307\ell\ 150m\ell + 502\ell\ 101m\ell$

4) $451\ell\ 234m\ell + 234\ell\ 451m\ell$

5) $396\ell\ 693m\ell + 203\ell\ 206m\ell$

Lesson Plan

Grade: Three	**Subject:** Math	**Term:** 2nd	**Time:** 40min
Teacher's Name: _____		**Week:** 7	**Day:** 6
Unit 4: Measurements	**Topic:** Subtraction of Capacity or Volume (without borrowing)		

Student Learning Outcomes:

- Subtract measures of capacity in same units without borrowing.
- Solve real-life situations involving same units of capacity 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 add the units of capacity?" Call a student to the front of the class and ask him/her to write the units of capacity in liters and milliliters and then add them.
- Tell them to always add liters in liters and milliliters in milliliters.

Teaching and Learning Activities: **25min**

- Tell students today we are going to learn subtraction of capacity or volume. Instruct them to open their books.
- Write the statement: "A tin contains 2ℓ 456mℓ juice. 1ℓ 145mℓ juice is used. How much juice is left in the tin" on the board?

Total amount of juice = 2ℓ 456mℓ
Juice used = - 1ℓ 145mℓ
Juice left = 1ℓ 311mℓ

- 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 capacity of the volume of juice in the tin is given and the quantity of juice that is consumed is given. We have to find the quantity of juice left.
- To find the quantity of juice left, we have to subtract 1*l* 195m*l* from 2*l* 456m*l*.
- 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 capacity and then subtract these units of capacity. 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 subtraction on the board. Appreciate them for their correct work.

Review: **3min**

Explain the lesson by retelling students how to subtract the units of capacity and tell them to always subtract the smaller unit from the greater one.

Evaluation: **5min**

To assess the students learning, ask them to solve Q (i, ii, iii, iv) of Exercise 4.14 in their textbooks.

Homework: **2min**

Solve Q (v, vi, vii, viii, ix) of Exercise 4.14 in their textbooks.