

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 8

Day: 1

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 subtract units of capacity and what are the steps to subtract them?"
- Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

25min

- Tell the students we are going to practice the subtraction of capacity or volume.
- Make two groups of students. Ask each group to make a word problem of the subtraction of units of capacity 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 capacity 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 to the other group 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 94. Instruct them to solve the examples given in their textbooks related to subtraction of units of capacity in their notebooks. Roam around the class, check their work and guide if required.

Review:

3min

Explain the lesson by retelling students how to subtract the units of capacity by solving examples on the board. Tell them that subtraction of units of capacity 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 4.14 in their textbook. Roam around, check their work and guide if required.

Homework:

2min

Solve Q (xiv, xv xvi) of Exercise 4.14 and Q (i, ii) of Exercise 4.15 in their textbooks.

Lesson Plan

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Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 8

Day: 2

Unit 4: Measurements

Topic: Summary and Review Exercise

Student Learning Outcomes:

- Recall the concepts 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 homework.
- Tell the students that they are going to recall all the concept of the unit "Measurements".
- Ask them to solve Q1, 2, 3 of review exercise on page 95 and 96 in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review:

5min

Check the worksheets in front of students and correct their mistakes.

Evaluation:

0min

N/A

Homework:

5min

Solve Q4, 5, 6, 7 of Review Exercise on page 97 in their textbooks.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 8

Day: 3

Unit 4: Measurements

Topic: Analog Clock

Student Learning Outcomes:

- Use a.m. and p.m. to record the time from 12-hour clock.

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.

Teaching and Learning Activities:

25min

- Tell students today we are going to learn about analog and digital clock.
- Tell the students about analog clock. Analog clock has two hands.
1. Minute Hand (Long Hand) 2. Hour Hand (Short Hand)
- Tell them, there are 1 to 12 numbers on the dial of an analog clock. Now tell the students about digital clock. A digital clock has only digits to show time. Left side digits show the hours while right side digits show the minutes.
- Make pairs of students, call one student in each pair set the time on the analog clock while the other student sets the time on the digital clock. Help them if they needed.

Review:

3min

Explain the difference between analog and digital clock. Tell them 1 hour = 60 minutes.

Evaluation:

5min

To assess the students learning, ask them to solve Exercise 5.1 in their textbooks. Roam around the class, check their work and guide them if required.

Homework:

2min

Revise the classwork.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 8

Day: 4

Unit 4: Measurements

Topic: Use of "a.m." or "p.m."

Student Learning Outcomes:

- Use a.m. and p.m. to record the time from 12-hour clock.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of activities of days

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What is analog and digital clock? Take their responses and appreciate them.

Teaching and Learning Activities:

25min

- Tell students today we are going to learn about the use of a.m. and p.m. to record the time from 12-hour clock.
- Ask them: Do you know about a.m. and p.m.? Take their responses and appreciate if someone gives the right answer.
- Tell the students, the time from midnight to 12 noon is known as ante meridiem which may be written as a.m. 12:00am means it is midnight 9:00 a.m. means it is 9o'clock in the morning.
- Similarly, the time from 12 noon to midnight is known as post meridiem which may be written as p.m. 12:00 means it is noon. 3:00 p.m. means it is 3o'clock in the afternoon.
- Make small groups of students. Give each group some flash cards of activity of the days. Instruct them to observe the activities on the card and write a.m. or p.m. to the back side of each card according to the activity happened at what time of day.
- Ask them to raise their hand when finished. Now call one by one each group to the front of the class and ask them to show their working to the whole class. Check their work and appreciate them for their good work.

Review:

3min

Explain the lesson by retelling students about time in a.m. and p.m. by giving different examples of activities of days.

Evaluation:

5min

To assess the students learning, ask them to solve Exercise 5.2 in their textbooks. Roam around the class, check their work and guide them if required.

Homework:

2min

Solve Exercise 5.3 in their textbooks.

Lesson Plan

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Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 8

Day: 5

Unit 4: Measurements

Topic: Reading and Writing Time from Analog Clock

Student Learning Outcomes:

- Read and write time from analog clock.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Real clocks

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework.
- Ask students: "What does a clock tell?", "How many hands does a clock have?" Which hand tells the time in hours?" Which hand tells the time in minutes?

Teaching and Learning Activities:

25min

- Tell students that they are going to learn to read and write time from an analog clock.
- Show an analog clock to students and ask them: "Do you know what type of clock this is?" Take their responses and appreciate if someone gives the right answer.
- Tell them that this clock is called an analog clock. This clock shows the time with the help of hands. By pointing towards the hands of the clock, tell them that the short hand is for hours and the long hand is for minutes.
- Show a flash card of girl reciting Holy Quran and ask them to look at the picture and tell at what time she reciting Holy Quran.
- Take their responses and tell them that the long hand or the minute hand is at 12 and the short hand or hour hand is at 5 so the time is 5 o' clock.
- Show the real clock and then set the hands so that they show the time 5:00. Now move the long hand from 12 to the next small mark and tell them that when we move the hand from 12 to the next small mark, one minute has passed. When we move the hand to the next small mark again, one more minute has passed. When the minute hand moves from one number to the other number, 5 minutes have passed as there are 4 small marks between each two numbers.



Review:

3min

The students about the analog clock. Tell them how we set time on an analog clock by showing different times on the clock.

Evaluation:

5min

To check the understanding of students, ask them to solve Q1 of Exercise 5.4 in their textbooks. Check their work and guide them where needed. Discuss with them their common mistakes.

Homework:

2min

Solve Q2 of Exercise 5.4 in their textbooks.

Lesson Plan

Grade: Three

Subject: Math

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 8

Day: 6

Unit 4: Measurements

Topic: Reading and Writing Time from Digital Clock

Student Learning Outcomes:

- Read and write time from digital clock.

Resource Material:

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

Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them: "What is an analog clock?" Call a student to the front of the class and ask him/her to draw an analog clock and show a time for example 3: 49 on it.
- Take his/her response and appreciate his for his/ her response.

Teaching and Learning Activities:

25min

- Show a digital clock to students and ask them: "Do you know what type of clock this is?" Take their responses and appreciate if someone gives the right answer.
- Tell them that this clock is called a digital clock. This clock shows the time with the help of digits instead of hands. By pointing towards the digits of the clock, tell them that the digits to the right show minutes and the digits to the left show hours. Ask students to open their textbooks to page 103. Instruct them to look at the clock and tell the time on the digital clock. Take their responses and tell them that as the digit to the left show's hours so the digit 4 shows hours and the digits 20 to the right show minutes. So, the time is 4: 20.
- Show the real clock and explain the time by setting different times on the clock.
- Make two groups of students. Give each group a real digital clock and then give each group a flash card of time written on it. Ask them to show the time on the clock.
- Instruct them to raise their hands when they set the time. Call each group one by one to the front of the class and ask them to show their clock to the other group.
- Take their responses and appreciate them for their correct responses.



Review:

3min

Explain the students about digital clocks and tell them that a clock shows the time by using digits instead of hands.

Evaluation:

5min

To check the understanding of students, ask them to solve Exercise 5.5 in their textbooks. Check their work and guide them where needed. Discuss with them their common mistakes.

Homework:

2min

Solve the given worksheet.

Name: _____

Subject: Math

Topic Name: Reading and Writing
Time from Digital Clock

1. Match the analog clocks to the digital clocks.

