

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 9

Day: 1

Unit 5: Measurement (Time)

Topic: Calendar

## Student Learning Outcomes:

- Read and write days and dates from the calendar.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash card of activities of day

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them: "What is digital clock?" Call a student to the front of the class and ask him/her to draw digital clock and show a time for example 3:15 on it. Take his/her response and appreciate for his/her response.

## Teaching and Learning Activities:

25min

- Tell students today they are going to learn read and write days and dates from the calendar. Paste a wallchart of calendar and tell them that this is a solar calendar and it tells us day, date and months.
- Tell them that there are 12 months in a year. Point out towards the calendar and tell them that its starts from January and ends with December.
- Tell them some months are 30 days and some are 31 days and February has 28 days.
- Tell them when we want to find a particular day first, we search for the month and then date and the day. Now search different day and dates from the calendar to tell students how to find the day and date from the calendar.

## Review:

3min

Tell the students the solar calendar completes when the earth revolves once around the sun.

## Evaluation:

5min

To check the student grip, ask them to solve Exercise 5.6 in their textbooks.

## Homework:

2min

Revise the classwork.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 9

Day: 2

Unit 5: Measurement (Time)

Topic: Addition of Time

## Student Learning Outcomes:

- Add measures of time in hours.
- Solve real life situations involving measures of time for addition of hours.

## 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 units of time?" Take their responses and appreciate them for their good response. Ask them to write any two times in hours and then add them in their notebooks.
- Roam around the class, check their work and appreciate them for their good work.

## Teaching and Learning Activities:

25min

- Tell the students today we will learn how to add units of time.
- Write the statement: "Sana spent 5 hours in Zoo and 3 hours in the park. How much times she spent in total at both places?"

Time spent at zoo =	5h
Time spent in park =	+ 3h
Total time =	<u>8h</u>
- Write the time 5 hours and 3 hours on the board and tell them that now we will add 2 hours and 6 hours. Tell the students we can add the units of time as we add simple numbers. Solve it step by step and explain it to the students in detail.
- Tell the students while adding the units of time to add the same units. Now in this example, just hours are given.

## Review:

3min

Sum up the lesson by retelling students how to add the units of time by adding hours in hours.

## Evaluation:

5min

To check the understanding of students, ask them to solve Q1 (i, ii, iii, iv) of Exercise 5.7 in their textbooks.

## Homework:

2min

Solve the given worksheet.

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

Subject: Math

Topic Name: Reading and Writing  
Time from Digital Clock

## 1. Add the following.

16 hours  
+ 24 hours

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\_\_\_\_\_

48 hours  
+ 36 hours

---

\_\_\_\_\_

52 hours  
+ 42 hours

---

\_\_\_\_\_

43 hours  
+ 25 hours

---

\_\_\_\_\_

77 hours  
+ 19 hours

---

\_\_\_\_\_

65 hours  
+ 6 hours

---

\_\_\_\_\_

40 hours  
+ 20 hours

---

\_\_\_\_\_

65 hours  
+ 27 hours

---

\_\_\_\_\_

52 hours  
+ 39 hours

---

\_\_\_\_\_

6 hours  
+ 21 hours

---

\_\_\_\_\_

19 hours  
+ 25 hours

---

\_\_\_\_\_

17 hours  
+ 22 hours

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\_\_\_\_\_

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 9

Day: 3

Unit 5: Measurement (Time)

Topic: Addition of Time

## Student Learning Outcomes:

- Add measures of time in hours.
- Solve real life situations involving measures of time for addition of hours.

## 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 about their homework. Ask them: "How we can add the units of time?"
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

25min

- Write the statement on the board: "Ali travelled 15h by train and 7h by bus to reach his uncle's village. Find the total time he spent in travelling." 
$$\begin{array}{r} \text{Time spent in train} = 15\text{h} \\ \text{Time spent in bus} = + 7\text{h} \\ \hline \text{Total time} = 22\text{h} \end{array}$$
- 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 time Ali spent in train or bus to reach village and we have to find the total time he spent in both days. For this, we have to add 15 hours and 7 hours.
- Now solve the example step by step on the board and explain each step. Ask students to open their textbook page 106 and solve the example 1 in their notebooks. Roam around the class, check their work and guide them if required.
- Make pairs of students and ask them to write some units of time in hours and then add these units of time. 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

Sum up the lesson by retelling students how to add the units of time by solving examples on the board. Tell them that addition of units of time in hours is the same as the addition of whole numbers.

## Evaluation:

5min

To assess the students learning, ask them to solve Q (i) of Exercise 5.8 in their textbooks. Roam around the class, check their work and guide them if required.

## Homework:

2min

Solve Q(ii) of Exercise 5.8 in their textbooks.

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 9

Day: 4

Unit 5: Measurement (Time)

Topic: Subtraction of Time

## Student Learning Outcomes:

- Add measures of time in hours.
- Solve real life situations involving measures of time for subtraction of hours.

## Resource Material:

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

## Warm-Up Activities:

5min

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: "How we can add the units of time?" Call a student to the front of the class and ask him/her to write any two times in hours and then add them. Take his/her response and appreciate them for their good work.

## Teaching and Learning Activities:

25min

- Tell the students today we will learn how to subtract units of time.
- Write the statement: "Ahmad can make a wooden toy in 32 hours. Ali takes 16 hours to make same toy. How much more time does Ahmad takes to make that toy?"
- Write the time 32 hours and 16 hours on the board and tell them that we will subtract 16 hours from 32 hours.
- Tell the students we can subtract the units of time as we subtract simple numbers. Solve it step by step and explain it to the students in detail.
- Tell the students while subtracting the units of time to subtract the same units. Now in this example just hours are given.

$$\begin{array}{r} \text{Ahmad takes time} = 32\text{h} \\ \text{Ali takes time} = - 16\text{h} \\ \hline \text{How much more Ahmad takes time} = 16\text{h} \end{array}$$

## Review:

3min

Sum up the lesson by retelling students how to subtract the units of time by subtracting hours from hours.

## Evaluation:

5min

To check the understanding of students, ask them to solve Q2 of Exercise 5.9 in their textbooks.

## Homework:

2min

Solve the given worksheet.

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

Subject: Math

Topic Name: Subtraction of Time

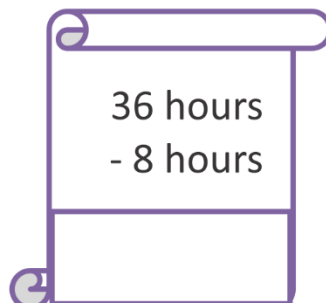
## 1. Subtract the following.


$$\begin{array}{r} 48 \text{ hours} \\ - 24 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 13 \text{ hours} \\ - 6 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 30 \text{ hours} \\ - 24 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 58 \text{ hours} \\ - 32 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 36 \text{ hours} \\ - 8 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 84 \text{ hours} \\ - 46 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 76 \text{ hours} \\ - 60 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 69 \text{ hours} \\ - 54 \text{ hours} \\ \hline \end{array}$$


$$\begin{array}{r} 56 \text{ hours} \\ - 8 \text{ hours} \\ \hline \end{array}$$

# Lesson Plan

Grade: Three

Subject: Math

Term: 2<sup>nd</sup>

Time: 40min

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

Week: 9

Day: 5

Unit 5: Measurement (Time)

Topic: Subtraction of Time

## Student Learning Outcomes:

- Add measures of time in hours.
- Solve real life situations involving measures of time for subtraction of hours.

## 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: "What are the clue words that are used for addition of units of time?"
- Take their responses and appreciate them for their correct answer.

## Teaching and Learning Activities:

25min

- Tell the students today we will learn how to subtract units of time.
- Write the statement: "Rehan travelled for 74 hours and Talha travelled for 52h" "How much more time did Rehan travel than Talha." 
$$\begin{array}{r} \text{Rehan's travelling time} = 74\text{h} \\ \text{Talha's travelling time} = - 52\text{h} \\ \hline \text{More time travelled} = 22\text{h} \end{array}$$
- 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 time that the time both spends in travel is given and we have to find how much more time Rehan spends than Talha. For this, we have to subtract 52 from 74 hours.
- Now solve the example step by step on the board and explain each step. Ask students to open their textbook to page 108 and solve the example in their notebooks. Roam around the class, check their work and guide them if needed.
- Make pairs of students and ask them to write some units of time in hours and then subtract these units of time. 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

Sum up the lesson by retelling students how to subtract the units of time by solving examples on the board. Tell them that subtraction of units of time in hours is the same as the subtraction of whole numbers.

## Evaluation:

5min

To assess the students learning, ask them to solve Q (i) of Exercise 5.10 in their textbooks. Roam around the class, check their work and guide them if required.

## Homework:

2min

Solve Q (ii) of Exercise 5.10 in their textbooks.

# Lesson Plan

**Grade:** Three

**Subject:** Math

**Term:** 2<sup>nd</sup>

**Time:** 40min

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

**Week:** 9

**Day:** 6

**Unit 5:** Measurement (Time)

**Topic:** Review Exercise

## Student Learning Outcomes:

- Read and write time from digital clock.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Teaching and Learning Activities:

**30min**

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concept of the unit "Measurement (Time)."
- Ask them to solve Q1, 2 of review exercise on page 109, 110 in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

## Review:

**5min**

Retell the basic concepts and correct the common mistakes.

## Evaluation:

**0min**

N/A

## Homework:

**5min**

Ask them to solve Q3, 4, 5 of review exercise on page 110 in their textbooks.