

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 10

Day: 1

Unit 5: Measurement

Topic: Addition and Subtraction of Units of Length

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Add and subtract measures of length in same units.
- Solve real-life situations involving conversion, addition and subtraction of measures of length.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How can we add the units of length? How can we subtract the units of length? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Make two groups of students. Ask each group to make a word problem of the addition and subtraction of units of length by using clue words.
- 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 length 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. Now instruct them to write the subtraction word problem on the board and solve it step by step on the board.
- Explain each step of subtraction to the whole class. Appreciate them for their good working.

Review:

3mins

Sum up the lesson by explaining to students how we add and subtract the units of length and also tell them that we always subtract the smaller unit from the greater one.

Evaluation:

5mins

To assess the students learning, ask them to solve Q3 and Q4 of exercise 5.4 in their notebooks.

Homework:

2mins

Solve Q5 and Q6 of exercise 5.4 in their notebooks.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 10

Day: 2

Unit 5: Decimals

Topic: Revision

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize a decimal number as an alternative way of writing a fraction.
- Express decimal number as a fraction whose denominator is 10,100 or 1000
- Identify the place value of a digit in decimal (up to 3-decimal places)

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

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

Review:

10mins

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

Evaluation:

0mins

N/A

Homework:

0mins

N/A

Name: _____

Date: _____

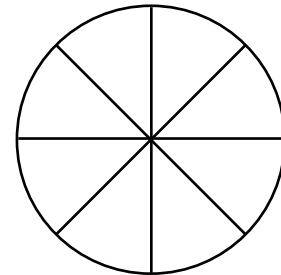
Q1. Write the following fractions as decimals.

(i) $2\frac{4}{10}$

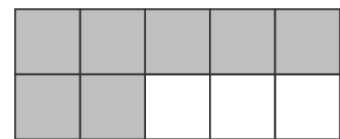
(ii) $61\frac{54}{1000}$

Q2. Represent each figure in decimal and fraction form.

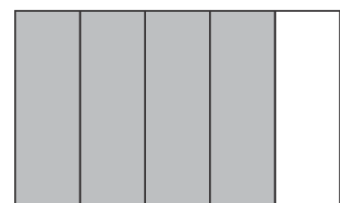
Fraction	
Decimal	
Word	



Fraction	
Decimal	
Word	



Fraction	
Decimal	
Word	



Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 10

Day: 3

Unit 5: Decimals

Topic: Revision

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Convert a given fraction to a decimal if:
- Denominator of fraction is 10, 100 or 1000.
- Denominator of fraction is not 10, 100 or 1000 but can be converted to 10, 100 or 1000.
- Convert a decimal (up to 3-decimal places) to fraction.

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

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

Review:

10mins

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

Evaluation:

0mins

N/A

Homework:

0mins

N/A

Name: _____

Date: _____

Q1. Solve the following.**Convert $238/1000$ to decimal.****Convert $3/5$ to decimal.****Q2. The height of giraffe is 5.2m. Write it in fraction.****Q3. The length of table is 7.80m. Write it in fraction.**

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 10

Day: 4

Unit 5: Decimals

Topic: Revision

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Add and subtract 3-digit numbers (up to 2-decimal places).
- Multiply a 2-digit number (up to 1-decimal place) by 10,100 or 1000.
- Multiply a 2-digit number with 1-decimal places by a 1-digit number.

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

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

Review:

10mins

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

Evaluation:

0mins

N/A

Homework:

0mins

N/A

Name: _____

Date: _____

Q1. Solve the following.

$$\begin{array}{r} 3.4 \\ + 5.4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2.71 \\ + 3.48 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 47.52 \\ + 34.75 \\ \hline \\ \hline \end{array}$$

Q2. Solve the following.

$$\begin{array}{r} 9.78 \\ - 6.84 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5.68 \\ - 3.24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3.61 \\ - 2.38 \\ \hline \\ \hline \end{array}$$

Q3. Solve it.

$$\begin{array}{r} 6.8 \\ \times 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7.1 \\ \times 100 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4.5 \\ \times 8 \\ \hline \\ \hline \end{array}$$

Lesson Plan

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Teacher's Name: _____

Week: 10

Day: 5

Unit 5: Decimals

Topic: Revision

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Divide a 2-digit number with 1-decimal place by a 1-digit number.
- Round off a whole number to the nearest 10, 100, 1000.
- Round off decimal (with 1 or 2-decimal places) to the nearest whole number.

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

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

Review:

10mins

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

Evaluation:

0mins

N/A

Homework:

0mins

N/A

Name: _____

Date: _____

Q1. Solve the following.

$$3.1/10$$

$$4.6/4$$

$$7.5/3$$

$$1.4/2$$

Q2. Round off the following whole numbers to the nearest 10, 100 and 1000.**(i) 8962****(ii) 7454****(iii) 6666**

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Teacher's Name: _____

Week: 10

Day: 6

Unit 5: Decimals

Topic: Revision

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Add and subtract measures of length in same.

Resource Material:

Worksheet

Teaching & Learning Activities:

10mins

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

Review:

10mins

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

Evaluation:

0mins

N/A

Homework:

0mins

N/A

Name: _____

Date: _____

Q1. Complete the following.

$$8\text{cm } 8\text{mm} = \underline{\hspace{2cm}} \text{ mm}$$

$$180\text{cm} = \underline{\hspace{2cm}} \text{ mm}$$

$$8\text{km} = \underline{\hspace{2cm}} \text{ m}$$

$$28\text{m} = \underline{\hspace{2cm}} \text{ mm}$$

Q2. Solve the following.

(i)

44km 880m + 33km 119m <hr/>

(ii)

41km 86m + 23km 12m <hr/>

(iii)

52cm 5mm - 13cm 1mm <hr/>

(iv)

94km 124m - 52km 106m <hr/>

Q3. Amir walked 568m, 82cm and Ali walked 239m, 56cm. How much more distance was covered by Amir than Ali? Convert the answer into centimeters.

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