

# Lesson Plan

Grade: Four

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

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

Week: 3

Day: 1

Unit 3: Fractions

Topic: Addition of Fractions

## Student Learning Outcomes:

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

- Add fractions with like denominators.

## Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write an improper fraction and mixed number on the board and ask them to convert the mixed number to improper and improper fraction to mixed number.
- Roam around and check their work and appreciate them for their correct work.

## Teaching & Learning Activities:

25mins

- Tell them that today we will learn about how to add two like fractions.
- Ask students to open page 49 and read the example. Tell them what is given and what we have to find.
- Write on the board, "Ahmad covered a distance of  $\frac{3}{8}$  km by car and  $\frac{5}{8}$  km by bus. Here we find total distance covered by him.
- Tell students, we simply add their numerators and denominators remain same.  $\frac{3}{8} + \frac{5}{8} = \frac{3+5}{8} = \frac{8}{8} = 1\text{Km}$

## Review:

3mins

Explain to students how we can add the like fractions by giving examples.

## Evaluation:

5mins

To assess the students learning ask them to solve the Q (i – iii) of Exercise 3.5.

## Homework:

2mins

Solve Q (iv – vi) of Exercise 3.5.

# Lesson Plan

Grade: Four

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

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

Week: 3

Day: 2

Unit 3: Fractions

Topic: Addition of Fractions

## Student Learning Outcomes:

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

- Add fractions with like denominators.

## Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of like fractions, Worksheet

## Warm-up Activities:

5mins

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

## Teaching & Learning Activities:

25mins

- Put flash cards of like fractions on the table. Call a student to the front of the class and ask him/her to choose two cards and then write that fraction on the board and add these fractions step by step and explain each step to them. Instruct the rest of the class to check their work and correct if needed. Repeat this activity to each student of the class.
- Ask students to open their textbook page 50 and solve the example 2 given in their notebook. Roam around the class, check their work and appreciate them for their good work.

## Review:

3mins

Sum up the lesson by explaining student the addition of two like fractions by adding two like fractions on the board and tell them that we add the numerators and denominators remains the same.

## Evaluation:

5mins

To assess the students learning ask them to solve Q1 (vii - ix) of exercise 3.5.

## Homework:

2mins

Revise the classwork.

# Lesson Plan

**Grade:** Four      **Subject:** Math      **Term:** 2<sup>nd</sup>      **Time:** 40mins

**Teacher's Name:** \_\_\_\_\_      **Week:** 3      **Day:** 3

**Unit 3:** Fractions      **Topic:** Subtraction of Fractions

## Student Learning Outcomes:

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

- Subtract fractions with like denominators.

## Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Write two fractions on the board and ask students to add these fractions.
- Roam around the class, check their work and guide them if required.

## Teaching & Learning Activities:

**25mins**

- Tell them that today we will learn about how to subtract two like fractions. Instruct them to read the statement of the example that is written on the board. That is a piece of rope  $\frac{6}{9}$ m long. It is cut into two parts. If one part is  $\frac{3}{9}$ m long, then we have to find other length.
- For this we have to subtract  $\frac{3}{9}$  from  $\frac{6}{9}$ .  
$$\frac{6}{9} - \frac{3}{9} = \frac{6-3}{9} = \frac{1}{3} = \frac{1}{3}$$
So, the length of other part is  $\frac{1}{3}$ .
- Call students randomly and ask him/her to solve example 2 on the board.
- Ask rest of the class to check the work and correct if needed.

## Review:

**3mins**

Explain students that always subtract the smaller fraction from the greater one.

## Evaluation:

**5mins**

To assess the students ask them to solve Q2 (i - ii) of exercise 3.5.

## Homework:

**2mins**

Solve Q (i - ii) in textbook.

# Lesson Plan

<b>Grade:</b> Four	<b>Subject:</b> Math	<b>Term:</b> 2 <sup>nd</sup>	<b>Time:</b> 40mins
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<b>Teacher's Name:</b> _____	<b>Week:</b> 3	<b>Day:</b> 4
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<b>Unit 3:</b> Fractions	<b>Topic:</b> Subtraction of Fractions
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## Student Learning Outcomes:

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

- Subtract fractions with like denominators.

## Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of like fractional numbers

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask student: How fractions are subtracted by writing two fractions on the board? Take their responses and appreciate them for their correct answer.

## Teaching & Learning Activities:

**25mins**

- Tell students today they are going to practice the subtraction of fraction.
- Put flash cards of like fractions on the table. Call a student to the front of the class and ask him/her to choose two cards and then write that fraction on the board and subtract these fractions step by step and explain each step to them. Instruct the rest of the class to check their work and correct if needed.
- Repeat this activity to each student of the class.

## Review:

**3mins**

Revise the lesson by explaining student the subtraction of two like fractions by subtracting two like fractions on the board.

## Evaluation:

**5mins**

Ask them to solve Q2 (iv - vi) of exercise 3.5.

## Homework:

**2mins**

Solve Q3, 4 of exercise 3.5.

# Lesson Plan

Grade: Four

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

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

Week: 3

Day: 5

Unit 3: Fractions

Topic: Multiplying of Fractions

## Student Learning Outcomes:

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

- Multiply a fraction (proper, Improper) and mixed number by a whole number.

## Resource Material:

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

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write two like fractions on the board. Call a student to the front of the class and ask him/her to add these fractions. Call another student to front of the class and ask him/her to subtract these fractions.
- Take their responses and appreciate them for their correct response.

## Teaching & Learning Activities:

25mins

- Tell students to multiply a fraction by a whole number, first write the whole number as a fraction by writing 1 in the denominators then multiply the numerator by and denominator by denominator.
- Now instruct them to read the statement if a storybook of kids is  $\frac{2}{3}$ cm thick, how high will a pile of 5 such story books be?
- Tell them to find height of pile, we will multiply  $\frac{2}{3}$  by 5. First, rewrite the whole number 5 as a fraction  $\frac{5}{1}$  and then multiply  
 $= \frac{2}{3} \times 5 = \frac{2}{3} \times \frac{5}{1} = 2 \times \frac{5}{3} \times 1 = \frac{10}{3} = 3\frac{1}{3}$  So,  $\frac{2}{3} \times 5 = 3\frac{1}{3}$  So, the pile of story book will be  $3\frac{1}{3}$  cm high.

## Review:

3mins

Sum up the lesson by explaining students how we can multiply a fraction by a whole number by multiplying whole number by a fraction.

## Evaluation:

5mins

Ask them to solve Q1(i - iii) of exercise 3.6 in their notebook.

## Homework:

2mins

Solve Q1 (iv – vi) of exercise 3.6 in their notebook.

# Lesson Plan

Grade: Four

Subject: Math

Term: 2<sup>nd</sup>

Time: 40mins

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

Week: 3

Day: 6

Unit 3: Fractions

Topic: Multiplication of a Fraction

## Student Learning Outcomes:

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

- Multiply two fractions (Proper, Improper) and mixed numbers

## Resource Material:

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

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Call a student to the front of the class and ask him/her to write a fraction and a whole number and then multiply these fractions. Repeat this activity to same other students.
- Take their responses and appreciate them for their good response.

## Teaching & Learning Activities:

25mins

- Tell students today we are going to learn about multiplication of two fractions. Write two fractions  $\frac{3}{4}$  and  $\frac{2}{5}$  on the board. Tell them that when we multiply two fractions, we always multiply numerator by numerator and denominator by denominator.
- Now solve it step by step on the board and explain each step to them.  
 $\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20}$
- Now call a student to the front of the class and ask him/her to write two proper fractions on the board and then multiply them. Ask the rest of the class, check their work and guide them if required. Repeat this activity to random students of the class. Appreciate them for their good response.

## Review:

3mins

Revise the lesson by explaining the students how we can multiply two proper fractions by solving examples on the board.

## Evaluation:

5mins

To assess the student understanding ask them to solve Q1 (vii - ix)

## Homework:

2mins

Solve the given worksheet.