Lesson Plan							
Grade: Four	rade: Four Subject: Mat		Term: 2 nd		Time: 40mins		
Teacher's Name:		Week	Week: 9		Day: 1		
Unit 5: Measurement		Topic:	Topic: Length				
Student Learning	Outcomes:						
At the end of this	period, the stud	ents wi	ll be able to:				
Use standard	metric units to	measur	e the length of a	different	objects.		
Resource Materia	l:						
Chalk/Marker, Whi	te/Blackboard, N	Aath Te	ktbook, Workshe	eet			
Warm-up Activitie	es:				5mins		
 Before begin 	ning the lesson,	ask stud	dents to say "Tas	smiya."			
 Ask students classroom ar 	s: Do you knov nd book?	w how	to measure th	e lengtl	n of the table,		
• Take their rea	sponses and app	oreciate	if same one give	es the rig	ght answer.		
Teaching & Learni	ng Activities:				25mins		
• Tell them that measure the	at today we will length of object	learn th ːs.	e standard metr	ic units	that are used to		
 Ask students Instruct stud we measure 	to read the first ents to look at t the length of the	paragra he table e table?	ph of page 71 ar to recall the ur Ask them which	nd revise nits. Ask unit is ι	e their concepts. them: How can used to measure		

- the length of the table. Take their responses and tell them that to measure the length of the table, we use the unit of length "meter."
- Tell them to measure the length of the table, we use a meter tape or a meter ruler. Now take the meter tape or meter ruler and call a student to the front of the class.
- Ask him/her to measure the length of the table with the help of a meter tape. Note the reading of his/her measurement on the board. Then match their measurements. Appreciate them for their correct measurement.

Review: 3mins Revise the lesson by telling students that meter is the standard unit of measurement that is used to measure long objects. **Evaluation:** 5mins

To check the understanding of students, ask them to tell which unit is used to measure the length of the classroom. Take their responses and appreciate them.

Homework:

Write the name of 5 objects whose length is measured in meters.

2mins

Lesson Plan							
Grade: Four	Subject: Mat	h	Term: 2 nd		Time: 40mins		
Teacher's Name:		Weel	«: 9	Day:	2		
Unit 5: Measurem	ent	Торіс	Topic: Conversion of Units of Length				
Student Learning	Outcomes:						
At the end of this p	period, the stud	lents w	ill be able to:				
Convert large	er to smaller me	etric uni	ts (kilometers int	o meter	s).		
Resource Materia	l:						
Chalk/Marker, Whit	e/Blackboard, N	Math Te	xtbook				
Warm-up Activitie	s:				5mins		
Before begin	ning the lesson,	ask stu	dents to say "Tas	smiya."			
 Show flash ca 	ards of different	t object	s to students and	d ask the	em to tell which		
object is me	asured in mete	ers and	centimeters. Also	o ask w	hich distance is		
measured in	kilometers?						
Teaching & Learni	ng Activities:				25mins		
 (km - m). Write the station that with the second state of the second	tatement of the low much is the we want to mean are in one kilo 00 meters in one at to convert k lometers by 100 22km = 22 x 1 nt examples of ert km to m by s	e exar distance asure th meter? e kilomete kilomete 00. So, to 000 m = conversioners	nple: "A bus co ce covered by the le distance in me Take their respo eter. ers to meters, w o convert 22km to = 22000 m sion of km to m t step by step on	vers a bus in r ters. Asl nses and e have om, we and exp the boa	distance of 22 meters? < students: How d tell them that to multiply the have to multiply lain to students rd. 3mins		
Review:					3mins		
Revise the lesson b	y explaining to s	student	s that when we c	onvert a	larger unit to a		
smaller unit, we alv	vays multiply. W	/hen we	e convert kilomet	ers to m	ieters, we		
multiply the numbe	er of kilometers	by 100	Э.				
Evaluation:					5mins		
To assess the students understanding, ask them to solve Q1 of exercise 5.1. Roam							
around the class, check their work and guide them if required.							
Homework:					2mins		
Revise the classwor	' К .						

	Le	esson	Plan			
Grade: Four Subject: Mat		h	Term: 2 nd		Time: 40mins	
Teacher's Name:		Week	Week: 9 D		ay: 3	
Unit 5: Measureme	ent	Topic: Conversion of Units of Length				
Student Learning C	Outcomes:					
At the end of this p	eriod, the stud	ents wi	ll be able to:			
Convert large	r to smaller me	tric unit	s (meters into ce	entimet	ers).	
Resource Material:	:					
Chalk/Marker, White	e/Blackboard, N	Math Tex	xtbook			
Warm-up Activities	5:				5mins	
Before beginn	ning the lesson,	ask stu	dents to say "Tas	miya."		
• Ask students:	How can we co	nvert a l	arger unit into a s	smaller	unit? How many	
meters are in	one kilometer	? Take t	heir responses a	nd app	reciate them for	
their correct r	esponse.					
Teaching & Learnin	g Activities:				25mins	
• Write 2m 47c	m on the boar	d. Ask s	students: How m	nany ce	entimeters are in	
one meter? Ta	ake their respor	ises and	tell them that th	ere are	100 centimeters	
in one meter.						
 Tell them that 	to convert me	ters to c	entimeters, we h	ave to	multiply number	
of meters by 1	of meters by 100. So, to convert 2m 47cm to cm, we have to first multiply 2m					
by 100 and th	en add 47 cm i	nto it.				

2m 47cm = 2 x 100cm + 47cm = 200cm + 47cm = 247cm

• Write different examples of conversion of m to cm and explain to students how to convert m to cm by solving it step by step on the board.

3mins

5mins

2mins

Review:

Revise the lesson by explaining to students that when we convert larger units to smaller units, we always multiply. When we convert meters to centimeters, we multiply the number of meters by 100.

Evaluation:

To assess the students understanding, ask them to solve example on page 72. Roam around the class, check their work and guide them if required.

Homework:

Revise the classwork and solve Q2 on their textbooks.

	Le	essor	n Plan			
Grade: Four	Subject: Mat	h	Term: 2 nd		Time: 40mins	
Teacher's Name:		Week: 9 Day			/: 4	
Unit 4: Measurement		Topic: Conversion of Units of Length				
Student Learning	Outcomes:					
At the end of this p	period, the stud	lents w	ill be able to:			
Convert large	er to smaller me	etric uni	ts (centimeters i	into mill	imeters).	
Resource Material	1:					
Chalk/Marker, Whit	e/Blackboard, N	Math Te	extbook			
Warm-up Activitie	s:				5mins	
Before begin	ning the lesson,	ask stu	idents to say "Ta	ismiya."		
 Ask students 	: How can we c	onvert	a larger unit to	smaller	unit? How many	
centimeters a	are in one meter	r? Take	their responses	and app	preciate them for	
their correct	response.					
Teaching & Learni	ng Activities:				25mins	
Write the sta	tement of the e	example	e: "The length of	f the bo	ok is 15cm 3mm	
What is the le	ength of the boo	ok in m	m? Explain that	we wan	t to measure the	
length of the	book in millime	eters.				
 Ask students 	: How many n	nillimet	ters are in one	centim	eter? Take their	
responses an	d tell them that	t there	are 10 millimete	rs in on	e centimeter.	
 Tell them that 	t to convert cen	ntimete	rs to millimeters	, we hav	e to multiply the	
number of ce	entimeters by 1	.0. So, t	o convert 15cm	3mm t	o 33, we have to	
first multiply	15cm by 10 and	d then a	add 3mm into it.			
15cm 3mm =	15 x 10mm + 3	mm = 1	.50mm + 3mm =	153mm	ı	
Write different	nt examples of a	convers	ion of cm to mm	n and ex	plain to students	
how to conve	ert cm to mm by	/ solvin	g it step by step	on the b	board.	
Review:					3mins	
Recall the lesson by	explaining to st	tudents	s that when we d	convert	a larger unit to a	
smaller unit, we alv	vays multiply. W	/hen we	e convert centim	eters to	millimeters, we	
nultiply the numbe	er of centimeter	s by 10				
Evaluation:					5mins	

To evaluate students understanding, ask them to solve Q3 of exercise 5.1. Roam around the class, check their work and guide them if required.

2mins

Homework:

Solve Q4 to 6 of exercise 5.1 in their notebooks.

Lesson Plan							
Grade: Four Subject: N	Math	Term: 2 nd		Time: 40mins			
Teacher's Name: Week: 9 Day: 5							
Unit 4: Measurement	opic: Addi	tion and Subtracti	ion of U	Inits of Length			
Student Learning Outcomes:							
At the end of this period, the s	students w	ill be able to:					
 Add and subtract measures of length in same units. 							
Resource Material:							
Chalk/Marker, White/Blackboar	rd, Math Te	extbook					
Warm-up Activities:				5mins			
 Before beginning the less 	son, ask sti	udents to say "Tas	miya."				
 Ask students: How can w 	e convert	km to m? How ca	n we co	onvert m to cm?			
How can we convert cm	to mm? Ta	ake their response	es and a	appreciate them			
for their correct response.							
Teaching & Learning Activities	Teaching & Learning Activities: 25mins						
 Tell students today they a 	are going t	o add units of leng	gth.				
 Have students open their 	textbook p	bage 74 and ask th	em to re	ead the example			
and tell what is given and	d what we	have to find.					
• Tell them in a race, first d	lay, Ali ran	3km 345m and or	n the se	cond day he ran			
2km 623m.		Distance covered by Ali on first day = $3 \text{ km } 345 \text{ m}$ Distance covered by Ali on second day = $\frac{+2 \text{ km } 623 \text{ m}}{5 \text{ km } 968 \text{ m}}$					
• To find the total distance,	, we add:						
 Tell students to add units of length, always add same length. 							
 Now tell students to convert distance into meters we will convert 5km into m 							
and then add 968 m in it. 1K = 1000m							
5km 968m = 5km + 968m = 5 x 1000 + 968m = 5000m + 968m = 5968m							
Review:				3mins			
Revise the lesson by telling students how to add the units of length.							
Evaluation:				5mins			
To assess the students learning, ask them to solve Q1 (i - iii) of exercise 5.2 of their							
textbooks.							
Homework:				2mins			
Solve Q1 (iv - vi) of exercise 5.2							

	I	Lesson	Plan		
Grade: Four	Subject: Ma	ith	Term: 2 nd		Time: 40mins
Teacher's Name:		Week	: 9	Day:	6
Unit 4: Measureme	ent To	pic: Addit	ion and Subtract	ion of U	nits of Length
Student Learning C	Outcomes:				
At the end of this p	eriod, the stu	idents wi	l be able to:		
 Add and subt 	ract measures	s of length	in same units.		
Resource Material	:				
Chalk/Marker, White	e/Blackboard,	Math Tex	(tbook		
Warm-up Activitie	s:				5mins
 Before beginn 	ning the lessor	n, ask stud	dents to say "Tas	smiya."	
Ask students	: How can we	e add the	e units of lengt	h with o	carrying? Call a
student to the	e front of the	class and	ask him/her to v	write the	e units of length
in meters and	centimeters.				

Teaching & Learning Activities:

- Tell students today they are going to subtract the units of length.
- Write statement of example on board, the length of grandfather's room is 6m 75cm and length of my room is 4m 42cm. We have to find difference of lengths of both rooms.
- Explain the steps by step procedure and find the difference by demonstrating on board.
- Make pairs of students and ask them to write same units of length and then subtract these units of length. 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:

Sum up the lesson by asking them to solve example 2 given at page 84 of their textbooks in their notebook.

Evaluation:

To assess the students learning, ask them to solve Q2 (i - iii) of exercise 5.2 of their textbooks.

Homework:

Solve Q2 (iv - vi) of exercise 5.2

2mins

25mins

3mins

5mins