Lesson Plan

Grade: Four	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 9	**Day:** 1	
Unit 5: Measurement	**Topic:** Length		

Student Learning Outcomes:

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

- Use standard metric units to measure the length of different objects.

Resource Material:

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

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Do you know how to measure the length of the table, classroom and book?
- Take their responses and appreciate if same one gives the right answer.

Teaching & Learning Activities: 25mins

- Tell them that today we will learn the standard metric units that are used to measure the length of objects.
- Ask students to read the first paragraph of page 71 and revise their concepts.
- Instruct students to look at the table to recall the units. Ask them: How can we measure the length of the table? Ask them which unit is 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: 2mins

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

Lesson Plan

Grade: Four	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 9	**Day:** 2	
Unit 5: Measurement	**Topic:** Conversion of Units of Length		

Student Learning Outcomes:

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

- Convert larger to smaller metric units (kilometers into meters).

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities: 5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Show flash cards of different objects to students and ask them to tell which object is measured in meters and centimeters. Also ask which distance is measured in kilometers?

Teaching & Learning Activities: 25mins

- Tell students today they are going to learn how to convert units of length (km - m).
- Write the statement of the example: "A bus covers a distance of 22 kilometers. How much is the distance covered by the bus in meters?
- Explain that we want to measure the distance in meters. Ask students: How many meters are in one kilometer? Take their responses and tell them that there are 1000 meters in one kilometer.
- Tell them that to convert kilometers to meters, we have to multiply the number of kilometers by 1000. So, to convert 22km to m, we have to multiply 25 by 1000. 22km = 22 x 1000 m = 22000 m
- Write different examples of conversion of km to m and explain to students how to convert km to m by solving it step by step on the board.

Review: 3mins

Revise the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert kilometers to meters, we multiply the number of kilometers by 1000.

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 classwork.

Lesson Plan

Grade: Four	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 9	**Day:** 3	
Unit 5: Measurement	**Topic:** Conversion of Units of Length		

Student Learning Outcomes:

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

- Convert larger to smaller metric units (meters into centimeters).

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 convert a larger unit into a smaller unit? How many meters are in one kilometer? Take their responses and appreciate them for their correct response.

Teaching & Learning Activities: 25mins

- Write 2m 47cm on the board. Ask students: How many centimeters are in one meter? Take their responses and tell them that there are 100 centimeters in one meter.
- Tell them that to convert meters to centimeters, we have to multiply number of meters by 100. So, to convert 2m 47cm to cm, we have to first multiply 2m by 100 and then add 47 cm into 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.

Review: 3mins

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: 5mins

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: 2mins

Revise the classwork and solve Q2 on their textbooks.

Lesson Plan

Grade: Four	**Subject:** Math	**Term:** 2nd	**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 period, the students will be able to:

- Convert larger to smaller metric units (centimeters into millimeters).

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 convert a larger unit to smaller unit? How many centimeters are in one meter? Take their responses and appreciate them for their correct response.

Teaching & Learning Activities: 25mins

- Write the statement of the example: "The length of the book is 15cm 3mm. What is the length of the book in mm? Explain that we want to measure the length of the book in millimeters.
- Ask students: How many millimeters are in one centimeter? Take their responses and tell them that there are 10 millimeters in one centimeter.
- Tell them that to convert centimeters to millimeters, we have to multiply the number of centimeters by 10. So, to convert 15cm 3mm to 33, we have to first multiply 15cm by 10 and then add 3mm into it.
  15cm 3mm = 15 x 10mm + 3mm = 150mm + 3mm = 153mm
- Write different examples of conversion of cm to mm and explain to students how to convert cm to mm by solving it step by step on the board.

Review: 3mins

Recall the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert centimeters to millimeters, we multiply the number of centimeters 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.

Homework: 2mins

Solve Q4 to 6 of exercise 5.1 in their notebooks.

Lesson Plan

Grade: Four	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 9	**Day:** 5	
Unit 4: 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.

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 convert km to m? How can we convert m to cm? How can we convert cm to mm? Take their responses and appreciate them for their correct response.

Teaching & Learning Activities: 25mins

- Tell students today they are going to add units of length.
- Have students open their textbook page 74 and ask them to read the example and tell what is given and what we have to find.
- Tell them in a race, first day, Ali ran 3km 345m and on the second day he ran 2km 623m.
- To find the total distance, we add:

Distance covered by Ali on first day =	3km 345m
Distance covered by Ali on second day =	+ 2km 623m
	5km 968m

- 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

Lesson Plan

Grade: Four	**Subject:** Math	**Term:** 2nd	**Time:** 40mins
Teacher's Name: _____	**Week:** 9	**Day:** 6	
Unit 4: 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.

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 with carrying? Call a student to the front of the class and ask him/her to write the units of length in meters and centimeters.

Teaching & Learning Activities: 25mins

- 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: 3mins

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

Evaluation: 5mins

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

Homework: 2mins

Solve Q2 (iv - vi) of exercise 5.2