Lesson Plan

Grade: Three	Subject: Maths	Term: 3rd	Time: 40min

Teacher's Name: _____	Week: 2	Day: 1

Unit 6: Geometry	Topic: Point, Line, Line Segment and Ray

Student Learning Outcomes:	

- Recognize point, line, ray and line segment.

Resource Material:	

Chalk, Marker/Blackboard, Maths Textbook

Warm-up Activities:	5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework. Ask students some questions related to line and point:
What is the difference between point and line?
Can we measure line? Take their responses and appreciate them.

Teaching and Learning Activities:	20 mins

- Tell students today we will learn about ray. Ask them: Do you know about ray? Take their responses.
- Now draw a ray on the board and make arrows on one side and tell that look at this. These shows that the ray has starting point and no end point. Tell them that a ray is a combination of points and have no end point. Tell them that we cannot measure the length of the ray with the help of ruler as it moves in one direction and never ends.

Fixed point
A   B No End point

- Call a student to the front of the class and ask him/her to draw a ray on the board. Ask the rest of the class to check and tell is he/she correct or not.

Review:	3mins

Tell the students, A ray is a part of line having a fixed initial point but can be extended to other direction. It is represented as AB. A ray has one end point.

Evaluation:	10mins

To check the students grip, ask them some questions related to ray. Ask them can ray extends in both direction? Ask them to draw some rays in their notebooks and name them with some capital letters.

Homework:	2mins

Ask them to solve Q1 of Exercise 6.1 in their textbook.

Lesson Plan

Grade: Three	Subject: Maths	Term: 3rd	Time: 40min

Teacher's Name: _____	Week: 2	Day: 2

Unit 6: Geometry	Topic: Point, Line, Line Segment and Ray

Student Learning Outcomes:
- Recognize point, line, ray and line segment.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, Worksheet

Warm-up Activities: 5mins
Before beginning the lesson, ask student to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Call a student to the front of the class and ask him/her to draw a line and ray on the board. Ask them to tell the difference between ray and line? Take his/her response and appreciate them for correct work.

Teaching and Learning Activities: 20 mins
- Tell students today we will learn about line segment. Ask them: Do you know about line segment? Take their responses and appreciate them. Now draw a line segment on the board and tell that look at this. These shows that the line segment has starting point and ending point. Tell them that a line segment is a combination of points and have starting and ending points. Tell them that we can measure the length of the line segment with the help of ruler.

No End point

A ————————————————————— B No End point
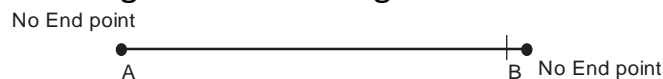
- Call a student to the front of the class and ask him/her to draw a line segment on the board. Ask the rest of the class to check and tell is he/she correct or not. Repeat this activity to each student of the class for more practice.

Review: 3mins
Explain the lesson by retelling students the length of the line segment can be measured as it has both starting and ending points. Tell them a part of line having two end points is called a line segment. It can be written as AB.

Evaluation: 10mins
To assess the students learning, ask them some questions related to the line segment. Ask them to draw some line segments in their notebooks and name them with some capital letters.

Homework: 2mins
Ask them to solve the given worksheet.

| Name: _____ | Subject: Maths | Topic Name: Place Value |

1. Write "line", "Line segment" or ray below each picture.

2. Draw a ray MN.

3. Draw a line segment GH.

4. Identify and write the names of the given as line, line segment, ray and point.

1)

2)

3)

_____

_____

_____

4)

5)

6)

_____

_____

_____

Lesson Plan

| Grade: Three | Subject: Maths | Term: 3rd | Time: 40min |

| Teacher's Name: _____ | Week: 2 | Day: 3 |

| Unit 6: Geometry | Topic: 2D Shape |

Student Learning Outcomes:

- Classify figures according to number of sides as quadrilaterals (rectangles, squares and triangles).

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of quadrilaterals, Maths Textbook

Warm-up Activities: 5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Draw line, line segment, ray and point on the board. Call a student to the front of the class and ask him/her to write the name below each. Appreciate him/her for his/her correct work.

Teaching and Learning Activities: 20 mins

- Tell students to day we will learn about the quadrilaterals. Draw different quadrilaterals on the board. Point out towards the whiteboard and instruct students to count its sides. Count the sides of the board with them and tell it has four sides and four vertices. Now point out the teacher table and tell them that it has four sides and four corners. Tell them that all the objects and shapes that has four sides and corners are called quadrilaterals. Paste a wallchart of quadrilaterals and tell them that all these shapes are quadrilaterals.

- Make pairs of students and ask them to find the objects in your classroom that have four sides and four corners and make a list in the notebook. Ask them to recall the objects in your home that are of quadrilateral shape. Roam around the class, check their work and guide them where needed.

Review:	3mins

Sum up the lesson by retelling students about quadrilaterals that any closed shape which has four sides and four vertices. Tell them that the square is the type of quadrilateral. It has four sides of equal length and four corners

Evaluation:	5mins

To assess the students learning, draw some shapes on the board and ask them to tell which shapes are of four sides and four vertices.

Homework:	2mins

Revise the classwork.

Lesson Plan

| Grade: Three | Subject: Maths | Term: 3rd | Time: 40min |

| Teacher's Name: _____ | Week: 2 | Day: 4 |

| Unit 6: Geometry | Topic: Quadrilaterals |

Student Learning Outcomes:

- Classify figures according to number of sides as quadrilaterals (rectangles, squares and triangles).

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbooks

Warm-up Activities: 5mins

Before beginning the lesson, ask student to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask students some questions related to quadrilaterals. What is quadrilateral? Is square is a type of quadrilateral? How many sides a square has? Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 20 mins

- Tell students today we will learn about rectangle and square. Draw a square and a rectangle on the board. Ask students to count one by one the sides and vertices of the square and rectangle. As the sides and vertices of both square and rectangle shape is four so both are quadrilaterals. Tell them that all the objects that are of square and rectangle shape are said to be quadrilateral.

Square
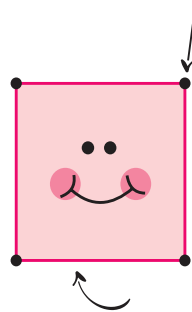
- Make two groups of the students according to the strength of the class and instruct first group to make a list of objects in our surrounding that are of square shape and the second group make a list of objects that are of rectangle shape. Roam around and check their working. Instruct them to raise hand when finished. Now call one by one each group to the front of the class and ask them to present their list on the board. Ask them to open their textbook and observe the given shape.

Review:	3mins

Tell the students a rectangle have opposite side are equal. Square has all sides equal. Explain the students the students all shapes and objects that have four sides and four sides and four corners are called quadrilaterals.

Evaluation:	10mins

To evaluation the students learning, point out towards some classroom objects and ask them to tell which objects are of square and rectangle shape.

Homework:	2mins

Revise the classwork.

Lesson Plan

Grade: Three	Subject: Maths	Term: 3rd	Time: 40min

Teacher's Name: _____	Week: 2	Day: 5

Unit 6: Geometry	Topic: Quadrilaterals

Student Learning Outcomes:
- Classify figures according to number of sides as quadrilaterals (rectangles, squares and triangles).

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities:	5mins

Before beginning the lesson, ask student to say "Tasmiyah".

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Draw rectangle on the board. Ask students to tell the name of the shape and sides of it. Ask them how rectangle is a type of quadrilateral?

Take their responses and appreciate them for their correct responses.

Teaching and Learning Activities:	20 mins

- Tell students today we will learn about triangle. Draw a triangle on the board and ask them to count the sides and vertices of the triangle. Take their responses and tell them that it has three sides and 3 corners so it is not a quadrilateral. Tell them that tri means three so all the shapes or objects that have three sides and 3 vertices are of triangle. Point out towards the classroom objects that are of triangle shape.
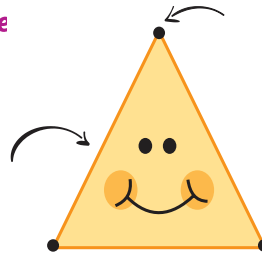
- Make two groups of students. ask them to make a list of objects that they can see in classroom and in home that are of triangle shape. Roam around the class, check their work and guide them where needed. Now call one by one each group to the front of the class and ask them to present their work to the whole class.

Review:	3mins

Explain the lesson by retelling students a triangle has three sides and three corners.

Evaluation:	10mins

To check the students learning, ask them to draw a triangle and write about its sides and corners.

Homework:	2mins

Ask them to solve Exercise 6.2 in their textbooks.

Lesson Plan

Grade: Three	Subject: Maths	Term: 3rd	Time: 40min

Teacher's Name: _____	Week: 2	Day: 6

Unit 6: Geometry	Topic: Circle

Student Learning Outcomes:
- Identify center, radius and diameter of a circle.

Resource Material:
Chalk/Marker, White/Blackboard, Blank paper, Scissor, Wallchart of circle shaped objects, Math Textbook

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework. Ask students: How we can find the vertices and the side of triangle rectangle and square. Take their response and appreciate them for good work.

Teaching and Learning Activities: 20 mins
- Tell students today we will learn about circle and its parts. Ask them do you know about circle. Take their responses and draw a circle on the board and tell them that a circle is a closed figure. Ask them to tell the name of shapes of the objects that are of circle in shape. Paste a wallchart of circle shape objects on the board in front of students. Ask them to observe the objects. Take a piece of paper and fold them and cut a circle with the help of cutter or scissor. Fold the circle and then again fold the half of the circle and then open it. Show that circle and tell them that the point where the two lines meet is called the centre point of the circle.
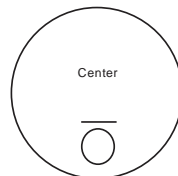
- Make pairs of students. Give each pair a blank paper and a cutter. Instruct them to cut the paper into circle and mark the centre of the circle with the help of pencil. Roam around the class, check their work and guide them. Ask them to raise hand when finished. Call one by one each pair to the front of the class and ask them to present their work.

Review:	3mins

Explain the students about circle. A circle is a closed shape. It has no sides and no vertex. Tell them about objects that are of circle in shape.

Evaluation:	10mins

To assess the students, ask them: "What is a circle and point out some objects in classroom that are of circle in shapes. Take their responses and appreciate them for their correct answer.

Homework:	2mins

Revise the classwork.