

Lesson Plan

Grade: Four

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 1

Unit 5: Measurement

Topic: Addition and Subtraction of Units of Mass

Student Learning Outcomes:

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

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

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

5mins

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

Teaching & Learning Activities:

25mins

- Tell students today they are going to solve real-life situation involving addition and subtraction.
- Make two groups of students. Ask each group to make a word problem of the addition and subtraction of units of mass 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 mass on the board.
- Then solve it step by step and explain each step to the whole class.
- 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 mass 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 textbooks.

Homework:

2mins

Solve Q5, Q6 of Exercise 5.4 in their textbooks.

Lesson Plan

Grade: Four

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 2

Unit 5: Measurement

Topic: Capacity

Student Learning Outcomes:

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

- Use standard metric units to measure the capacity of different containers.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Measuring 1-litre container, Flash cards

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Do you know how we can measure the capacity of different containers like jug, water bottle, water tank and tub.
- Take their responses and appreciate.

Teaching & Learning Activities:

25mins

- Tell them that today we will learn the standard metric units that are used to measure the capacity of the containers.
- Tell them capacity is the maximum quantity of liquid that a container can hold. Revise them, the units of capacity.
- Tell them liter (l) is used to measure the capacity of large containers or large quantities of liquids. While milliliter 'ml' is used to measure the capacity or volume of small containers.
- Tell students the abbreviations of units of capacity are liters (l) millimeters 'ml'. 1 Liter = 1000ml
- Place the 1-litre container on the table. Have them look at the standard 1-litre container that is used to measure the capacity of the containers in liters. Tell them that we use "l" for liter in short form. Show some flash cards of objects that have a capacity in liters and instruct them to observe that objects. Ask students to recall the objects in their mind and tell which containers they see in surrounding that has capacity in liters. Take their responses and appreciate them for their good responses.

Review:

3mins

Sum up the lesson by retelling students that liter is the standard unit of measurement that is used to measure the capacity of big containers. While millimeter is used to measure the capacity of small containers.

Evaluation:

5mins

To check the understanding of students, ask them to tell which unit is used to measure the capacity of the water tub. Take their responses and appreciate them for their correct answer.

Homework:

2mins

Solve Q1 of Exercise 5.5 in their textbooks.

Lesson Plan

Grade: Four

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 3

Unit 5: Measurement

Topic: Capacity

Student Learning Outcomes:

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

- Use standard metric units to measure the capacity of different containers.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 92, Flash card of big water tank, cup, mug, Milliliter standard container

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show a flash card of big tank of water and ask them to tell which unit is used to measure the capacity of the tank.
- Take their responses that must be liters. Appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Show students a cup and ask students to tell how we can measure the capacity of the cup.
- Take their responses and tell them that the capacity of the cup is measured in milliliters.
- Tell them that to measure the capacity of small containers, we use the unit of capacity milliliter. Now measure the capacity of the cup with the help of the standard milliliter container. Instruct them to observe the capacity of the cup. Tell them that the capacity of very small container like spoon cup, glass, mug is measured in milliliters.
- Instruct them to observe the objects in which capacity of liquids is measured in liters and milliliters. Tell them that the capacity of the bucket is measured in liters and the capacity of glass is measured in milliliters.



Review:

3mins

Retell students that milliliter is used to measure the capacity of the small containers.

Evaluation:

5mins

To check the understanding of students, ask them to tell which things have capacity of liters.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 4

Unit 5: Measurement

Topic: Conversion of Units of Capacity

Student Learning Outcomes:

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

- Convert larger to smaller metric units (liters into milligrams).

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of container of different capacity, Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Show flash cards of different container to students and ask them to tell which container has capacity in liters and which containers has capacity in milliliters. Take their responses.

Teaching & Learning Activities:

25mins

- Tell students today they are going to convert liters into milliliters.
- Write statement on the board. Hamza collects 5 liters of water in a bucket. How many milliliters of water does he collect in a bucket?
- Tell students, here we have to convert the liters into milliliters for this we multiply liters by 1000.

5l = 5 x 1000ml = 5000ml so, Hamza collects 5000ml of water in a bucket.

Review:

3mins

Explain to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert liters to milliliters, we multiply the number of liters by 1000.

Evaluation:

5mins

To assess the students understanding, ask them to solve Q2 (i - iv) of Exercise 5.5. Check their work and appreciate them.

Homework:

2mins

Solve Q2 (v - viii) of Exercise 5.5 in their notebooks.

Lesson Plan

Grade: Four

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 5

Unit 5: Measurement

Topic: Conversion of Units of Capacity

Student Learning Outcomes:

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

- Convert larger to smaller metric units (liters into milliliters).

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 a smaller unit? How many meters are there in one liter?
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Let's convert 12L 387ml into ml.
- Ask students: How many milliliters are in one liter? Take their responses and tell them that as there are 1000 milliliters in one liter. Tell them that to convert liters to milliliters, we have to multiply the number of liters by 1000 and then add number of milliliters that are 387 into it.
$$12\ell\ 387\ \text{ml} = 12 \times 1000\ \text{ml} + 387\ \text{ml} = 12000\ \text{ml} + 387\ \text{ml} = 12387\ \text{ml}$$
- Write different examples of conversion of liters and milliliters to milliliters only and explain to students how to convert them by solving it step by step on the board.

Review:

3mins

Explain to students that when we convert a larger unit to a smaller unit, we always multiply. To convert liters and milliliters into milliliters we multiply the number of liters by 1000 and then add milliliters into it.

Evaluation:

5mins

To assess the students understanding, ask them to solve Q2 (ix - xii) of Exercise 5.5. Roam around the class, check their work and guide them if required.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 6

Unit 5: Measurement

Topic: Addition and Subtraction of units of Capacity

Student Learning Outcomes:

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

- Add and subtract measure of capacity 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 many milliliters are in one liter? How can we convert liters in milliliters?
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

- Tell students today they are going to add measure of capacity in same units. Retell students, there are two units of capacity to describe Volume that are liter (L) and milliliter (ml).
$$\begin{array}{r} 55\text{ l } 575\text{ ml} \\ 40\text{ l } 380\text{ ml} \\ \hline 95\text{ l } 955\text{ ml} \end{array}$$
- Tell them, if liters and milliliters appear in mixed form, then we write liters and milliliters separately below the heading of liter and milliliter.
- To convert liters into milliliters, multiply with 1000.
- Write the statement "A milk man sold 55 l 575 ml of milk on the first day and 40 liters 380 ml on the second day. What quantity of milk did he sell in two days in milliliter?" on the board. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that the capacity of milk that is sold on first and second day is given. Tell them that we have to find the quantity of the milk sold in two days. For this, we have to add 55 l 575 ml and 40 l 380 ml. Tell them that to add these, first write the capacities vertically and then add the milliliters. $575\text{ ml} + 380\text{ ml} = 955\text{ ml}$
- As we know that there are 1000 ml in one liter so we write 55 to the milliliters place and take $1000\text{ ml} = 1\text{ l}$ to the liters place. Now add the liters: $55\text{ l} + 40\text{ l} = 95\text{ l}$
- Tell them that the total quantity of the milk sold in two days is 90 l 955 milliliters. Now we have to find the capacity milk in milliliters only: $90\text{ l} \times 1000 + 955\text{ ml} = 90,000\text{ ml} + 955\text{ ml} = 90955\text{ ml}$
- Solve the example step by step on the board and explain each step.

Review:**3mins**

Recall the lesson by telling students how to add the units of capacity by solving examples on the board.

Evaluation:**5mins**

To assess the students learning, ask them to solve Q1 (i, iii) of Exercise 5.6 in their textbooks.

Homework:**2mins**

Solve Q3 (iv - vi) of Exercise 5.6 in their textbooks.