

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 3

Day: 1

Unit 5: Measurement

Topic: Addition and Subtraction 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 can we add the units of capacity with carrying? Call a student to the front of the class and ask him/her to write the units of capacity in liters and milliliters. Then add the units of capacity.
- Tell them to always add liters to liters and milliliters in milliliters.

## Teaching & Learning Activities:

25mins

- Have students open their textbooks, and read the example 1 on page 82.
- Tell them, what is given and what we have to find how much more milliliter of water does Haris have to drink?
- Explain students to subtract the units of capacity, always subtract the same quantities: Liters from liters, milliliters from milliliters etc.
- Demonstrate subtraction of given quantities on board and explain.
- Make pairs of students and ask them to write same units of capacity and then subtract these units of capacity.
- 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

Retell students how to subtract the units of capacity and tell them to always subtract the smaller unit from the greater one.

## Evaluation:

5mins

To assess the students learning, ask them to solve Q2 (i - iii) of Exercise 5.6 in their textbooks.

## Homework:

2mins

Solve Q2 (iv – vi) of Exercise 5.6 in their textbooks.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 3

Day: 2

Unit 5: Measurement

Topic: Summary and Review Exercise

## Student Learning Outcomes:

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

- Recall the concepts of the whole unit.

## Resource Material:

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

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students that they are going to recall all the concepts of the Unit "Measurement".
- Ask them the following to let them revise the basic concepts of Measurement:
- "How we can add and subtract the units of length, mass and capacity?"

## Teaching & Learning Activities:

30mins

- Have students open their textbook page 84.
- Instruct them to solve Q1, 2 and 3.
- Walk around the class and appreciate them for the correct solutions. Guide them if required.

## Review:

3mins

Revise the lesson by repeating the main points of summary.

## Evaluation:

0mins

N/A

## Homework:

2mins

Solve Q4 – 7 in their textbooks.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 3

Day: 3

Unit 6: Time

Topic: Time

## Student Learning Outcomes:

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

- Read and write the time using digital and analog clocks on 12-hour and 24-hour format.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Analog clock, Digital clock

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Show an analog and digital clock to students and ask them to tell the name of each clock and how the time shown by these clocks. Take their responses and appreciate them for their correct answer. Tell them that analog shows time by hand and digital clock show time by digits.

## Teaching & Learning Activities:

**25mins**

- Ask them to open their textbooks to page 85. Have them to look at the picture of clock. Tell the students that today they are going to learn about read and write time using analog and digital clock. Show analog clock with hours, minute and second hand to students. Tell them that a clock is divided into 12 equal parts and between two parts there are 5 small divisions. When the second hand moves from one small division to another small division one second has passed. When second hand complete one round then one minute has passed.



## Review:

**3mins**

Retell students how to read and write time using analog and digital clocks.

## Evaluation:

**5mins**

To assess the students, ask them how many seconds are in one minute and how many minute are in one hour.

## Homework:

**2mins**

Revise the classwork and solve Q1 of Exercise 6.1.

# Lesson Plan

**Grade:** Four      **Subject:** Math      **Term:** 3<sup>rd</sup>      **Time:** 40mins

**Teacher's Name:** \_\_\_\_\_      **Week:** 3      **Day:** 4

**Unit 6:** Time      **Topic:** Time

## Student Learning Outcomes:

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

- Read and write the time using digital and analog clocks on 12-hour and 24-hour format.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Analog clock, Digital clock

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Show an analog clock to students and ask them to tell the name of each clock and how the time shown by these clocks.
- Take their responses and appreciate them.

## Teaching & Learning Activities:

**25mins**

- Tell the students that today they are going to learn about read and write time using digital clock. Show digital clock to students that show three parts of digit. Left side digit shows the hours, right side digit shows the second and the middle digit shows the minutes. Ask them to look at the clock that shows 10 hours 15 minutes and 35 seconds. Give them flash cards of different digital clocks and ask them to write time under each clock.
- Roam around the class and observe their working. Appreciate them for their active participation.



## Review:

**3mins**

Revise students how to read and write time using digital clocks.

## Evaluation:

**5mins**

To evaluate the students, ask them to solve Q2 (i - iii) of Exercise 6.1 of their textbooks.

## Homework:

**2mins**

Solve Q2 (iv - vi) of Exercise 6.1 of their textbooks.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 3

Day: 5

Unit 6: Time

Topic: Time (12-hour and 24-hours format)

## Student Learning Outcomes:

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

- Read and write the time using digital and analog clocks on 12-hour and 24-hour format.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Analog clock, Digital clock

## Warm-up Activities:

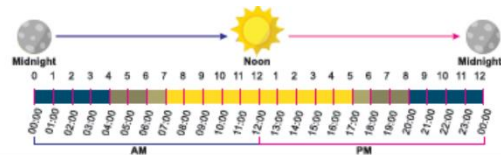
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- What is the difference between analog and digital clocks?
- How many minutes are in one hour and how many seconds in one minute?
- Take their responses and appreciate them for their correct response.

## Teaching & Learning Activities:

25mins

- Tell students today we will learn about 12-hour and 24-hour clock. Ask them: Do you know about 12-hour and 24-hour format of time. Take their responses and appreciate if same one gives the right answer. Now show the digital and analog clock to students.
- Tell them in a day, there are 24 hours. First 12 hours is from 12 midnight to 12 noon and the next 12 hours is from 12-noon to 12 mid nights. For first part of the day, we use a.m. and for the second part of the day we use p.m.
- In 12-hour format the time after 12 noon start repeating as 1 o'clock but in 24-hour clock after 12 is 13. When we show time in 12-hour format we use a.m. and p.m.
- In 24-hour format we do not use a.m. or p.m. Show different time both in 12-hour format and 24-hour format. For more practice.



## Review:

3mins

Sum up the lesson and tell them that in 12-hour format we use a.m. and p.m. and in 24-hour format we do not use these terms.

## Evaluation:

5mins

To assess the students, ask them to solve Q3 of their textbooks.

## Homework:

2mins

Solve Q3 of their textbooks.

# Lesson Plan

Grade: Four

Subject: Math

Term: 3<sup>rd</sup>

Time: 40mins

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

Week: 3

Day: 6

Unit 6: Time

Topic: Conversion of Hours, Minutes and Seconds

## Student Learning Outcomes:

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

- Convert hours to minutes and minutes to seconds.

## Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write times in 12-hour format and 24-hour format and ask student to tell the time where we use a.m. and where we use p.m.
- Take their responses and appreciate them for their correct working.

## Teaching & Learning Activities:

25mins

- Write the statement: Sehrish takes 4 hours to complete her homework. How many minutes does she take to complete her homework?
- Now explain it for the students how to solve. Tell them that we know that there are 60 minutes in one hour and we want to convert 4 hours in minutes.  
 $4h = 4 \times 60 \text{ mins} = 240 \text{ min}$  So, she spent 240min in homework.
- Placed the flash cards with time (in hours or in hour and minutes) written on them.
- Call students one by one and ask them to pick them to any card. Then ask them to convert the time to minutes or hours and minutes.
- Appreciate them for their active participation.

## Review:

3mins

Revise the lesson by explaining that there are 60 minutes in one hour.

## Evaluation:

5mins

To assess the students, learning ask them to solve Q1 (i – iii) of Exercise 6.2 in their textbooks.

## Homework:

2mins

Solve Q1 (iv - vi) of Exercise 6.2 in their textbooks.