



AFAQ SUN SERIES

Lesson Plans Mathematics

3

Total: SLO = 70

Total: LPs = 210



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan 1

Unit Name:

Topic: Orientation

Date:

Objective(s):

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

Introduce themselves and learn about their class name, section, and names of other classmates.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards in the shape of a flower, Paper bags, Flash cards of vegetables, toys and fruits, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Welcome students to their new classroom.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to introduce themselves and learn the names of their classmates.

Activity 1:

Write your name on a big flash card and paste it on the board. Introduce yourself to students and tell them about your favourite things. Give each student a flash card in the shape of a flower and instruct them to write their name on the card with the correct spelling. Ask them to write their favourite things (colour, food, game, etc.) on the petals of the flower. After this, take the flower cards from students and paste them on the board. Call students one by one to the front of the class and ask him/her to tell his/her name and favourite things to the class. Repeat this activity with all of the students in the class.

Activity 2:

Bring a bag in the class. Inside the bag, put flash cards of things that represent you and things you like. Now, give each student a bag. Place a basket of things (fruit cards, vegetable cards, toy cards, etc.) on the table. Instruct students to come to the front of the class one by one and then fill their bag with their favourite things. Then ask them to show their favourite things to the class.

Sum Up: (3 mins)

Sum up the lesson by retelling your name. Randomly ask students to tell the names of their classmates.

Assessment: (5 mins)

To check the understanding of students, paste a name card of a student on the board. Ask students to point out the student whose name card is pasted on the board.

Homework: (2 mins)

Give them the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Name: _____

Date: _____



Self-Introduction

Paste your picture

What is your name? _____

What is your date of birth? _____

How old are you? _____



How many sisters and brothers do you have? _____

What is the name of your school? _____



What is your favourite subject? _____



What food do you like to eat? _____



What game do you like to play? _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Whole Numbers

Topic: Roman Numbers

Date: _____

Objective(s):

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

Read and write Roman numbers up to 20.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: Which numbers do we use the most in our daily lives? Take their responses which must be, we use the numbers 1, 2, 3, in most situations. Tell them that these numerals are called Arabic numerals.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Write numbers 1 to 20 on the board. Ask students to read these numbers. Ask them: Is there any other way to write numbers? Take their responses and tell them that there is another way to write numbers which is called Roman numerals. Tell students that today we will learn about Roman numerals. Ask them: Do you know what a Roman number is? Take their responses and tell them that Roman numerals were first introduced by the Romans for counting objects in ancient times when Arabic numerals were not introduced.

Paste the big play cards of I, V and X on the board. Point out these letters and tell them that I stands for 1, V stands for 5 and X stands for 10. Tell them that Roman numbers 1 to 20 are made up of these three numerals.

Call a student to the front of the class and ask him/her: What number does V stand for? Take his/her response and appreciate him/her for the correct answer. Repeat this with other students.

Sum Up:

(3 mins)

Sum up the lesson by retelling students about Roman numbers and tell them that Roman numbers 1 to 20 are the combination of the letters I, V and X.

Assessment:

(5 mins)

To check the understanding of students: Write I, V and X on the board and ask students to tell what these symbols stand for.

Homework:

(2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Whole Numbers

Topic: Roman Numbers

Date: _____

Objective(s):

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

Read and write Roman numbers up to 20.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of Roman numbers up to 10, Textbook page 3

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write the letters I, V and X on the board. Ask students: What do these letters stand for? Take their responses and appreciate if anyone gives the right answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Paste a wallchart of Roman numbers up to 10 with Arabic numerals. Point out Roman numbers 1 to 10 one by one and tell students what these letters stand for. Tell students about the rules of forming Roman numbers. Write I on the board and tell students it stands for 1. Write II on the board and tell them that it stands for 2. Tell students when numerals or letters are repeated, it means you add the numbers.

For example II, = I + I = 1 + 1 = 2, III stands for 3, IV stands for 4. Tell students when a smaller letter comes before a greater letter, it means you subtract the smaller number from the greater one.

For example IV = V - I = 5 - 1 = 4. Tell them that when a smaller letter comes after the greater letter, it means you add the numbers. For example VI = V + I = 5 + 1 = 6 so, VI stands for 6.

VII is stands for 7 as VII = V + I + I = 5 + 1 + 1 = 7, VIII is stands for 8 as VIII = V + I + I + I = 5 + 1 + 1 + 1 = 8.

Tell students X stands for 10. As we know that when a smaller number comes before a greater number, it means you subtract the smaller number from the greater one. As IX = X - I = 10 - 1 = 9 so IX stands for 9.

Repeat with students the rules for forming Roman numbers up to 10.

Sum Up:

(3 mins)

Sum up the lesson by retelling students the rules of forming Roman numbers up to 10.

Assessment:

(5 mins)

To check the understanding of students: Write some Roman numbers and ask them about the rules of forming those Roman numbers.

Homework:

(2 mins)

Read the Roman numbers 1 to 10 and the rules to forming Roman numbers 1 to 10 given in their textbooks on page 3.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 4**

Unit Name: Whole Numbers

Topic: Roman Numbers

Date: _____

Objective(s):

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

Read and write Roman numbers up to 20.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of Roman numbers up to 20, Textbook page 1-4

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students to open their textbooks to page 1. Ask them to look at the clock and tell what numbers are written on it. Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Paste a wallchart of Roman numbers up to 20 with Arabic numerals. Point out Roman numbers 1 to 20 one by one and tell students what these letters stand for. Tell students about the rules of forming Roman numbers. Tell students when we write a smaller number after a greater number, it means that you add the numbers. $XI = X + I = 10 + 1 = 11$, it means that XI stands for 11. XII stands for 12 as $XII = X + I + I = 10 + 1 + 1 = 12$. Tell students when we write a smaller number after a greater number, it means you subtract the smaller number from the greater one. Write $XIX = X - IX = X + (X - I) = 10 - (10 - 1) = 10 + 9 = 19$ and tell students to observe the forming of the number 19 in XIX as both rules are applied. First apply the subtraction rule and then apply the addition rule. Write I on the board and tell students it stands for 1. Write II on the board and tell them that it stands for 2. Tell students when numerals or letters are repeated, it means you add the numbers. For example $XX = X + X = 10 + 10 = 20$. So, XX stands for 20. Ask students to open their textbooks to page 2 and 3 and repeat the rules for forming Roman numbers up to 20.

Sum Up:

(3 mins)

Sum up the lesson by retelling students the rules of forming Roman numbers up to 20. Tell them that there is no symbol for 0 in Roman numbers.

Assessment:

(5 mins)

To check the understanding of students, write XIX on the board and ask students: Which rules apply to this number?

Homework:

(2 mins)

Solve Q1 to 4 given on page 4 of “Learning Check 1.1” in their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Whole Numbers **Topic: Even and Odd Numbers** **Date:**

Objective(s):

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

Recognize even and odd numbers up to 99 within a given sequence.

Differentiate between even and odd numbers within a given sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Candies

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Draw 5 balls on the board. Call a student to the front of the class and ask him/her to count two balls and circle them. Then ask him/her again to count balls and circle them. Now, ask him/her: How many balls are left?

Take his/her response which is 1 ball is left. Tell students there are 2 groups of two balls and 1 ball left over.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to recognize and differentiate between even and odd numbers in a given sequence.

Activity 1:

Call two students to the front of the class. Give one student 2 candies and the other student 3 candies.

Instruct them to make a group of two candies. Ask the first student how many groups of twos were made and how many were left. Take his/her response which is one group and no left over. Tell students when we make groups of twos without any left over, then those numbers are called even numbers. Tell them that 2 is an even number. Now, ask the second student how many groups of twos were made and how many were left over. Take his/her response which is one group of two candies and one candy left. Tell them that when we make groups of twos and there is any left over, then those numbers are called odd numbers. Tell them that 3 is an odd number.

Repeat this activity with other students. Appreciate them for their good work.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that objects that can be grouped in pairs are called even and objects that cannot be grouped together in pairs are called odd numbers.

Assessment:

(5 mins)

To check the understanding of students, ask them to draw 7 circles in their notebooks and instruct them to group them in pairs and tell if there are any left over. Ask them: Is it an even number or an odd number?

Homework:

(2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Whole Numbers **Topic: Even and Odd Numbers** **Date:**

Objective(s):

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

Recognize even and odd numbers up to 99 within a given sequence.

Differentiate between even and odd numbers within a given sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, Flash cards of different number of objects up to 10

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Call a student to the front of the class. Ask him/her to draw 6 circles on the board. Ask him/her to group the circles in pairs and tell if there are any left over. Take his/her response which is 3 groups of 2 circles in each group. Ask them: Is 6 an even number or an odd number? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to recognize and differentiate between even and odd numbers in a given sequence.

Activity 1:

Make two groups of students. Give each group flash cards of a different number of objects up to 10.

Instruct each group to count the number of objects on each card and circle the objects to make pairs. Ask them after counting and making pairs to write the number of objects on each card. Now, instruct the first group to separate the cards in which all objects are grouped in pairs. Instruct the second group to separate the cards in which objects are grouped in pairs and there are any left over. Ask them to raise their hands when finished. Now, call each group one by one to the front of the class and ask them to paste the cards on the board. Now, point out the cards of the first group in which all objects are grouped in pairs and that shows the numbers 2, 4, 6, 8 and 10. Tell students when objects are grouped in pairs, it shows even numbers. Tell them that 2, 4, 6, 8 and 10 are even numbers and any number whose one's place digit is 2, 4, 6, 8 or 0 are even numbers. Now, point out the cards of the second group in which objects are grouped in pairs with left over objects shows the numbers 1, 3, 5, 7 and 9. Tell students when objects are grouped in pairs and there is any left over, it shows odd numbers. Tell them that 1, 3, 5, 7 and 9 are odd numbers and any number whose one's place digit is 1, 3, 5, 7 or 9 are odd numbers.

Sum Up: (3 mins)

Sum up the lesson by retelling students the numbers whose ones place digits are 0, 2, 4, 6 and 8 are even numbers. The numbers whose ones place digits are 1, 3, 5, 7 and 9 are called odd numbers.

Assessment: (5 mins)

To check the understanding of students by writing some numbers on the board and ask them: Which ones are even and which ones are odd numbers?

Homework: (2 mins)

Solve Q1 of Learning Check 1.2 in their textbooks on page 6.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Whole Numbers **Topic: Even and Odd Numbers** **Date:**

Objective(s):

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

Recognize even and odd numbers up to 99 within a given sequence.

Differentiate between even and odd numbers within a given sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5-6, Paper sheets with numbers up to 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write some numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the numbers that are odd and tick the numbers that are even. Take his/her response and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to recognize and differentiate between even and odd numbers in a given sequence.

Activity 1:

Give a sheet of paper with the numbers 1 to 99 written on it to each student. Ask them to identify and colour the even numbers red and colour the odd numbers blue. Roam around the class, check their work and guide them if required. Instruct them to raise their hands when finished. Now, call students one by one to the front of the class and ask them to present their work to the whole class.

Activity 2:

Ask students to open their textbooks to page 5. Observe the objects given in their textbooks and tell which are even and which are odd.

Sum Up: (3 mins)

Sum up the lesson by retelling students about even and odd numbers by writing even and odd numbers on the board.

Assessment: (5 mins)

To check the understanding of students by writing even and odd numbers on the board randomly and ask students to draw two columns in their notebooks and give the title as even and odd numbers. Then write the even numbers in the even number column and the odd numbers in the odd number column. Roam around the class, check their work and appreciate them for their good work.

Homework: (2 mins)

Solve Q2 and Q3 of Learning Check 1.2 in their textbooks on page 6.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Whole Numbers

Topic: Numbers

Date: _____

Objective(s):

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

Read and write given numbers up to 10,000 (ten thousand) in numerals and in words.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is the smallest 1-, 2-, and 3-digit numbers? What the greatest 1-, 2- and 3-digit numbers?

Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to read and write numbers up to 10,000 in numerals and in words.

Activity 1:

Write any three 1-digit numbers on the board. Call a student to the front of the class and ask him/her to make three 3-digit numbers using these 1-digit numbers and write them on the board. Now, call another student to the front of the class and ask him/her to write these numbers in words. Ask the rest of the class to check and correct if possible. Now, tell students that 999 is the greatest 3-digit number. When we add one more to it, we get 1000 which is the smallest 4-digit number and read it as one thousand. Ask students: How many tens are in one hundred and how many hundreds are in one thousand? Take their responses and appreciate if someone gives the right answers. Tell them that there are 10 tens in one hundred and ten hundreds in one thousand. Tell students that 9999 is the greatest 4-digit number. Call a student to the front of the class and ask him/her to write the number in words. Take his/her response and write nine thousand, nine hundred and ninety-nine on the board. Now, add 1 to 9999 and tell them that when we add 1 more to 9999, we get 10,000 which is the smallest 5-digit number and read as ten thousand. Now, ask students to write different 4-digit and 5-digit numbers in numerals and in words in their notebooks. Roam around the class, check their work and guide them if needed.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that 9999 is the greatest 4-digit number and that 10,000 is the smallest 5-digit number.

Assessment:

(5 mins)

To check the understanding of students ask them to write any 4-digit and 5-digit numbers in their notebooks.

Homework:

(2 mins)

Write ten 4-digit and 5-digit numbers in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**

Unit Name: Whole Numbers

Topic: Numbers

Date: _____

Objective(s):

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

Read and write given numbers up to 10,000 (ten thousand) in numerals and in words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7-8, 10-11

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is the smallest 4-digit number? What is the greatest 4-digit number? What number do we get when we add 1 to the greatest 4-digit number?

Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to read and write numbers up to 10,000 in numerals and in words.

Activity 1:

Ask students to open their textbooks to page 7. Draw number disks for 10, 100, 1000, and for 10,000 on the board. Tell students we will now use number disks instead of number blocks. Ask students to open their textbooks to page 7. Point out the number disks that are used instead of blocks for ones, tens, hundreds, thousands and ten thousands. Ask students to open their textbooks to page 8 and then observe example 1. Ask them to count the number disks in each column of the table and then write numbers below each disk after counting. Now, ask them to write the numbers in words in their notebooks. Ask them to observe examples 2 and 3 and then write the numbers in numerals and in words in their notebooks. Ask them to write any five 5-digit numbers in their notebooks and draw number disks according to the given numbers. Then write the numbers in words. Roam around the class, check their work and guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by writing some 4-digit and 5-digit numbers on the board in numerals and in words. Tell them that 10,000 is the smallest 5-digit number and 99,999 is the greatest 5-digit number.

Assessment:

(5 mins)

To check the understanding of students ask them to write any 4-digit and 5-digit numbers in their notebooks in numerals and in words.

Homework:

(2 mins)

Solve Q1, 2 and 3 of “Learning Check 1.3” in their textbooks on page 10 and 11.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Whole Numbers **Topic: Place Values** **Date:** _____

Objective(s):

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

Identify the place values of numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write some 5-digit numbers on the board and ask students to read and write these numbers in words.

Take their responses and appreciate them for their good work.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to identify the place value of numbers up to 5 digits.

Activity 1:

Draw a place value table on the board with ten thousands, thousands, hundreds, tens and ones columns.

Write the number 9999 on the board and ask students: What do we get when we add 1 more to it? Take their responses and appreciate them for their correct answer. Tell them that when we add 1 more to 9999, we get 10,000 which is the smallest 5-digit number. Tell students we can show these numbers in a place value table. Show the numbers in a place value table and tell the place value of each digit in the numbers 9999 and 10,000. Tell students the numbers can be written in three ways, the first one is standard form the second is in word form and the third is in expanded form. Tell them that 10,000 is the standard form of 10000. We place commas after every three digits by counting digits from right to left. The word form of 10,000 is ten thousand. The expanded form is $10000 = 10,000 + 0000 + 000 + 00 + 0$.

Now, call a student to the front of the class and ask him/her to show the number 50872 in a place value table and write this number in standard form, word form and in expanded form.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that the place value tells the position of each digit in a number. Tell them about the three forms of writing numbers.

Assessment:

(5 mins)

To check the understanding of students, write some numbers on the board and ask them to draw a place value table in their notebooks and then show these numbers in the place value table in the form of a disc. And then write in words, standard form and expanded form.

Homework:

(2 mins)

Solve Q6 of “Learning Check 1.3” in their textbooks on page 12.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Whole Numbers **Topic: Place Values** **Date:** _____

Objective(s):

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

Identify the place values of numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 9-12

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write some 5-digit numbers on the board and ask students to read and write these numbers in words.

Take their responses and appreciate them for their good work.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to identify the place value of numbers up to 5 digits.

Activity 1:

Ask students to open their textbooks to page 9. Ask them to observe the number 49327 in the place value table. Call a student to the front of the class and ask him/her to draw a place value table and represent the numbers in the form of a disc and then write it in standard form, word form and expanded form. Take his/her response and appreciate if he/she has done it correctly. Now tell students the place and place value of each digit in that number. Tell students the digit 4 is in the ten thousands place and its value is 40,000. The digit 9 is in the thousand place and its value is 9000, the digit 3 is in the hundreds place and its value is 300, the digit 2 is in the tens place and its value is 20 and the digit 7 is in the ones place and its value is 7. Repeat this activity with other numbers. Ask them to observe example 2 in their notebooks on page 10 and show the number 99,999 in a place value table and write the place value of each digit in this number in their notebooks.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that the place value tells us the position of each digit in a number.

Assessment:

(5 mins)

To check the understanding of students, write some numbers on the board and ask them to draw a place value table in their notebook and then show these numbers in the place value table in the form of a disc. Then ask them to write the place and place value of each digit in a number.

Homework:

(2 mins)

Solve Q4 and Q5 of “Learning Check 1.3” in their textbooks on page 11 and 12.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Whole Numbers **Topic: Number Line** **Date:** _____

Objective(s):

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

Represent a given number on a number line up to 2-digit numbers.

Identify the value of a number from a number line up to 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Rope, Number cards 0 to 10

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Write some 5-digit numbers on the board and ask students to read and write these numbers in words.

Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn how to represent numbers on a number line.

Activity 1:

Give number cards 0-10 to students. Stretch a long piece of rope into a straight line at the front of the classroom. Tell the students to we are going to be making a number line. If they have never seen a number line, you may want to show them an example. Tell them that they can use number lines to help in counting, comparing numbers, adding and subtracting. Randomly pass out the cards to ten students. Then call out the numbers one at a time and have the student who has that card stand on the line until all ten students are on the line in order. Talk about the number line you made. Tell the students the numbers are in order on a number line. It starts with the smallest number. Tell them that the numbers on the number line are at an equal distance from each other. Repeat this activity with other students by asking them to stand at an equal distance from each other holding number cards from 0 to 10.

Sum Up: (3 mins)

Sum up the lesson by retelling students about a number line by drawing a number line on the board and tell them that the numbers are at an equal distance from each other.

Assessment: (5 mins)

To check the understanding of students, ask them to draw a number line in their notebooks and show the numbers 0 to 10 on the number line.

Homework: (2 mins)

Draw a number line in their notebooks and show numbers up to 30 on the number line.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Whole Numbers **Topic: Number Line** **Date:** _____

Objective(s):

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

Represent a given number on a number line up to 2-digit numbers.

Identify the value of a number from a number line up to 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12-14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write some 5-digit numbers on the board and ask students to read and write these numbers in words.

Take their responses and appreciate them for their good work.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn how to represent numbers on a number line.

Activity 1:

Draw a number line on the board and write the numbers 0 to 10 on it at an equal distance. Tell students when we represent numbers on the number line, we start from the number 0 that is the smallest number and move on toward the greatest number.

Call a student to the front of the class and ask him/her to observe the number line and circle the number 4, 7 and 9. Ask the rest of the class to check and correct if needed. Take his/her response and appreciate him/her for the correct answer.

Ask students to open their textbooks to page 12 and instruct them to observe the number line in example 1 and find the missing number. Take their responses and tell them that first we find the difference between each number on the number line which is 1. As the numbers are at an equal distance from each other so, 6 is missing on the number line.

Now, ask them to look at the number line in example 2. The distance between two numbers is 10 so, the missing numbers on the number line are 40 and 80. Similarly ask them to observe and tell the missing numbers on the number line in example 3. Roam around the class, check their work and guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by retelling students about a number line and tell them that by subtracting one number from the next number, we can find the distance between two numbers on a number line.

Assessment:

(5 mins)

To check the understanding of students, Ask them to draw a number line where the distance between two numbers is 12. And then show the numbers 60 and 84 on the number line.

Homework:

(2 mins)

Solve Q1 and Q2 of “Learning Check 1.4” in their textbooks on page 13 and 14.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Whole Numbers **Topic: Comparing Numbers** **Date:**

Objective(s):

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

Compare two numbers up to 3 digits using the symbols "<", ">", or "=".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: What is the smallest 3-digit number? What is the greatest 3-digit number? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to compare two numbers using the symbols <, > or =

Activity 1:

Write two 3-digit numbers, for example 218 and 428, on the board. Call a student to the front of the class and ask him/her to draw a place value chart and show these numbers in the place value chart. Ask students to tell the place value of each digit in these numbers. Take their responses and appreciate them for the correct answers. Now, tell them that we can compare these numbers by using a place value chart. Tell them that when we compare two numbers, we start comparing numbers starting from the left.

Instruct them to first look at the digits at the hundreds place. The digit 4 is greater than the digit 2, so, the number 428 is greater than 218. Draw symbols for comparing numbers on the board. Tell students the symbol ">" is used for greater than, "<" is used for smaller than and "=" is for equal to.

So we can represent the numbers as 428 is greater than 218 or $428 > 218$ or 218 is smaller than 428 as $218 < 428$.

Activity 2:

Ask students to write any two 3-digit numbers in their notebooks. Instruct them to show these numbers in a place value chart and then use symbols to compare and tell which number is smaller than the other. Roam around the class, check their work and guide them if required. Appreciate them for their good response.

Sum Up:

(3 mins)

Sum up the lesson by retelling students about the symbols <, > or = are used for comparing numbers.

Assessment:

(5 mins)

To check the understanding of students, ask them: When we compare two numbers, from which digit do we start comparing numbers? Write the symbols <, > and = on the board and ask them about the use of these symbols.

Homework:

(2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 1**

Unit Name: Whole Numbers **Topic: Comparing Numbers** **Date:**

Objective(s):

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

Compare two numbers up to 3 digits using the symbols “<”, “>”, or “=”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14-16

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Paste a big flash card of symbols that are used for comparing numbers on the board. Call a student to the front of the class and ask him/her to write what the symbol stands for below each symbol. Take his/her response and tell them that the symbol “>” is used for greater than, “<” is used for smaller than and “=” is used for equal to.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to compare two numbers using the symbols <, > or =

Activity 1:

Write the two 3-digit numbers 654 and 625 on the board. Call a student to the front of the class and ask him/her to show these numbers in a place value chart. Then compare and write which one is smaller and which one is greater than the other using the symbols. Ask the rest of the class to check their work and correct it if needed. Tell them that as the digit at the hundreds place is the same (6) in both numbers, so we compare the digits at the tens place. As the digit 2 is smaller than 5 so, 625 is smaller than 654 or $625 < 654$. Ask students to open their textbooks to page 14. Ask them to observe the numbers in example 1 and 2. Write these two examples in their notebooks and then show these numbers in the place value chart. Then compare and tell which one is smaller and which one is greater.

Write any three 1-digit numbers on the board. Ask students by using these digits, make two 3-digit numbers of their own choice. Then compare these numbers and tell which one is greater and which is smaller than the other. Roam around the class, check their work and guide if required. Appreciate students for their good work.

Sum Up: (3 mins)

Sum up the lesson by retelling students we can compare two numbers by using a place value chart. When we compare numbers, we start comparing numbers starting from the left. Ask them: Which one is smaller, 918 or 981?

Assessment: (5 mins)

To check the understanding of students, ask them how we can compare numbers by using a place value chart and ask them about the symbols that are used to compare numbers.

Homework: (2 mins)

Solve Q1 of “Learning Check 1.5” in their textbooks on page 16.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Whole Numbers **Topic: Ordering Numbers** **Date:** _____

Objective(s):

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

Write the given set of numbers in ascending order (numbers up to 3 digits).

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write any two 3-digit numbers on the board. Ask students to compare these numbers and tell which one is smaller than the other. Take their response and appreciate if someone gives the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to compare and arrange numbers in ascending order.

Activity 1:

Write the three 3-digit numbers 323, 115, 217 on the board. Call a student to the front of the class and ask him/her to show these numbers in a place value chart. Then compare and write which one is smaller and which one is greater than the other using the symbols. Ask the rest of the class to check their work and correct it if needed. Tell them that since the digit 3 at the hundreds place is greater than 2 and 1 or $3 > 2 > 1$ so, 323 is the greatest number and the digit 1 is smaller than the digit 2 and 3 or $1 < 2 < 3$ so, 115 is the smallest number. Ask them to arrange the numbers from the smallest number to the greatest number as:

$$115 < 217 < 323$$

$$115, 217, 323$$

Tell them that when we arrange numbers from the smallest to the greatest, it is called increasing order or ascending order.

Ask students to write any three 3-digit numbers in their notebooks and then by comparing, arrange these numbers in ascending order. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we compare numbers from the smallest number to the greatest number, it is called ascending order.

Assessment: (5 mins)

To check the understanding of students, ask them to arrange 543, 512 and 598 in ascending order.

Homework: (2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Whole Numbers **Topic: Ordering Numbers** **Date:** _____

Objective(s):

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

Write the given set of numbers in descending order (numbers up to 3 digits).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14-16

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is meant by ascending order?

Write any three or four 3-digit numbers on the board and ask them to arrange these numbers in ascending order. Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to compare and arrange numbers in descending order.

Activity 1:

Write three 3-digit numbers 678, 423, 789 on the board. Call a student to the front of the class and ask him/her to show these numbers in a place value chart and then compare and write which one is smaller and which one is greater than the other by using the symbols. Ask the rest of the class to check their work and correct it if needed. Tell them that since the digit 7 at the hundreds place is greater than 4 and 6 or $7 > 6 > 4$ so, 789 is the greatest number. Also the digit 4 is smaller than the digit 6 and 7 or $4 < 6 < 7$ so, 423 is the smallest number. Ask them to arrange the numbers from the greatest number to the smallest number as:

$$789 > 678 > 423$$

$$789, 678, 423$$

Tell them that when arrange numbers from the greatest to the smallest, it is called decreasing order or descending order.

Ask students to write any four 3-digit numbers in their notebooks and then by comparing, arrange these numbers in descending order. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we compare numbers from the greatest to the smallest, it is called descending order.

Assessment: (5 mins)

To check the understanding of students, ask them to solve “quick check” given on page 16 in their notebooks.

Homework: (2 mins)

Solve Q2 of “Learning Check 1.5” in their textbooks on page 16.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: Whole Numbers **Topic: Rounding off Numbers** **Date: _____**

Objective(s):

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

Round off a whole number to the nearest 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16-17

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is meant by rounding off? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to round off numbers to the nearest 10.

Activity 1:

Tell students if someone asks them how many marks a student of your class got in a math test, your answer may be about 80 or 90. It means that you tell the approximate number of marks of a student in a math test but not exactly. Tell them that in many of our life situations, we use an approximate number instead of an exact value. Tell them it means that we round off the numbers. Tell students we can round off numbers easily using a number line.

Draw a number line on the board from 1-20 and point out 13 on the number line. Ask students to observe the number 13 on the number line and tell: Is the number 13 closer to number 10 or number 20 by counting the numbers before and after the number 13. We know that the number 13 is closer to 10 than 20. Tell students if the number at the ones place is less than 5, so the digit is replaced by 0 and the tens digit remains the same. So we round off to the nearest 10 the number 13 as 10. Now, point out the number 18 and ask them to observe it. Since the number 18 is closer to 20 than 10, so we round it off to the nearest 10 as 20. Tell students that from this we learn that if the digit at the ones place is greater than or equal to 5, we add 1 to the digit at the tens place.

Write some numbers on the board. Ask students to round off these numbers to the nearest 10. Roam around the class, check their work and guide them if needed.

Sum Up: (3 mins)

Sum up the lesson by retelling students that rounding off numbers means to make our work easier but the estimated value is closer to the real value. Ask them to open their textbooks to page 16 and learn the rules to round off numbers to the nearest 10.

Assessment: (5 mins)

To check the understanding of students, ask them to round off 56, 43 and 95 to the nearest 10.

Homework: (2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: Whole Numbers **Topic: Rounding off Numbers** **Date:** _____

Objective(s):

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

Round off a whole number to the nearest 100.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16-17

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is meant by rounding off to the nearest 10? What are the rules to round off numbers to the nearest 10? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to round off numbers to the nearest 100.

Activity 1:

Write the number 415 on the board. Tell students that we want to round off this number to the nearest 100. Tell students that to round off numbers to the nearest 100, we look at the digit at the tens place. If the digit at the tens place is smaller than 5, we replace the digits at the tens place and the ones place with 0 and the digit at the hundreds place remains the same. So in 415, the digit at the tens place is 1 which is smaller than 5, so we round it to the nearest hundred as 400.

Now, write the numbers 689 and 752 on the board and ask students to round off these numbers to the nearest 100. Take their responses and tell them that in the number 689, the digit at the tens place is 8 which is greater than 5, so we add 1 in the hundreds place and replace the tens place and the ones place with 0. That is 700. In the number 752, the digit at the tens place is 5. As we know, if the digit at the tens place is 5 or greater than 5, we add 1 to the hundreds place and replace the tens place and ones place with 0. So 752 rounded off to the nearest hundred is 800. We can write it as $752 \approx 800$.

Write some numbers on the board. Ask students to round off these numbers to the nearest 10. Roam around the class, check their work and guide them if needed.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we round off numbers to the nearest 100, we look at the digits at the tens place. Ask them to open their textbooks to page 17 and learn the rules to round off numbers to the nearest 10.

Assessment: (5 mins)

To check the understanding of students, ask them to round off 765, 4321 and 9854 to the nearest hundred.

Homework: (2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Whole Numbers **Topic: Rounding off Numbers** **Date:** _____

Objective(s):

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

Round off a whole number to the nearest 10 and 100.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16-18, Number cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What are rules to round off numbers to the nearest 10? What are rules to round off numbers to the nearest 100? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to round off numbers to the nearest 10 and 100.

Activity 1:

Make two groups of students. Give each group some number cards. Instruct the first group to round off the numbers to the nearest 10. Ask the second group to round off the numbers to the nearest 100. Walk around the class, check their work and guide them if required. Now, ask them to raise their hands and present their work at the front of the class.

Activity 2:

Ask students to open their textbooks to page 16 and 17 and instruct them to solve the examples given in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we round off numbers to the nearest 10 and 100, we look at the digits at the ones place and the tens place respectively.

Assessment: (5 mins)

To check the understanding of students, ask them to solve “Quick Check” given on page 17 of their textbooks in their notebooks.

Homework: (2 mins)

Solve Q of “Learning Check 1.6” in their textbooks on page 18.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 7**

Unit Name: Whole Numbers **Topic: Summary and Review Exercise** **Date:** _____

Objective(s):

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

Recall the concepts of the unit whole numbers (Summary and Review Exercise)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18-19

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is the smallest 5-digit number and the greatest 5-digit number? What is another way to write numbers? What three letters are used to make Roman numbers? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Activity 1:

Explain to students that today they are going to revise the whole unit “Whole numbers”. Recall with them that Roman numbers and their formation with the letters I, V and X. Now, ask them: What is the greatest 4-digit number and the smallest 5-digit number? Ask them: What is the difference between even and odd numbers? Now, ask the students to open their textbooks to page 18 and ask them to do Q1 of “Unit Check 1” in their textbooks. Ask them to solve Q2 and Q3 of “Unit Check 1” in their notebooks. Walk around the class and praise them for the correct solutions. Guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that Roman numbers are a combination of the letters I, V and X. Tell them that when objects are grouped in pairs without any left over, those numbers are even numbers.

Assessment: (5 mins)

To check the understanding of students, ask them to solve “Quick Check” given on page 17 of their textbooks in their notebooks.

Homework: (2 mins)

Solve Q4 of “Unit Check 1” in their textbooks on page 19.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**

Unit Name: Whole Numbers **Topic: Summary and Review Exercise** **Date:**

Objective(s):

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

Recall the concepts of the unit whole numbers (Summary and Review Exercise)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18-20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How do we compare two numbers and arrange them in ascending and descending order?

What does rounding off numbers mean? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Activity 1:

Explain to students that today they are going to revise the whole unit “Whole numbers”. Recall with them to review numbers up to ten thousand in numerals and in words. Also review the place value of each digit in a 5-digit number. Have them recall how to compare numbers using symbols. Ask them: How can we arrange numbers in ascending and descending order?

Now, ask the students to open their textbooks to page 19 and 20. Ask them to do Q5 and Q8 of “Unit Check 1” in their notebooks. Ask them to solve Q6 and Q7 of “Unit Check 1” in their textbooks. Walk around the classroom and praise them for the correct solutions. Guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that arranging numbers from the smallest to the greatest is called ascending order and arranging numbers from the greatest to the smallest is called descending order.

Assessment: (5 mins)

To check the understanding of students, ask them to solve Q9 of “Unit Check 1” in their textbooks.

Homework: (2 mins)

Solve Q10 and 11 of “Unit Check 1” in their textbooks on page 20 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Numbers and Operations **Topic: Addition** **Date: _____**

Objective(s):

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

Add numbers up to 4 digits without carrying vertically and horizontally.

Solve real-life number stories up to 4 digits without carrying involving addition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21-24, 27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: Do you know how we can add two numbers? What symbol is used for addition? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students today they will learn addition of 4-digit numbers without carrying.

Activity 1:

Ask students to open their textbooks to page 21. Tell them that there are 122 houses in town A and 234 houses in town B. How many houses are in both towns? Ask students: What do we do to find the total number of houses? Take their responses and tell them that we have to add 122 and 234 to find the total number of houses in both towns. Now, call a student to the front of the class and ask him/her to find the total number of houses by adding. Take his/her response and appreciate him/her for the correct answer. Write the two 4-digit numbers 1321 and 4115 on the board and ask them to tell how we can add these numbers. Take their responses and tell them that when we add two numbers, we start from the right. Tell them that we add ones in ones, tens in tens, hundreds in hundreds and thousands in thousands. Now, add these numbers step by step and explain each step to students. Tell them that this method of addition is called the vertical method of addition. Tell them that when we add two numbers, their result is called the sum of two numbers. Ask students to write two 4-digit numbers in their notebooks and add the numbers without carrying.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that when we add two numbers, their result is called the sum. Also tell them that when we add numbers, we start adding the numbers from the right.

Assessment:

(5 mins)

To check the understanding of students, ask them to solve “Quick check” in their textbooks on page 24 in their notebooks.

Homework:

(2 mins)

Solve Q1 (a-f) of “Learning Check 2.1” in their textbooks on page 27 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Numbers and Operations **Topic: Addition** **Date: _____**

Objective(s):

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

Add numbers up to 4 digits without carrying vertically and horizontally.

Solve real-life number stories up to 4 digits without carrying involving addition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21-24, 27-28

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: When we add two numbers, what is their result called?

Main Activities/Concept Building: (25 mins)

Tell students that today they will learn addition of 4-digit numbers without carrying.

Activity 1:

Ask students to open their textbooks to page 22. Ask them to read the statement of example 1 that is given in their textbooks. Ask them to read and tell what is given in the statement and what we have to find. Take their responses and appreciate them for the correct answer. Tell students that the number of oranges and mangoes in the truck are given and we have to find the total number of mangoes and oranges in the truck. Now, solve the example on the board step by step and explain each step to them.

Tell students we can also add numbers horizontally. Ask them to read the statement of example 2 that is given in their textbooks. Ask them to read and tell what is given in the statement and what we have to find. Take their responses and appreciate them for the correct answer. Tell students that the number of parrots and sparrows in the birdhouse are given and we have to find the total number of parrots and sparrows in the birdhouse. Now, solve example 2 on the board step by step by using the horizontal method and explain each step to them.

Sum Up: (3 mins)

Sum up the lesson by retelling students that we can add numbers vertically and horizontally by giving examples and solving them on the board. Tell them that to add numbers horizontally, we arrange numbers in rows and then add the digits in each place value.

Assessment: (5 mins)

To check the understanding of students, ask them to solve Q2 (a-c) of Learning Check 2.1 in their notebooks.

Homework: (2 mins)

Solve Q4 of “Learning Check 2.1” in their textbooks on page 28 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Numbers and Operations **Topic: Addition** **Date: _____**

Objective(s):

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

Add numbers up to 4 digits with carrying vertically and horizontally.

Solve real-life number stories up to 4 digits with carrying involving addition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 24-25, 27

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we add two numbers vertically and horizontally? Take their responses and ask them to write two numbers in their notebooks and solve it by using the vertical and horizontal method.

Main Activities/Concept Building: (25 mins)

Tell students today they will learn addition of 4-digit numbers with carrying.

Activity 1:

Write the two 4-digit numbers 2836 and 3765 on the board and ask them to tell how we can add these numbers. Take their responses and tell them when we add two numbers, we start adding from the right.

Tell them that we add ones in ones, tens in tens, hundreds in hundreds and thousands in thousands. Now, add these numbers step by step on the board and explain each step to students.

Ask students to write two 4-digit numbers in their notebooks and add the numbers with carrying. Roam around the class, check their work and guide them if needed.

Sum Up: (3 mins)

Sum up the lesson by retelling students that we can add two numbers with carrying by adding ones in ones, tens in tens, hundred, in hundreds and thousands in thousands.

Assessment: (5 mins)

To check the understanding of students, ask them to solve “Quick check” in their textbooks on page 25 in their notebooks.

Homework: (2 mins)

Solve Q1 (g-l) of “Learning Check 2.1” in their textbooks on page 27 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Numbers and Operations **Topic: Addition** **Date: _____**

Objective(s):

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

Add numbers up to 4 digits with carrying vertically and horizontally.

Solve real-life number stories up to 4 digits with carrying involving addition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21-24, 27-28

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: When we add two numbers, what is their result called?

Main Activities/Concept Building: (25 mins)

Tell students today they will learn addition of 4-digit numbers with carrying.

Activity 1:

Ask students to open their textbooks to page 24. Ask them to read the statement of example 1 that is given in their textbooks. Ask them to read and tell what is given in the statement and what we have to find. Take their responses and appreciate them for the correct answer. Tell them that the number of Islamic books and the number of other books in the library are given and we have to find the total number of books in the library. Now, solve the example on the board step by step and explain each step to them.

Tell students we can also add numbers with carrying by using the horizontal method. Ask them to read the statement of example 2 that is given in their textbooks. Ask them to solve the given question horizontally. Ask them to arrange the numbers that are given in the example in rows and then add the digits in each place value.

Ask them to write any two 4-digit numbers in their notebooks and solve it by using the horizontal and the vertical method. Roam around the class, check their work and guide them if needed.

Sum Up: (3 mins)

Sum up the lesson by retelling students that we can add numbers vertically and horizontally by giving examples and solving them on the board.

Assessment: (5 mins)

To check the understanding of students, ask them to solve Q2 (d-f) of Learning Check 2.1 in their notebooks.

Homework: (2 mins)

Solve Q5-8 of “Learning Check 2.1” in their textbooks on page 28 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Numbers and Operations **Topic: Addition** **Date: _____**

Objective(s):

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

Add numbers up to 100 using mental calculation strategies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, 28

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we add number vertically and horizontally? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Tell students today they will learn to add numbers mentally.

Activity 1:

Write the two numbers 34 and 42 on the board. Ask students: Do you know how we can add numbers mentally? Take their responses and tell them that we can add numbers mentally by separating the numbers in tens and ones.

Ask students: How many tens and ones are in the numbers 34 and 42. Take their responses and tell them that there are 3 tens and 4 ones in 34. There are 4 tens and 2 ones in the number 42. Now, separate the tens and the ones of 34 and 42 and write them on the board. Now, tell them that we can add ten in tens and ones in ones.

$$34 + 42 = 30 + 4 + 40 + 2 = 30 + 40 + 4 + 2 \\ = 70 + 6 = 76$$

So $34 + 42 = 76$.

Ask students to write any two 2-digit numbers in their notebooks and solve it. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that we can add numbers mentally by separating the tens and the ones and then add the tens in tens and the ones in ones.

Assessment: (5 mins)

To check the understanding of students, ask them how we can add numbers mentally. Ask them to write any two numbers in their notebooks and solve it mentally.

Homework: (2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Numbers and Operations **Topic: Addition** **Date: _____**

Objective(s):

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

Add numbers up to 100 using mental calculation strategies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, 28

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write two 2-digit numbers on the board. Call a student to the front of the class and ask him/her to add these numbers on the board. Take his/her response and appreciate if he/she has done it correctly.

Main Activities/Concept Building: (25 mins)

Tell students today they will learn to add numbers mentally.

Activity 1:

Ask students to open their textbooks to page 26. Instruct them to read the statement of the example given. Ask them to tell what is given in the statement and what we have to find. Take their responses and tell them that the number of cartoon stickers and text stickers are given and we have to find the total number of stickers mentally.

Call a student to the front of the class and ask him/her to write the steps to add these mentally. Ask him/her to first write the tens and the ones of the given numbers and then write the given numbers as tens and ones.

$$22 = 20 + 2, 67 = 60 + 7$$

Now, tell them that we add tens in tens and ones in ones as $20 + 60 = 80$, $2 + 7 = 9$. Then we add the result of addition of tens and ones: $80 + 7 = 87$. So there are 87 stickers in a pack in all.

Ask students to observe example 2 in the textbooks and solve mentally in their notebooks. Roam around the class, check their work and guide them if required.

Activity 2:

Write some two digit numbers on the board and call students randomly one by one and ask them to add mentally and find the sum. Appreciate students for their active participation.

Sum Up: (3 mins)

Sum up the lesson by retelling students that we can add numbers mentally by separating the tens and the ones and then adding the tens in tens and the ones in ones.

Assessment: (5 mins)

To check the understanding of students, ask them to solve 42 and 13 mentally given in “Quick Check” in their textbooks on page 26.

Homework: (2 mins)

Solve Q3 of “Learning check 2.1” in their textbooks on page 28 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Numbers and Operations **Topic: Summary and Review Exercise** **Date:** _____

Objective(s):

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

Recall the concepts of the unit Addition (Summary and Review Exercise)

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: In how many ways can we add numbers? Take their responses and tell them that there are two methods of addition of two numbers which are the vertical method and the horizontal method.

Main Activities/Concept Building: (25 mins)

Activity 1:

Explain to students that today they are going to revise the whole topic “Addition”. Recall with them that when we add two numbers, their result of addition is called the sum. Tell them that when we add numbers, we start from the right and add ones in ones, tens in tens, hundreds in hundreds, and thousands in thousands. Now, ask students to open their textbooks to page 29 and ask them to do Q1 of “Unit Check addition” in their textbooks. Ask them to read the statement and choose the correct answer and circle it. Ask them to solve Q2 of “Unit Check Addition” in their textbooks. Walk around the class and praise them for the correct solutions. Guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that the addition of two numbers is bringing together two numbers to find their total or sum.

Assessment: (5 mins)

To check the understanding of students, ask them to write any two 4-digit numbers and add these in their notebooks.

Homework: (2 mins)

Solve Q3 of “Unit Check Addition” in their textbooks on page 30.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Numbers and Operations **Topic: Summary and Review Exercise** **Date:** _____

Objective(s):

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

Recall the concepts of the unit Addition (Summary and Review Exercise)

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Call a student to the front of the class. Instruct him/her to write two 4-digit numbers on the board. Instruct him/her to add these numbers. Ask the rest of the class to check his/her work and correct it if needed.

Main Activities/Concept Building: (25 mins)

Activity 1:

Explain to students that today they are going to revise the whole topic “Addition”. Recall with them that when we add two 2-digit numbers mentally, first separate the tens and the ones then add tens in tens and ones in ones. At the end, add the result of addition of tens and ones. Now, ask the students to open their textbooks to page 30 and ask them to do Q4 and Q5 of “Unit Check addition” in their notebooks. Walk around the class and praise them for the correct solutions. Guide them if required. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we add two numbers, always add ones in ones, tens in tens, hundreds in hundreds and thousands in thousands.

Assessment: (5 mins)

To check the understanding of students, ask them to write two 2-digit numbers and add them mentally step by step.

Homework: (2 mins)

Solve Q6 of “Unit Check Addition” in their textbooks on page 30.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 Periodic Unit: 1 Week: 5 Lesson Plan: 3

Unit Name: Whole numbers Topic: Revision Date: _____

Objective(s):

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

Revise the concept Roman numbers, even and odd numbers in the unit “Whole Numbers”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is the difference between even and odd numbers? What letters are used in forming Roman numbers? Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building: (35 mins)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum Up: (0 mins)

Assessment: (0 mins)

Homework: (0 mins)

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Match the numbers with the Roman numbers.

7

3

12

15

19

II

VIII

IX

XIX

XIV

2. Write the even numbers between 46 and 78.

3. Colour the odd numbers in the given number sequence.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Whole numbers **Topic: Revision** **Date:** _____

Objective(s):

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

Revise the concepts of reading and writing numbers up to ten thousands, place value of numbers up to 10,000 in the unit “Whole Numbers”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What are the smallest 3-, 4- and 5-digit numbers? What are the greatest 3-, 4- and 5-digit numbers? Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building: (35 mins)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum Up: (0 mins)

Assessment: (0 mins)

Homework: (0 mins)

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Write the given numbers in words.

Numbers	Number in Words
32, 451	
67,409	
85,009	
71,389	

2. Write the place and place value of the underlined digits in the given numbers.

Numbers	Place	Place Value
12 <u>4</u> 98		
<u>2</u> 4623		
437 <u>6</u> 5		
563 <u>7</u> 3		
9 <u>1</u> 919		

3. Write the given numbers in expanded form.

Numbers	Expanded form
62157	
81459	
42783	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Whole numbers **Topic: Revision** **Date:** _____

Objective(s):

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

Revise the concept of comparing and ordering numbers, rounding off numbers in the unit “Whole Numbers”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What are the smallest 3-, 4- and 5-digit numbers? What are the greatest 3-, 4- and 5-digit numbers? Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building: (35 mins)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum Up: (0 mins)

Assessment: (0 mins)

Homework: (0 mins)

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Compare the given numbers and write $<$, $>$ or $=$.

409		327	647		690	321		211
585		858	811		727	911		911

2. Write the given numbers in ascending order.

Numbers	Ascending order
478, 471, 498	
157, 198, 172	
896, 754, 956	

3. Write the given numbers in descending order.

Numbers	Descending order
387, 378, 398	
798, 128, 698	
934, 834, 914	

4. Round off the given numbers to the nearest 10 and 100.

Numbers	Nearest 10	Nearest 100
345		
789		

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Numbers and Operations **Topic: Revision (Addition)** **Date: _____**

Objective(s):

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

Revise the concept of addition of 4-digit numbers with and without borrowing in the unit “Addition”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What are the smallest 3-, 4- and 5-digit numbers? What are the greatest 3-, 4- and 5-digit numbers? Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building: (35 mins)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum Up: (0 mins)

Assessment: (0 mins)

Homework: (0 mins)

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Add the following.

2113 + 3112

4503 + 2192

5730 + 3268

1572 + 4327

6555 + 3333

8245 + 1452

6341 + 1217

5444 + 3555

7436 + 4999

6875 + 3869

2889 + 3729

4999 + 5366

2. Add the following.

4934 + 7654

8256 + 3646

7284 + 1984

5738 + 4669

6555 + 7128

2876 + 2945

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Numbers and Operations **Topic: Revision (Addition)** **Date:** _____

Objective(s):

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

Revise the concept of addition of 2-digit numbers mentally in the unit “Addition”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How many tens and ones are in the numbers 56 and 38? How we can add these two numbers mentally? Take their responses and appreciate them for the correct answers.

Main Activities/Concept Building: (35 mins)

Activity 1:

Give the worksheet to students. Instruct them to complete the worksheet correctly by following the instructions. Roam around the class, check their work and guide them if needed.

Sum Up: (0 mins)

Assessment: (0 mins)

Homework: (0 mins)

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Add the following numbers mentally.

$$25 + 43$$

$$64 + 36$$

$$14 + 33$$

$$21 + 57$$

$$73 + 24$$

$$54 + 38$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1

Periodic Unit: 2

Week: 1

Lesson plan: 1

Unit Name: Numbers and Operations

Topic: Subtraction

Date:

Objective(s):

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

Subtract numbers up to 4 digits without borrowing.

Solve real-life number stories up to 4 digits without borrowing involving subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 31-33, 35 and 36

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: Do you know how we can subtract two numbers? What symbol is used for subtraction? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 min)

Tell students today they will learn subtraction of 4-digit numbers without borrowing.

Activity 1:

Ask them to open their textbooks to page 31. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take their responses and tell them that they will learn the answer after completing this topic.

Ask students to open their textbooks to page 32. Tell them that there are 6324 boys and 2123 girls in a school. We have to find how many more boys there are than girls. Ask students: What do we do to find the number of boys that are more than girls? Take their responses and tell them that we have to subtract 2123 from 6324. Now, call a student to the front of the class and ask him/her to subtract and find the number of boys that are more than girls. Take his/her response and appreciate him/her for the correct answer. Write the two 4-digit numbers 7886 and 2332 on the board and ask them to tell how we can subtract these numbers. Take their responses and tell them that when we subtract two numbers, always subtract the smaller number from the greater one and to start from the right. Tell them that we subtract ones from ones, tens from tens, hundreds from hundreds and thousands from thousands. Now, subtract these numbers step by step and explain each step to students. Tell them that this method of subtraction is called the vertical method of subtraction. Tell them that when we subtract two numbers, their result is called the difference of two numbers. Ask students to write two 4-digit numbers in their notebooks and subtract the numbers without borrowing.

Sum Up:

(3 min)

Sum up the lesson by retelling students that when we subtract two numbers, their result is called the difference. Also tell them that when we subtract numbers, we start subtracting the numbers from the right.

Assessment:

(5 min)

To check the understanding of students, ask them to solve “Quick Check” in the textbook on page 33 in their notebooks.

Homework:

(2 min)

Solve Q1 (a-f) of “Learning Check 2.2” in their textbooks on pages 35 and 36.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 2**

Unit Name: Numbers and Operations **Topic: Subtraction** **Date:** _____

Objective(s):

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

Subtract numbers up to 4 digits with and without borrowing

Solve real-life number stories up to 4 digits with and without borrowing involving subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 32, 33, 36 and 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: When we subtract two numbers, what is their result called? Take their responses and appreciate them for their correct answer. Ask them to open their textbook page 32. Tell them that when we subtract 13 from 18, we get 5 and 5 is the difference of 18 and 13.

Main Activities/Concept Building:

(20 min)

Tell students that today they will learn subtraction of 4-digit numbers with and without borrowing.

Activity 1:

Ask students to open their textbooks to page 33. Tell students we can also subtract numbers horizontally.

Ask them: Do you know how we can subtract the numbers horizontally? Take their responses and tell them that in this method, we arrange the digits of the numbers in rows and then subtract the digits in the same place value. Ask them to read the statement of example 2 that is given in their textbooks. Now write the example subtract 3104 from 4156 on the board and then arrange the digits of both numbers in rows and subtract step by step starting from the ones place. Call a student to the front of the class and ask him/her to write any two numbers on the board and then subtract them. Take his/her response and appreciate him/her for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students that we can subtract numbers vertically and horizontally by giving examples and solving them on the board. Tell them that to subtract numbers horizontally, we arrange numbers in rows and then subtract the digits in each place value. Explain the Notable Notes given on page 33.

Assessment:

(10 min)

To check the understanding of students, ask them to solve “Quick Check” on page 33 and Q2 (a-c) of Learning Check 2.2 at page 36 of the textbook in their notebooks.

Homework:

(2 min)

Solve Q4, Q5 and Q6 of “Learning Check 2.2” in the textbook on page 37 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 3**

Unit Name: Numbers and Operations **Topic: Subtraction** **Date:** _____

Objective(s):

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

Subtract numbers up to 4 digits with borrowing.

Solve real-life number stories up to 4 digits with borrowing involving subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 34-35, 37

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we subtract two numbers vertically and horizontally? Take their responses and ask them to write two numbers in their notebooks and solve it by using the vertical and horizontal method.

Main Activities/Concept Building: (25 min)

Tell students today they will learn subtraction of 4-digit numbers with carrying.

Activity 1:

Write the two 4-digit numbers 9387 and 3896 on the board and ask them to tell how we can subtract these numbers. Take their responses and tell them when we subtract two numbers, we start subtracting from the right. Tell them that we subtract ones in ones, tens in tens, hundreds in hundreds and thousands in thousands. Now, subtract these numbers step by step on the board and explain each step to students.

Ask students to write two 4-digit numbers in their notebooks and subtract the numbers with carrying.

Roam around the class, check their work and guide them if needed.

Ask them to open their textbooks to pages 34 and 35. Instruct them to solve example 1 and 2 vertically and horizontally in their notebooks. Roam around the class, check their work and guide them if needed.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can subtract two numbers with borrowing by subtracting ones from ones, tens from tens, hundred from hundreds and thousands from thousands.

Assessment: (5 min)

To check the understanding of students, ask them to solve “Quick Check” in the textbook on page 34 in their notebooks.

Homework: (2 min)

Solve Q1 (g-l) and Q7 and Q8 of “Learning Check 2.2” in the textbook on page 37 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 4**

Unit Name: Numbers and Operations **Topic: Mental Subtraction** **Date:**

Objective(s):

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

Subtract numbers up to 100 using mental calculation strategies.

Resource Material:

Chalk/Marker, White/Blackboard, ice cream sticks

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we subtract numbers vertically and horizontally with and without borrowing? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building:

(25 min)

Tell students today they will learn to subtract numbers mentally.

Activity 1:

Write the two numbers 56 and 78 on the board. Ask students: Do you know how we can subtract numbers mentally? Take their responses and tell them that we can subtract numbers mentally by separating the numbers in tens and ones.

Tell them that first we observe the numbers 78 and 56 and take the smaller number first that is 56 and then separate out the number 56 into tens and ones.

$$56 = 50 + 6$$

Tell them that now we first subtract 5 tens or 50 from 78 and then subtract the ones.

$$78 - 56 = 78 - 50 - 6 = 38 - 6 = 32$$

Ask students to write any two 2-digit numbers in their notebooks and subtract them mentally. Roam around the class, check their work and guide them if required.

Activity 2:

Put ice cream sticks on the table. Write two numbers 45 and 31 on the board. Call a student to the front of the class and ask him/her to collect the ice cream sticks and show numbers 45 as four bundles of tens and 5 ones sticks. Then separate out the tens and ones of the number 31 that is 30 and 1. Now instruct first subtract 3 tens or 30 from the 45 ice cream sticks. Ask them how many ice cream sticks left with him/her. Take their responses and that is 15. Now take out one stick to subtract 1 ones from the number 15. Now we have 14 ice cream sticks.



Repeat this activity to some other student to revise the concept of mental subtraction.

Sum Up:

(3 min)

Sum up the lesson by retelling students that we can subtract numbers mentally by separating the tens and the ones and then subtract the tens from tens and the ones from ones and then add the result.

Assessment:

(5 min)

To check the understanding of students, ask them how we can subtract numbers mentally. Ask them to write any two numbers in their notebooks and solve it mentally.

Homework:

(2 min)

Solve Q3 (a, b, c) of “Learning Check 2.2” in the textbook on page 36 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 5**

Unit Name: Numbers and Operations **Topic: Subtraction** **Date:** _____

Objective(s):

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

Subtract numbers up to 100 using mental calculation strategies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35 and 36

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write two 2-digit numbers on the board. Call a student to the front of the class and ask him/her to subtract these numbers on the board. Take his/her response and appreciate if he/she has done it correctly.

Main Activities/Concept Building: (25 min)

Tell students today they will learn to subtract numbers mentally.

Activity 1:

Ask students to open their textbooks to page 35. Instruct them to read the statement of the example given. Ask them to tell what is given in the statement and what we have to find. Take their responses and tell them that the total money that Riaz has is given and we have to find the money he has left after buying ice cream.

Call a student to the front of the class and ask him/her to write the steps to subtract these mentally. Ask him/her to first write the tens and the ones of the given numbers and then write the given numbers as tens and ones.

$$(69 - 30) - 5 = 39 - 5 = 34$$

Tell them Riaz has Rs 34 left.

Ask students to observe example 2 in the textbooks and solve it mentally in their notebooks. Roam around the class, check their work and guide them if required.

Activity 2:

Write some 2-digit numbers on the board and call students randomly one by one and ask them to subtract them mentally and find the difference. Appreciate students for their active participation.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can subtract numbers mentally by separating the tens and the ones and then subtracting the tens from tens and the ones from ones.

Assessment: (5 min)

To check the understanding of students, ask them to subtract 38 and 15 mentally in their notebooks. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q3 (d, e, f) of “Learning Check 2.2” in the textbook on page 36 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 6**

Unit Name: Numbers and Operations **Topic: Subtraction** **Date: _____**

Objective(s):

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

Recall the concept of the whole topic “subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37, 38 and 39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: In how many ways can we subtract numbers? Take their responses and tell them that there are two methods of subtraction of two numbers which are the vertical method and the horizontal method.

Main Activities/Concept Building:

(30 min)

Activity 1:

Explain to students that today they are going to revise the whole topic “subtraction”. Recall that when we subtract two numbers, the result of subtraction is called their difference. Tell them that when we subtract numbers, we start from the right and subtract ones from ones, tens from tens, hundreds from hundreds, and thousands from thousands. Now, ask students to open their textbooks to page 38 and ask them to do Q1 of “Unit Check Subtraction” in their textbooks. Ask them to read the statement and choose the correct answer and circle it. Ask them to solve Q2 of “Unit Check Subtraction” in their textbooks. Walk around the class and praise them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 37.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q3 of “Unit Check Subtraction” in their textbooks on page 39.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 7**

Unit Name: Numbers and Operations **Topic: Subtraction** **Date: _____**

Objective(s):

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

Recall the concept of the whole topic “subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37 and 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them to tell the method of subtracting numbers mentally.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 39 of their textbooks. Ask them to solve Q4 and Q5 of “Unit Check Subtraction” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 37.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q6 of “Unit Check Subtraction” in their textbooks on page 39.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 1**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 6.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart chart of table of 6, picture of 60 objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework.

Ask them: Can you count in steps of 2, 3, 4 and 5? Take their responses and appreciate if someone gives the right answer. Tell them that when we count in steps, we get the multiplication tables of 2, 3, 4 and 5.

Main Activities/Concept Building: (25 min)

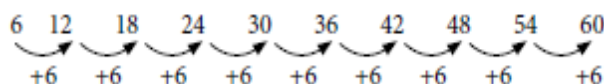
Tell students that they are going to learn the table for 6.

Activity 1:

Paste a wallchart of the table for 6 on the board. Display the picture of 60 objects. Circle every 6th object and have the class count the objects in sixes:

6, 12, 18, 24, 30, 36, 42, 48, 54, 60

Show the class the concept of multiplication by repeated addition of sixes as follows:



With the picture of the 60 objects grouped into sixes, show the class the concept of multiplication by grouping items as follows: Box up 1 group of objects, say '1 group of 6' and write: $1 \times 6 = 6$. Box up 2 groups of objects, say '2 groups of 6' and write: $2 \times 6 = 12$. Box up 3 groups of objects, say '3 groups of 6' and write: $3 \times 6 = 18$. Box up 4 groups of objects, say '4 groups of 6' and write: $4 \times 6 = 24$. Box up 5 groups of objects, say '5 groups of 6' and write: $5 \times 6 = 30$. Box up 6 groups of objects, say '6 groups of 6' and write: $6 \times 6 = 36$. Box up 7 groups of objects, say '7 groups of 6' and write: $7 \times 6 = 42$. Box up 8 groups of objects, say '8 groups of 6' and write: $8 \times 6 = 48$. Box up 9 groups of objects, say '9 groups of 6' and write: $9 \times 6 = 54$. Box up 10 groups of objects, say '10 groups of 6' and write: $10 \times 6 = 60$.

Revise the 6 times table 3 or 4 times loudly with the class.

Sum Up: (3 min)

Sum up the lesson by retelling students about the table of 6 by repeating addition.

Assessment: (5 min)

To check the understanding of students, write the dodging of the 6 times table on the board and ask the students to give the answer one by one.

Homework: (2 min)

Learn the table of 6.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 2**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 6.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 41 and 45

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What does the repeated addition of 6 mean?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Ask them to open their textbooks to page 40. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take their responses and tell them that they will learn the answer after completing this topic. Tell students that they are going to learn the table of 6.

Activity 1:

Paste a wallchart of table of 6 on the board. Call a student to the front of the class and ask him/her to read the table of 6 in a loud voice and ask the rest of the class to repeat with him/her. Now ask students to open their textbooks to page 41. Instruct them to count the petals of the flower. Take their responses and tell them that there are 6 petals of the flower and we read it as 1 times 6 is 6. Now tell them that in the next box there are two flowers and each has 6 petals, so we write it as repeated addition $6 + 6 = 12$ and read it as 2 times 6 is 12. Similarly we count the flowers in each row and read the table of 6. Ask them to repeat the 6 times table 2 to 3 times in a loud voice.

Sum Up: (3 min)

Sum up the lesson by retelling students that by counting in steps of 6, we get the multiplication table of 6.

Assessment: (5 min)

To check the understanding of students, ask them to write the multiplication table of 6 in their notebooks.

Homework: (2 min)

Write the table of 6 in Q1 of “Learning Check 2.3” at page 45 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 3**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 7.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of table of 7

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: What does the repeated addition of 7 mean?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

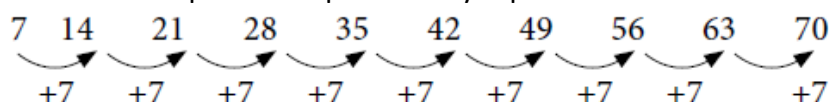
Tell students that they are going to learn the table for 7.

Activity 1:

Paste a wallchart of the table for 7 on the board. Display the picture of 70 objects. Circle every 7 objects and have the class count the objects in sevens:

7, 14, 21, 28, 35, 42, 49, 56, 63, 70

Show the class the concept of multiplication by repeated addition of sevens as follows:



With the picture of the 70 objects grouped into eights, show the class the concept of multiplication by grouping items as follows: Circle 1 group of objects, say, '1 group of 7' and write: $1 \times 7 = 7$. Circle 2 groups of objects, say, '2 groups of 7' and write: $2 \times 7 = 14$. Circle 3 groups of objects, say, '3 groups of 7' and write: $3 \times 7 = 21$. Circle 4 groups of objects, say, '4 groups of 7' and write: $4 \times 7 = 28$. Circle 5 groups of objects, say, '5 groups of 7' and write: $5 \times 7 = 35$. Circle 6 groups of objects, say, '6 groups of 7' and write: $6 \times 7 = 42$. Circle 7 groups of objects, say, '7 groups of 7' and write: $7 \times 7 = 49$. Circle 8 groups of objects, say, '8 groups of 7' and write: $8 \times 7 = 56$. Circle 9 groups of objects, say, '9 groups of 7' and write: $9 \times 7 = 63$. Circle 10 groups of objects, say, '10 groups of 7' and write: $10 \times 7 = 70$. Revise the 7 times table 3 or 4 times loudly with the class.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the table of 7 by repeating addition.

Assessment:

(5 min)

To check the understanding of students, write the dodging of the 7 times table on the board and ask the students to give the answer one by one.

Homework:

(2 min)

Learn the table of 7.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 4**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 7.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42, Wallchart of table 7

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write on the board: $7 + 7 + 7 = 21$. Tell the students there are 21 balls altogether. Tell the class that the number 7 is added 3 times to get 21. Write on the board the multiplication sentence: $3 \times 7 = 21$. Repeat the above using different numbers.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the table of 7.

Activity 1:

Paste a wallchart of table of 7 on the board. Call a student to the front of the class and ask him/her to read the table of 7 in a loud voice and ask the rest of the class to repeat with him/her. Now ask students to open their textbooks to page 42. Instruct them to count the petals of the flower. Take their responses and tell them that there are 7 petals of the flower and we read it as 1 times 7 is 7. Now tell them that in the next box there are two flowers and each has 7 petals, so we write it as repeated addition $7 + 7 = 14$ and read it as 2 times 7 is 14. Similarly we count the flowers in each row and read the table of 7. Ask them to repeat the 7 times table two to three times in a loud voice.

Sum Up: (3 min)

Sum up the lesson by retelling students by counting in steps of 7, we get the multiplication table of 7.

Assessment: (5 min)

To check the understanding of students, ask them to write the multiplication table of 7 in their notebooks.

Homework: (2 min)

Write the table of 7 in their notebooks and learn it.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 5**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 8.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42, Wallchart of table 8

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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 write the table of 7 on the board. Ask the rest of the class to check and correct it if needed.

Main Activities/Concept Building:

(25 min)

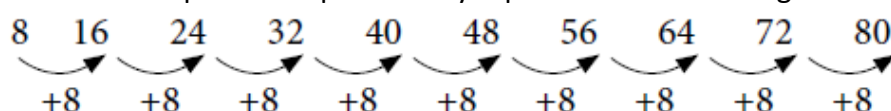
Tell students that they are going to learn the table for 8.

Activity 1:

Paste a wallchart of the table for 8 on the board. Display the picture of 80 objects. Circle every 8 objects and have the class count the objects in sevens:

8, 16, 24, 32, 40, 48, 56, 64, 72, 80

Show the class the concept of multiplication by repeated addition of eights as follows:



With the picture of the 80 objects grouped into eights, show the class the concept of multiplication by grouping items as follows: Circle 1 group of objects, say, '1 group of 8' and write: $1 \times 8 = 8$. Circle 2 groups of objects, say, '2 groups of 8' and write: $2 \times 8 = 16$. Circle 3 groups of objects, say, '3 groups of 8' and write: $3 \times 8 = 24$. Circle 4 groups of objects, say, '4 groups of 8' and write: $4 \times 8 = 32$. Circle 5 groups of objects, say, '5 groups of 8' and write: $5 \times 8 = 40$. Circle 6 groups of objects, say, '6 groups of 8' and write: $6 \times 8 = 48$. Circle 7 groups of objects, say, '7 groups of 8' and write: $7 \times 8 = 56$. Circle 8 groups of objects, say, '8 groups of 8' and write: $8 \times 8 = 64$. Circle 9 groups of objects, say, '9 groups of 8' and write: $9 \times 8 = 72$. Circle 10 groups of objects, say, '10 groups of 8' and write: $10 \times 8 = 80$. Revise the 8 times table 3 or 4 times loudly with the class.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the table of 8 by repeating addition.

Assessment:

(5 min)

To check the understanding of students, write the dodging of the 8 times table on the board and ask the students to give the answer one by one.

Homework:

(2 min)

Learn the table of 8.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 6**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date:** _____

Objective(s):

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

Develop multiplication tables for 8.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 43 and 45

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What does the repeated addition of 8 mean?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the table of 8.

Activity 1:

Paste a wallchart of the table of 8 on the board. Call a student to the front of the class and ask him/her to read the table of 8 in a loud voice and ask the rest of the class to repeat with him/her. Now ask students to open their textbooks to page 43. Instruct them to count the petals of the flower. Take their responses and tell them that there are 8 petals of the flower and we read as 1 times 8 is 8. Now tell them that in the next box there are two flowers and each has 8 petals, so we write it as repeated addition $8 + 8 = 16$ and read it as 2 times 8 is 16. Similarly we count the flowers in each row and read the table of 8. Ask them to repeat the 8 times table two to three times in a loud voice.

Sum Up: (3 min)

Sum up the lesson by retelling students by counting in steps of 8, we get the multiplication table of 8.

Assessment: (5 min)

To check the understanding of students, ask them to write the multiplication table of 8 in their notebooks.

Homework: (2 min)

Write the multiplication table in Q1 of “Learning Check 2.3” at page 45 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson plan: 7**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 9.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42, Wallchart of table 8

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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 write the table of 8 on the board. Ask the rest of the class to check and correct it if needed.

Main Activities/Concept Building:

(25 min)

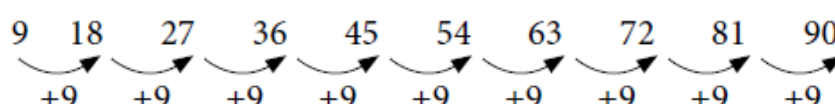
Tell students that they are going to learn the table for 9.

Activity 1:

Paste a wallchart of the table for 9 on the board. Display the picture of 90 objects. Circle every 9 objects and have the class count the objects in sevens:

8, 16, 24, 32, 40, 48, 56, 64, 72, 80

Show the class the concept of multiplication by repeated addition of nines as follows:



With the picture of the 90 objects grouped into nines, show the class the concept of multiplication by grouping items as follows: Circle 1 group of objects, say, '1 group of 9' and write: $1 \times 9 = 9$. Circle 2 groups of objects, say, '2 groups of 9' and write: $2 \times 9 = 18$. Circle 3 groups of objects, say, '3 groups of 9' and write: $3 \times 9 = 27$. Circle 4 groups of objects, say, '4 groups of 9' and write: $4 \times 9 = 36$. Circle 5 groups of objects, say, '5 groups of 9' and write: $5 \times 9 = 45$. Circle 6 groups of objects, say, '6 groups of 9' and write: $6 \times 9 = 54$. Circle 7 groups of objects, say, '7 groups of 9' and write: $7 \times 9 = 63$. Circle 8 groups of objects, say, '8 groups of 9' and write: $8 \times 9 = 72$. Circle 9 groups of objects, say, '9 groups of 9' and write: $9 \times 9 = 81$. Circle 10 groups of objects, say, '10 groups of 9' and write: $10 \times 9 = 90$. Revise the 9 times table 3 or 4 times loudly with the class.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the table of 9 by repeating addition.

Assessment:

(5 min)

To check the understanding of students, write the dodging of the 9 times table on the board and ask the students to give the answer one by one.

Homework:

(2 min)

Learn the table of 9.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 1**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Develop multiplication tables for 9.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 44 and 46

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What does the repeated addition of 9 mean?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to learn the table of 9.

Activity 1:

Paste a wallchart of table of 9 on the board. Call a student to the front of the class and ask him/her to read the table of 9 in a loud voice and ask the rest of the class to repeat with him/her. Now ask students to open their textbooks to page 44. Instruct them to count the petals of the flower. Take their responses and tell them that there are 9 petals of the flower and we read as 1 times 9 is 9. Now tell them that in the next box there are two flowers and each has 9 petals, so we write it as repeated addition $9 + 9 = 18$ and read it as 2 times 9 is 18. Similarly we count the flowers in each row and read the table of 9. Ask them to repeat the 9 times table two to three times in a loud voice.

Sum Up:

(3 min)

Sum up the lesson by retelling students by counting in steps of 9, we get the multiplication table of 9.

Assessment:

(5 min)

To check the understanding of students, ask them to write the multiplication table of 9 in their notebooks.

Homework:

(2 min)

Solve Q2 and Q3 of ‘Learning Check 2.3’ at page 46 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 2**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Multiply 2-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 46- 50

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Write the dodging tables of 6, 7 and 8 on the board and ask students to tell the answer of these questions. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn to multiply 2-digit numbers by 1-digit numbers without carrying.

Activity 1:

Ask students to open their textbooks to page 46. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their response and tell them that we have to find the number of beads in 3 jars. For this, we multiply the number of beads in one jar by 3. Now write the numbers 32 and 3 vertically. Tell them that first we multiply the digit 2 at the ones place by 3 and we get 6. Draw a place value table and show six ones discs in the ones columns. Now multiply the digit at the tens place by 3 so we get 9 tens. Then draw 6 tens discs in the tens column. Tell them that when we multiply 32 by 3, we get 96 as a product of 32 and 3.

Ask them to solve example 2 and 3 given on pages 47 and 48 of the textbook in their notebooks. Instruct them to show the multiplication of example 2 and 3 by using place value table.

Roam around the class, check their work and guide them if needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about how to multiply 2-digit numbers by 1-digit numbers. Explain the Notable Note given on page 47 of their textbooks to them.

Assessment: (5 min)

To check the understanding of students, ask them to multiply 13 by 2 in their notebooks.

Homework: (2 min)

Solve Q1 (a-h) of “Learning Check 2.4” at pages 49 and 50 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 3**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Multiply 2-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 48-50

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them: How can we multiply 2-digit numbers by 1-digit numbers without carrying? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn how to multiply 2-digit number by 1-digit numbers with carrying.

Activity 1:

Ask students to open their textbooks to page 48. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their response and tell them that we have to find the number of candies in two packs. For this, we multiply the number of candies in a pack by 2. Now write the number 65 and 2 vertically. Tell them that first we multiply the digit 5 at ones place by 3 and we get 10. Regroup 10 ones as 1 ten and 0 ones. Draw a place value table and show zero ones discs in the ones columns and draw 1 ten disc in the tens column. Now multiply the digit at the tens place by 2 so we get 12 tens. Regroup 12 tens as 1 hundred and 2 tens. Then draw 2 tens discs in the tens column and one hundred disc in the hundreds column. Tell them that when we multiply 65 by 2, we get 130 as a product of 65 and 2.

Ask them to solve example 1 given on pages 48 and 49 of the textbook in their notebooks. Roam around the class, check their work and guide them if needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about multiplication of 2-digit numbers and 1-digit numbers with carrying.

Assessment: (5 min)

To check the understanding of students, ask them to multiply 47 by 4 in their notebooks. Roam around the class, check their work and correct if required.

Homework: (2 min)

Solve Q1 (i-t) of “Learning Check 2.4” in their textbooks on page 50.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 4**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Multiply 2-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50, Number cards of 2-digit numbers and 1-digit numbers, 2 baskets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Write a 2-digit number and a 1-digit number on the board and ask students to tell the steps to multiply them. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to multiply 2-digit numbers by 1-digit numbers with and without carrying.

Activity 1:

Put two baskets on the table. In one basket put number cards of 2-digit numbers and in the other basket, number cards of 1-digit numbers. Call a student to the front of the class and ask him/her to choose one card from each basket and then write the numbers given on the card on the board. Now ask them to multiply the numbers on the board step by step and by drawing a place value table to show the discs in the place value table of their product. Ask the rest of the class to check their work and correct it if required. Now repeat this activity with each student of the class. Appreciate them for their active participation in the class.

Sum Up:

(3 min)

Sum up the lesson by retelling students the steps to multiply 2-digit numbers by 1-digit numbers.

Assessment:

(5 min)

To check the understanding of students, ask them to tell how we multiply 2-digit numbers by 1-digit numbers with and without carrying.

Homework:

(2 min)

Solve Q1 (u-x) of Learning Check 2.4 at page 50 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 5**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date:** _____

Objective(s):

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

Multiply a number by 0 and 1.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 51 and 52

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them to multiply 23 by 6 in their notebooks. Take a round, check their work and appreciate them for their good work.

Main Activities/Concept Building: (25 min)

Tell students that they are going to multiply numbers by 0 and 1.

Activity 1:

Put 2 pencils holders on the table. Ask students to tell how many pencil holders are on the table. Take their responses and appreciate them for their correct answer that is 2. Now ask them how many pencils there are in the two pencils holders. Take their responses and tell them that there are 0 pencils in the holders. Tell them that there are 2 pencil holders and there are 0 pencils in it. So 2 times 0 is 0 or $2 \times 0 = 0$. Now put 1 pencil in each holder and ask them how many pencils are in the two holders. There should be 2. Tell them that there are 2 pencil holders and in each holder there is 1 pencil so $2 \times 1 = 2$.

Ask students to open their textbooks to page 50 and observe example 1 and 2 given in their textbooks.

Sum Up: (3 min)

Sum up the lesson by retelling students when we multiply numbers by 0 it means that we are multiplying it by nothing. So the result is zero. When we multiply a number by 1, then the result is the number itself (Notable Notes).

Assessment: (5 min)

To check the understanding of the students, ask them to solve “Quick Check” given on page 51 of their textbooks.

Homework: (2 min)

Solve Q1 and Q2 of “Learning Check 2.5” at page 52 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 6**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date:** _____

Objective(s):

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

Apply mental mathematical strategies to multiply 1-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 52 and 53

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: Do you know how to multiply 1-digit numbers mentally? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn how to multiply 1-digit numbers mentally.

Activity 1:

Write two numbers 4 and 6 on the board. Tell students that now we will multiply 4 and 6 mentally. Ask them to recall the multiplication table of 4 till 6 which is $6 \times 4 = 24$. So when we multiply 4 by 6, we get 24. Now call a student to the front of the class and ask him/her to write any two 1-digit numbers on the board and then by recalling the multiplication table of those numbers multiply and write the answer. Repeat this activity with every student in the class.

Ask students to open their textbooks to page 52 and observe the example given and then solve it mentally in their notebooks.

Sum Up: (3 min)

Sum up the lesson by retelling students that when we multiply numbers mentally, we recall the multiplication tables.

Assessment: (5 min)

To check the understanding of students, ask them how to multiply 6 by 7 mentally.

Homework: (2 min)

Solve Q3 and Q4 of “Learning Check 2.5” at page 53 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson plan: 7**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Solve real-life situations involving multiplication of 2-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How we can multiply numbers mentally? Take their responses and tell them that we can multiply numbers mentally by recalling multiplication tables.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the real-life problems of multiplication of 2-digit numbers and 1-digit numbers.

Activity 1:

Ask students to open their textbook to page 54. Ask them to read the statement of the question and tell what we have to find. Take their responses and tell them that we have to find the number of candies in 16 jars. For this, we have to multiply the number 16 by 7. Now solve the example on the board step by step and explain it to students.

Ask them to solve the example again in their notebooks. Roam around the class, check their work and guide them if required.

Activity 2:

Ask students to make their own real-life problem of multiplication of 2-digit numbers and 1-digit numbers. Then ask them to solve that problem in their notebooks. Roam around and check their work and instruct them to raise their hand when finished. Now call one by one student to the front of the class and ask them to present their work. Appreciate them for their good effort.

Sum Up: (3 min)

Sum up the lesson by retelling students about how to solve real-life problems of multiplication of 2-digit numbers and 1-digit numbers.

Assessment: (5 min)

To check the understanding of students, ask them solve Q1 of “Learning Check 2.6” at page 54 of the textbook in their notebooks.

Homework: (2 min)

Solve Q2 of “Learning Check 2.6” in the textbook on page 54 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 1**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date: _____**

Objective(s):

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

Solve real-life situations involving multiplication of 2-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54, Wallchart of clue words of Multiplication, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: If there are 5 pencils in a pencil holder, then how many pencils are in 10 pencil holders?

Take their responses and then call a student to the front of the class and ask him/her to solve it on the board. Instruct the rest of the class to check their work and guide if required.

Main Activities/Concept Building: (25 min)

Activity 1:

Paste a wallchart of clue words of multiplication. Tell them about the clue words that are used for multiplication of numbers. Instruct students use these clue words and make their own word problem of multiplication of numbers and then solve it in their notebooks. Roam around the class and check their work. Ask them to raise their hands when finished. Now call one pair of students to the front and ask them to present their work to the whole class. Ask the rest of the class to check their work and correct it if required. Appreciate them for their good effort. Now repeat this activity with each pair in the class.

Activity 2:

Give worksheet to students. Ask them to solve it. Roam around the class, check their work and correct their common mistakes.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can solve many of our real-life problems by using multiplication.

Assessment: (5 min)

To check the understanding of students, ask them to solve Q3 of “Learning Check 2.6” in the textbook on page 54 in their notebooks.

Homework: (2 min)

Solve Q4 of “Learning Check 2.6” in the textbook on page 54 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

- 1. Tahir has 11 packs of biscuits. In each pack there are 4 biscuits. How many biscuits are there altogether?**

- 2. Iram and her brother have Rs 28 each. How much money they both have?**

- 3. Waleed read 8 verses of the Holy Quran daily. How many verses he read in 37 days?**

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 2**

Unit Name: Numbers and Operations **Topic: Multiplication** **Date:** _____

Objective(s):

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

Solve real-life situations involving multiplication of 2-digit numbers by 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: Do you know how to solve word problems of multiplication of 2-digit numbers by 1-digit numbers? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students today they will learn how to solve real-life situations involving multiplication of 2-digit numbers by 1-digit numbers.

Activity 1:

Write the statement “There are 8 apples in one basket. How many apples are in 34 baskets?” on the board.

Ask students to read the statement of the question and tell what we have to find in this example. Take their responses and tell them that we have to find the number of apples in 34 baskets. Call a student to the front of the class and ask him/her to multiply 34 by 8 on the board step by step. Ask the rest of the class to check their work and guide if required. Appreciate him/her for their good effort.

Ask them to make their own word problem of multiplication of 2-digit numbers by 1-digit numbers. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by retelling students how we solve word problems of multiplication of 2-digit numbers and 1-digit numbers.

Assessment: (5 min)

To check the understanding of students, ask them to tell the clue words that are used for multiplication.

Homework: (2 min)

Solve Q5 of “Learning Check 2.6” in the textbook on page 54 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 3**

Unit Name: Numbers and Operations **Topic: Multiplication (summary and review exercise)** **Date:**

Objective(s):

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

Recall the concept of the whole topic of “multiplication”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55 and 56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: When we multiply two numbers, what is their result called? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open page 55 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check Multiplication” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 55.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of “Unit Check Multiplication” in their textbooks on page 56.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 4**

Unit Name: Numbers and Operations **Topic: Multiplication (summary and review exercise)** **Date:**

Objective(s):

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

Recall the concept of the whole topic of “multiplication”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Take their responses and appreciate them for their active participation.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open page 55 of their textbooks. Ask them to solve Q4, Q5 and Q6 of “Unit Check Multiplication” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 55.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q7 and Q8 of “Unit Check Multiplication” in their textbooks on page 56.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 5**

Unit Name: Numbers and Operations **Topic: Division** **Date: _____**

Objective(s):

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

Divide a 2-digit number by a 1-digit number (with zero remainder).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 57, 58 and 60

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework.

Ask students: When we divide two numbers, what is their result called?

Main Activities/Concept Building: (25 min)

Ask them to open their textbooks to page 57. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take their responses and tell them that they will learn the answer after completing this topic.

Activity 1:

Ask students to open their textbooks to page 58. Ask them to read the statement of example 1 that is given in their textbooks. Ask them to read and tell what is given in the statement and what we have to find. Take their responses and appreciate them for the correct answer. Tell them that we have to find the number of balls in each box. For this, we put the balls equally in each box or we divide 25 by 5. By dividing the number 25 by 5, we get 5 so there are 5 balls in each box.

Ask students to write some 2-digit numbers and 1-digit numbers in their notebooks and solve them. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by explaining to students the Notable Notes on page 58 of their textbooks. Also discuss with them the answer of the question given on page 57.

Assessment: (5 min)

To check the understanding of students, ask them to divide 36 by 6 in their notebooks.

Homework: (2 min)

Solve Q1 and Q2 of “Learning Check 2.6” in the textbook on page 60 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 6**

Unit Name: Numbers and Operations **Topic: Division** **Date: _____**

Objective(s):

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

Divide a 2-digit number by a 1-digit number (with zero remainder).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 58-62

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we divide the number of objects equally in groups? Take their responses and tell them that by dividing, we know how many objects are in each group.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask students to open their textbooks to page 58. Ask them to observe example 2. Tell them that we have to divide 48 by 4. To divide 48 by 4, we write it in the long division symbol. First we divide the 4 tens by 4. For this, recall the table of 4. We know that 1 times 4 is 4 so we write 4 below the 4 tens and subtract. Now we drop down 8 and divide the 8 ones by 4. We know that 2 times 4 is 8. Now draw a place value table and show the division sum by using number discs.

Ask students to write some 2-digit numbers and 1-digit numbers in their notebooks and then divide them. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can divide 2-digit numbers by 1-digit numbers by recalling the multiplication tables.

Assessment: (5 min)

To check the understanding of students, ask them to solve Quick Check given on page 59 of the textbook in their notebooks.

Homework: (2 min)

Solve Q3 and Q4 of “Learning Check 2.6” in the textbook on pages 61 and 62 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson plan: 7**

Unit Name: Numbers and Operations **Topic: Division** **Date: _____**

Objective(s):

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

Apply mental mathematical strategies to divide a 2-digit number by a 1-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 59, 62

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write any 2-digit number and a 1-digit number on the board. Call a student to the front of the class and ask him/her to divide the 2-digit number by the 1-digit number. Take their response and appreciate their good effort.

Main Activities/Concept Building: (25 min)

Tell students today they will learn to divide numbers mentally.

Activity 1:

Tell students we can divide numbers mentally by recalling the multiplication tables. Write the numbers 21 and 7 on the board and tell them that to divide 21 by 7, we recall the table of 7 till 21. Ask students to recall the table of 7. Tell them that 3 times 7 is 21 so $21 \div 7 = 3$.

Activity 2:

Write some numbers on the board and call students randomly one by one and ask them to divide mentally and find the result. Appreciate students for their active participation.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can divide numbers mentally by recalling multiplication tables.

Assessment: (5 min)

To check the understanding of students, ask them to solve “Quick Check” at page 59 of the textbook in their notebooks.

Homework: (2 min)

Solve Q5 of “Learning Check 2.6” in the textbook on page 62 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 1**

Unit Name: Numbers and Operations **Topic: Revision (Subtraction)** **Date:** _____

Objective(s):

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

Recall the concepts of the unit “subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: In how many ways can we subtract numbers? Take their responses and tell them that there are two methods of subtraction of two numbers which are the vertical method and the horizontal method.

Main Activities/Concept Building: (25 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 6734 \\ - 1232 \\ \hline \end{array}$$

$$\begin{array}{r} 8569 \\ - 3333 \\ \hline \end{array}$$

$$\begin{array}{r} 6947 \\ - 4521 \\ \hline \end{array}$$

$$\begin{array}{r} 7222 \\ - 1100 \\ \hline \end{array}$$

$$\begin{array}{r} 8667 \\ - 4564 \\ \hline \end{array}$$

$$\begin{array}{r} 9967 \\ - 1452 \\ \hline \end{array}$$

$$\begin{array}{r} 9345 \\ - 6234 \\ \hline \end{array}$$

$$\begin{array}{r} 6444 \\ - 3213 \\ \hline \end{array}$$

$$\begin{array}{r} 7436 \\ - 4305 \\ \hline \end{array}$$

$$\begin{array}{r} 4875 \\ - 3564 \\ \hline \end{array}$$

$$\begin{array}{r} 6889 \\ - 3729 \\ \hline \end{array}$$

$$\begin{array}{r} 4999 \\ - 2366 \\ \hline \end{array}$$

2. Subtract the following.

$$3984 - 1050$$

$$7645 - 3221$$

$$8771 - 6660$$

$$8138 - 4023$$

$$6555 - 4444$$

$$3783 - 2671$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 2**

Unit Name: Numbers and Operations **Topic: Revision (Subtraction)** **Date:** _____

Objective(s):

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

Revise the concepts of the unit “subtraction”.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework.

Ask them: How can we subtract numbers without borrowing?

What are the clue words used for subtraction?

Main Activities/Concept Building: (25 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\begin{array}{r} 6867 \\ - 3899 \\ \hline \end{array}$$

$$\begin{array}{r} 9462 \\ - 2895 \\ \hline \end{array}$$

$$\begin{array}{r} 5422 \\ - 1999 \\ \hline \end{array}$$

$$\begin{array}{r} 7452 \\ - 3858 \\ \hline \end{array}$$

$$\begin{array}{r} 2146 \\ - 1527 \\ \hline \end{array}$$

$$\begin{array}{r} 7272 \\ - 4209 \\ \hline \end{array}$$

$$\begin{array}{r} 5952 \\ - 3061 \\ \hline \end{array}$$

$$\begin{array}{r} 7668 \\ - 6229 \\ \hline \end{array}$$

$$\begin{array}{r} 6209 \\ - 4844 \\ \hline \end{array}$$

$$\begin{array}{r} 4005 \\ - 3574 \\ \hline \end{array}$$

$$\begin{array}{r} 7441 \\ - 3729 \\ \hline \end{array}$$

$$\begin{array}{r} 8459 \\ - 4728 \\ \hline \end{array}$$

2. Ahmad has Rs 9846. He gave Rs 3945 to some needy children. How much money is left with him?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 3**

Unit Name: Numbers and Operations **Topic: Revision (Subtraction)** **Date:** _____

Objective(s):

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

Revise the concept mental subtraction of the unit “subtraction”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we subtract numbers mentally? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Subtract the following numbers mentally.

$$43 - 13$$

$$64 - 36$$

$$94 - 22$$

$$57 - 46$$

$$88 - 62$$

$$49 - 17$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 4**

Unit Name: Number operations **Topic: Revision (Multiplication)** **Date:**

Objective(s):

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

Revise the concepts of the multiplication tables of 6, 7, 8 and 9.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: What is meant by step counting? How can we develop tables by using step counting?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Write the multiplication tables of 7 and 9.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 5**

Unit Name: Number Operations **Topic: Revision (Multiplication)** **Date:**

Objective(s):

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

Revise the concept of multiplication of 2-digit numbers by 1-digit numbers.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: How can we multiply two numbers? What is the result of multiplication called?

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Multiply the following.

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ \times 2 \\ \hline \end{array}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 6**

Unit Name: Numbers and Operations **Topic: Revision (Multiplication)** **Date:** _____

Objective(s):

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

Revise the concept of the unit “multiplication”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How can we multiply numbers mentally? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

- 1. Asma has 9 fish in one fishbowl. How many fish are there in 12 such fishbowls?**

- 2. There are 4 chocolates in one pack. How many chocolates are there in 40 such packs?**

- 3. Multiply 7 by 8 mentally.**

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 7**

Unit Name: Numbers and Operations **Topic: Revision (Division)** **Date:** _____

Objective(s):

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

Revise the concept of the unit “division”.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How we can divide a 2-digit number by a 1-digit number?

How can we divide numbers mentally?

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Divide the following.

$$34 \div 2$$

$$85 \div 5$$

$$64 \div 4$$

$$56 \div 7$$

2. Divide 45 by 9 mentally.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 1

Day:

Period: 1

Unit Name: Numbers and Operations

Topic: Real-life situation (Division)

Date:

Objective(s):

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

Solve real life situations involving division of 2-digit number by a 1-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62 and 63

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: Do you know how we can divide two numbers? What symbol is used for division? What clue words used for division? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students today they will learn the real life situation of division.

Activity 1:

Ask students to open their textbook page 62 and read the statement of the example. Ask them to read the statement and tell what is given and what we have to find. Take their responses and tell them that there are 91 dates that have to be packed in 7 packs and we have to find the number of dates in each pack. For this we have to divide 91 by 7. Now solve step by step problem on the board and explain each step to students.

Activity 2:

Write a statement “Ali has Rs 94 and he wants to distribute it among two needy kids. How much each child get”. Instruct them to read the statement and then tell what we have to find in this statement. Now call a student to the front of the class and ask him/her to solve the given question on the board. Ask the rest of the class to check whether it is correct or not. Instruct them to check and correct if needed. Appreciate him/her for good work. Repeat this activity by writing different real-life situations on the board and by calling random students of the class.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that when we divide two numbers, their result is called quotient. Tell them the clue words that are used for division.

Assessment:

(5 mins)

To check the understanding of students, ask them to solve Q1 of “Learning check 2.8” given at page 63 of their textbook in their notebook. Roam around the class, check their and guide them if required. Discuss with them about their common mistakes.

Homework:

(2 mins)

Solve Q2 and Q3 of “Learning check 2.8” given at page 63 of their textbook in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 1

Period: 2

Unit Name: Numbers and Operations

Topic: Real-life situation (Division)

Date:

Objective(s):

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

Solve real life situations involving division of 2-digit number by a 1-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 63, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: When we divide two numbers, what is their result called? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Tell students that today they will learn real-life situation of division.

Activity 1:

Make two groups of students and instruct them make their own word problem of division and then solve that problem in their notebook. Roam around and check their working. Ask them to raise hand when finished. Now call first group to the front of the class and ask them to present their work and then solve the problem step by step on the board and explain each step to the class. Repeat this activity to the second group. Discuss with them their common mistakes and appreciate them for their good work.

Activity 1:

Give them worksheet and ask them to solve the given worksheet by following instruction. Roam around the class, check their work and guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by retelling students how we can identify the given problem is the division problem by looking at the clue words of division in the statement.

Assessment:

(5 mins)

To check the understanding of students, ask them to solve Q4 of “Learning check 2.8” given at page 63 of their textbook in their notebook.

Homework:

(2 mins)

Solve Q5 and Q6 of “Learning check 2.8” given at page 63 of their textbook in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Asim has 32 chocolate candies and he pack that candies into 4 packs. How many candies are in each pack?

2. Kamal has 99 stickers and he want to paste it on 9 pages. How many stickers are on each page?

3. Umar has 48 balloons and he want to divide them into 3geoups. How many balloons are in each group?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 1

Period: 3

Unit Name: Numbers and Operations

Topic: Summary and unit check (division)

Date:

Objective(s):

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

Recall the concept of the whole unit (Summary and review exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64, 65 and 66

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What we get when we divide a number by itself? What is the result of division called?

Who can we divide numbers mentally?

Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Have students open page 64 and 65 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check Division” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 64.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q3 and Q5 of “Unit Check Division” in their textbooks on page 65 and 66.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 1

Period: 4

Unit Name: Numbers and Operations

Topic: Summary and unit check (division)

Date:

Objective(s):

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

Recall the concept of the whole unit (Summary and review exercise).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 64-66

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: how we can guess the real-life situation is of division problem?

What clue words used for division?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Have students open page 65 and 66 of their textbooks. Ask them to solve Q4 and Q6 of “Unit Check Division” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 64.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q7 and Q8 of “Unit Check Division” in their textbooks on page 66.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 1** **Period: 5**

Unit Name: Fractions **Topic: Common Fractions** **Date:** _____

Objective(s):

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

Express the fractions in figures and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 67-70, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. What is meant by fraction?

Take their response and appreciate them for their correct answer.

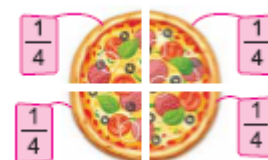
Main Activities/Concept Building:

(25 mins)

Ask them to open their textbooks to page 67. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic

Activity 1:

Ask students to open their textbook page 68 and look at the pizza. Tell them that "Ali has a pizza and he divides it into four equal pieces. Instruct them to look at each part of the pizza. As it is divided into 4 equal pieces then each piece is called one-fourth of the pizza. If Ali ate one piece of the pizza, it means that he ate $\frac{1}{4}$ of the pizza. Now ask students if Ali ate two pieces of



the pizza then tell how much pizza he ate? Take their responses and then tell them that he ate $\frac{2}{4}$ of the pizza. Tell them that when we divide a shape into equal pieces or parts then a part of that whole shape is called fraction. Tell them the number above the line is called numerator and the number below the line is called denominator. Draw different shapes on the board and divide that shapes into different parts and shade different parts of each shape and then ask them to tell how much parts are shaded and how we can represent it in fraction. Take their responses and appreciate them for their correct responses

Activity 2:

Ask students to draw 3 shapes in their notebooks and divide that shapes into different parts and colour different parts of each shape and write fractions for that coloured parts of the shape. Roam around the class, check their work and guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by retelling students about fraction and explaining the notable note given on textbook page 68 and also discuss with them the answer of the question given on textbook page 67.

Assessment:

(5 mins)

To check the understanding of students, draw a shape and divide it into 8 equal parts and then shade its 5 parts and then ask them to tell to fraction for the coloured and uncoloured parts of the shape and also tell about numerator and denominator of each fraction.

Homework:

(2 mins)

Solve Q1(a, b, c, d) of "Learning check 3.1" in their textbooks on page 69 and 70.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 1** **Period: 6**
Unit Name: Fractions **Topic: Common fractions** **Date:**

Objective(s):

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

Express the fractions in figures and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68-70

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

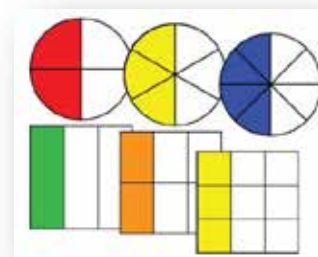
Draw a rectangle with 6 equal parts on the board and shade its 5 parts. Call a student to the front of the class and ask him to write the fraction for the coloured part of the rectangle. Take his/her response and appreciate them for their good work.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Make small groups of students and give each group some fractional shapes cards. Instruct first group to write the fraction for coloured parts of the shapes and instruct the second group to write the fraction for the uncoloured parts of the shapes. Ask them to label the numerator and denominator of these fractions. Now call each group one by one to the front of the class and ask them to show their working to the whole class, appreciate them for their good working.



Activity 2:

Ask students to open their textbook to page 68. Ask students to observe the squares given on the page. Tell them that first square shows the whole, second square is divided into 4 equal parts and one is coloured it means that $\frac{1}{4}$ of the square is coloured. In the third square 2 parts are coloured, this shows that $\frac{2}{4}$ of the square is coloured. In the fourth square 3 parts are coloured out of 4 parts, it means $\frac{3}{4}$ parts are coloured.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students about fraction and about numerator and denominator by drawing a circle on the board and divide into 5 equal parts out of which 3 is shaded and then show this in fraction form and tell them that 3 is numerator and 5 is denominator.

Assessment:

(5 mins)

To check the understanding of students, ask them to solve the "Quick check" given at page 69 of their textbook in their notebook.

Homework:

(2 mins)

Solve Q2 and Q4 of "Learning check 3.1" in their textbooks on page 69 and 70.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 1

Period: 7

Unit Name: Fractions

Topic: Common Fractions

Date:

Objective(s):

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

Express the fractions in figures and vice versa.

Match the fractions with related figures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68-70

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: what is numerator? What is denominator?

Take their responses and then call a student to the front of the class and ask him/her to write a fraction on the board and tell its numerator and denominator. Take his/her response and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

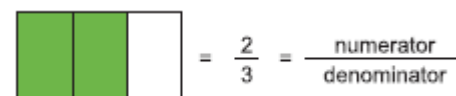
Make two groups of students. Give one group fractional shape cards and the other group fractions card. Instruct the first group to show the fractional shape and the second group shows the fractional card that shows the fraction of that shape. Repeat this activity for each card of the fractional shape. Appreciate them for their good work.

Activity 1:

Ask students to open their textbook page 68 and explain the example 3 given in the textbook to students and tell them that a

rectangle 2 out of 3 parts are coloured. This shows that $\frac{2}{3}$ of the

rectangle is coloured. 2 is the numerator and 3 or the total parts into which a whole is divided is called denominator.



Sum Up:

(3 min)

Sum up the lesson by re-telling students about fractions and its numerator and denominator.

Assessment:

(5 min)

To assess the students ask them to draw some shapes with coloured parts and then write their fraction in their notebook.

Homework:

(2 min)

Solve Q3 and Q5 of "Learning Check 3.1" in their textbooks on page 70.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 2** **Period: 1**
Unit Name: Fractions **Topic: Proper and improper fractions** **Date:** _____

Objective(s):

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

Recognize proper fractions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 71, 72 and 74

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework.

Ask them: to draw a rectangle in their notebook with 7 equal parts and then colour 4 parts and show this in fraction. Then labelled its numerator and denominator.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Tell students today we will learn about types of fraction. Draw a square with 4 equal parts and shade its one part. Ask students to tell what fraction represent this shape. Their answer must be $\frac{1}{4}$. Tell them that the shaded part of 1 is called numerator and 4 is called denominator. Tell them that in this fraction numerator is smaller than the denominator. Tell students when a fraction whose numerator is smaller than the denominator then that fraction is called proper fraction. Explain the concept of proper fraction by drawing different shape on the board.

Activity 2:

Ask students to open their textbook page 71 and instruct them to read the statement. Tell them that Haris ate 4 slices of the pizza out of 6 equal parts and his friend ate 3 parts out of 5 equal parts. As in these fractions the numerator is smaller than the denominator. The fraction of both pizzas are proper fraction.

Now ask them to look at the different circles that are given on textbook page 72. These fractions are proper fractions.



Sum Up:

(3 mins)

Sum up the lesson by retelling students that when numerator is smaller than its denominator then that fraction is called proper fraction. Also explain the notable note given at page 72 of the textbook.

Assessment:

(5 mins)

To check the understanding of students, ask them to draw some fractional shapes that shows proper fractions.

Homework:

(2 mins)

Draw some shapes in their notebook that shows proper fractions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 2

Period: 2

Unit Name: Fractions

Topic: Improper fractions

Date:

Objective(s):

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

Recognize improper fractions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72 and 74

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is proper fraction? Take their responses and call a student to the front of the class and ask him/her to draw a fractional shape on the board that shows proper fraction. Take his/her response and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

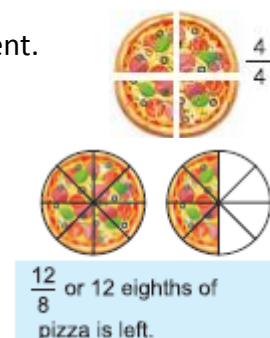
Tell students today we will learn about types of fraction. Draw a square with 4 equal parts and shade its four part. Ask students to tell what fraction represent this shape. Their answer must be $\frac{4}{4}$. Tell them that the 4 shaded parts are called numerator and 4 is called denominator. Tell them that in this fraction numerator is equal to the denominator. Tell students when a fraction whose numerator is equal to the denominator then that fraction is called improper fraction. Explain the concept of improper fraction by drawing different shape on the board.

Activity 2:

Ask students to open their textbook page 72 and instruct them to read the statement.

Tell them that Sara ate 4 slices of the pizza out of 4 equal parts. We can see that

numerator is equal to the denominator then that fraction is called improper fraction. Now ask them to look at the both pizzas in the second example 12 pieces are eaten out of 8 equal parts. This shows that the numerator is greater than the denominator. Tell them that when numerator is greater than the denominator then that fraction is called improper fraction. Now ask them to look at the different shapes that are given on textbook page 72. These fractions are improper fractions.



Sum Up:

(3 mins)

Sum up the lesson by retelling students that when numerator is greater than its denominator then that fraction is called improper fraction. Also explain the notable note given at page 72 of the textbook.

Assessment:

(5 mins)

To check the understanding of students, ask them to draw some fractional shapes that shows improper fractions. Also ask them to solve “Quick Check” given at page 72 of their textbook.

Homework:

(2 mins)

Solve Q1 of “Learning Check 3.2” of textbook page 74.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 2** **Period: 3**

Unit Name: Fractions **Topic: Proper and improper fractions** **Date:** _____

Objective(s):

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

Differentiate between proper and improper fractions.

Resource Material:

Chalk/Marker, White/Blackboard, fractional cards of proper and improper fractions.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: What is proper fraction?

What is improper fraction?

Take their responses and appreciate them for their correct answer.

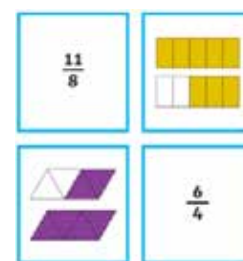
Main Activities/Concept Building:

(25 mins)

Activity 1:

Make two groups of the students. give each group fractional card of proper and improper fractional shape. Instruct the first group to separate out the proper fractional shape from these cards and write fraction of these shapes in their notebook. Instruct the second group to separate out the improper fractional shape card from these shapes. And write fraction for each shape.

Now call one by one each group to the front of the class and ask them to show their working to the whole class. Appreciate them for their good work.



Sum Up:

(3 mins)

Sum up the lesson by retelling students what is the difference between proper and improper fraction.

Assessment:

(5 mins)

To check the understanding of students, ask them to draw fractional shapes in their notebook that shows proper and improper fraction.

Homework:

(2 mins)

Write 5 proper and 5 improper fractions in their notebook and draw shapes to represent that fractions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 2

Period: 4

Unit Name: Fractions

Topic: Equivalent fractions

Date:

Objective(s):

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

Identify equivalent fractions from the given figures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Write some fractions (proper and improper) on the board. Call a student to the front of the class and ask him/her to circle the improper fraction and tick the proper fractions. Appreciate them for their good work.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn about equivalent fractions.

Activity 1:

Draw two circles of same size on the board. Divide one circle into 3 equal parts and shade one part. Write the fraction for this circle that is $\frac{1}{3}$. Divide the second circle into 6 equal parts and then shade its 2 parts. Write the fractions for the given circle that $\frac{2}{6}$. Instruct the students to observe the two circles and their shaded parts. By observing we came to know that the shaded part of both circles are same. Tell them that the fractions that shows the shaded parts of two circles are equivalent fractions. Tell them that $\frac{1}{3}$ and $\frac{2}{6}$ have different numerators and denominators but they representing the same value. So $\frac{1}{3}$ and $\frac{2}{6}$ are equivalent fractions.

Activity 2:

Ask students to open their textbook to page 73. Instruct them to read the statement of the example given on textbook. Instruct them to observe the example and draw the same strips of equivalent fractions in their notebook. Call a student to the front of the class and ask him/her to explain the example to whole class. Appreciate them for his/her good work.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students about equivalent fractions that these fractions having the same value but different numerator and denominators (Notable note).

Assessment:

(5 mins)

To check the understanding of students, ask them to write a fraction and then write three equivalent fractions of that fraction and then share it with their class-fellows.

Homework:

(2 mins)

Solve Q3 of “Learning check 3.2” in their textbook page 75.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 2** **Period: 5**

Unit Name: Fractions **Topic: Equivalent Fractions** **Date:**

Objective(s):

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

Write three equivalent fractions for a given fraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76, fractional and their equivalent fractional cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask them about their homework. Ask students about the equivalent fractions. Ask them to write a fraction in their notebook and then write two equivalent fractions for the given fraction. Take their responses and appreciate them for their good response.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn about equivalent fractions.

Activity 1:

Make pairs of students. Give each pair three fractional cards. Put equivalent fractional cards of that fractions on the table. Call one pair of students to the front of the class and ask them to find the equivalent fractions of the fractions that they have. Then paste their cards and their equivalent fractional cards on the board. Repeat this activity to each pair of the class. Appreciate them for their active participation in class.

Activity 2:

Give worksheet to them and ask them to solve the given worksheet by following instructions. Roam around the class and check their work. Discuss with them about their common mistakes. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by retelling students about equivalent fractions by giving some example of equivalent fractions and by solving them on the board.

Assessment: (5 mins)

To check the understanding of students, ask them to solve Q4 of "Learning check 3.2" in their textbook page 76.

Homework: (2 mins)

Solve Q5 of "Learning check 3.2" in their textbook page 76.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Write three equivalent fractions of the given fractions.

$$\frac{2}{7} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{1}{5} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{3}{4} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{2}{5} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{7}{8} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{4}{9} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{5}{6} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\frac{1}{8} = \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 2

Period: 6

Unit Name: Fractions

Topic: Comparing Fractions

Date:

Objective(s):

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

Compare fractions with same denominators using symbols "<", "> ,or"="".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: What is meant by proper, improper and equivalent fractions? Take their responses and appreciate them for their good response. Ask them to write one one example of proper, improper and equivalent fractions and then share it with their class-mates.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn to compare the fractions with same denominators.

Activity 1:

Ask students to open their textbook page 77. Instruct them to read the statement of the example and tell what we have to find. Take their responses and tell them that Anas and Asim bought two pizzas of same size from a shop and cut each pizza into 8 equal pieces. Then Anas ate 1 slice of his pizza its means 1 out of 8 equal pieces he eaten. This shows that he ate $\frac{1}{8}$ of the pizza. Asim ate 3 slices of pizza out of 8 equal slices of pizza. This shows that he ate $\frac{3}{8}$ of the pizza.

Now ask students to observe the two pizzas and tell who ate more pizza. Take their responses and tell them that as asim ate 3 slices and anas ate 1 slice of pizza.

Tell them that when both fractions have same denominators then the fraction with greater numerator is greater. So $\frac{3}{8}$ is greater than $\frac{1}{8}$ so, Asim ate more pizza.

Repeat this activity by writing different fractions on the board and ask them to compare and tell which one is greater and which one is smaller.



Sum Up:

(3 mins)

Sum up the lesson by re-telling students how we compare two fractions with same denominator. Tell them that the fractions with same denominators, the fractions with greater numerator is greater (notable note).

Assessment:

(5 mins)

To check the understanding of students ask them to write two fraction of their own choice with same denominator and then compare and tell which one is greater and which one is smaller.

Homework:

(2 mins)

Solve Q1 of "Learning check 3.3" at page 78 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 2

Period: 7

Unit Name: Fractions

Topic: Comparing Fractions

Date:

Objective(s):

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

Compare fractions with same denominators using symbols "<", ">, or "=".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78 and 79, fractional cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask them about their homework. Ask students: how we compare two fractions? Take their responses and tell them that when the denominators of the fractions are same then fraction with greater numerator is greater.

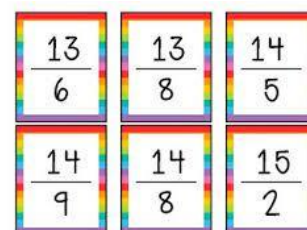
Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn about comparing of two fraction with same denominators.

Activity 1:

Make two groups of students. Give each group some fractional cards. Instruct them to search out two cards of same denominators and then compare and tell which one is smaller and which one is greater. Ask them to raise their hand when finished. Now ask them to come one by one to the front of the class and then show their working to the whole class. Appreciate the group that done first and accurate working.



Activity 2:

Ask students to solve the given worksheet. Roam around the class, check their work and guide them if required. Discuss with them about their common mistakes.

Sum Up:

(3 mins)

Sum up the lesson by retelling students how we compare two fractions with same denominator by writeing different fractions on the board and then compare them.

Assessment:

(5 mins)

To assess the students learning, ask them to solve "Quick Check" given at page 77 in their notebook. Roam around and check their work.

Homework:

(2 mins)

Solve Q2 and Q3 of "Learning check 3.3" at page 78 and 79 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Compare and write $<$, $>$ or $=$ in the given blanks.

$$\frac{1}{4} \quad \underline{\hspace{2cm}} \quad \frac{3}{4}$$

$$\frac{5}{7} \quad \underline{\hspace{2cm}} \quad \frac{2}{7}$$

$$\frac{3}{8} \quad \underline{\hspace{2cm}} \quad \frac{1}{8}$$

$$\frac{3}{5} \quad \underline{\hspace{2cm}} \quad \frac{4}{5}$$

$$\frac{7}{9} \quad \underline{\hspace{2cm}} \quad \frac{8}{9}$$

$$\frac{2}{3} \quad \underline{\hspace{2cm}} \quad \frac{2}{3}$$

$$\frac{3}{8} \quad \underline{\hspace{2cm}} \quad \frac{5}{8}$$

$$\frac{6}{7} \quad \underline{\hspace{2cm}} \quad \frac{2}{7}$$

$$\frac{1}{2} \quad \underline{\hspace{2cm}} \quad \frac{1}{2}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 1

Unit Name: Fractions

Topic: Addition of Fraction

Date:

Objective(s):

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

Add two fractions with same denominators.

Represent addition of fractions through figures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79-82, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them which fraction is greater $\frac{1}{6}$ or $\frac{5}{6}$. Take their responses that must be $\frac{5}{6}$. Appreciate them for their correct answer.

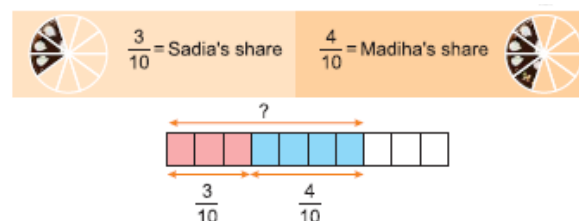
Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn addition of two fractions with same denominators.

Activity 1:

Ask students to open their textbook to page 79. Instruct them to read the statement of the example given in the textbook and tell what is given and what we have to find. Take their responses and tell them that Zara bought a cake for her friends. She divided the cake into 10 equal pieces. She gave 3 pieces to Sadia and 4 pieces to Madiha.



We can show this using the diagram as given and we

have to find the total number of slices that Sadia and Madiha ate. For this we have to add these. Now add the fractions step by step on the board and explain each step to students.

Activity 2:

Make pairs of students. Ask them to write two fractions of same denominators and then show that fractions using figures. Instruct them to add these fractions and then show their working to the rest of the class. Check their work and guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students how we can add the fractions with same denominators. We can easily add their numerators and keep denominators unchanged (notable note).

Assessment:

(5 mins)

To check the understanding of students, ask them to solve the given worksheet. Walk around the class, check their work and guide them where needed. Discuss with them about their common mistakes.

Homework:

(2 mins)

Solve Q1 of ‘Learning Check 3.4’ at page 81 and 82 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Add the given fractions by drawing figures.

$$\frac{2}{5} + \frac{1}{5} = \frac{\square}{\square}$$

$$\frac{3}{10} + \frac{5}{10} = \frac{\square}{\square}$$

$$\frac{4}{7} + \frac{2}{7} = \frac{\square}{\square}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 2

Unit Name: Fractions

Topic: Addition of fractions

Date:

Objective(s):

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

Add two fractions with same denominators.

Represent addition of fractions through figures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 80 and 82, fractional cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Ask them how we can add two fractions. Ask them to tell the steps to add two fractions. Take their responses and appreciate them for their correct answer.

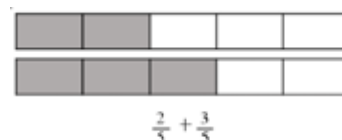
Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn add two fractions of same denominators.

Activity 1:

Make pairs of students according to the strength of the class. give each pair fractional cards of rectangles that is divided into equal parts and different number of parts are coloured. Instruct them to look at the circles and the write fractions according the given shapes. Then add these fractions in their notebook.



Call one pair to the front of the class and instruct them to show their working to the whole class and explain each step of addition of fractions

to class. Ask the rest of the class, to check their working and correct if needed. Repeat this activity to each pair of the class and appreciate them for their correct answer.

Activity 2:

Give them worksheet. Instruct them to complete the given worksheet by following instruction. Roam around the class and check their working. Discuss with them their common mistakes.

Sum Up:

(3 mins)

Sum up the lesson by writing two fractions on the board with same denominator and then add step by step and explain each step to students.

Assessment:

(5 mins)

To check the understanding of students, ask them to write two fractions of their own choice and then add that fractions. After solving share their working with their classmates. Ask them to solve "Quick check given at textbook page 80 of their textbook in their notebook.

Homework:

(2 mins)

Solve Q2 of "Learning Check 3.4" at page 82 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Add the given fractions.

$$\frac{2}{3} + \frac{1}{3} = \frac{\square}{\square}$$

$$\frac{4}{9} + \frac{2}{9} = \frac{\square}{\square}$$

$$\frac{3}{11} + \frac{4}{11} = \frac{\square}{\square}$$

$$\frac{5}{13} + \frac{7}{13} = \frac{\square}{\square}$$

$$\frac{1}{5} + \frac{4}{5} = \frac{\square}{\square}$$

$$\frac{2}{10} + \frac{7}{10} = \frac{\square}{\square}$$

$$\frac{1}{2} + \frac{1}{2} = \frac{\square}{\square}$$

$$\frac{5}{12} + \frac{5}{12} = \frac{\square}{\square}$$

$$\frac{4}{8} + \frac{3}{8} = \frac{\square}{\square}$$

$$\frac{1}{6} + \frac{4}{6} = \frac{\square}{\square}$$

$$\frac{5}{14} + \frac{2}{14} = \frac{\square}{\square}$$

$$\frac{2}{7} + \frac{1}{7} = \frac{\square}{\square}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 3

Unit Name: Fractions

Topic: Subtraction of Fractions

Date:

Objective(s):

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

Subtract fractions with same denominators.

Represent subtraction of fractions through figures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80 and 82, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework. Write two fractions on the board and call a student to the front of the class and ask him/her to add these fractions. Appreciate him/her for their correct answer.

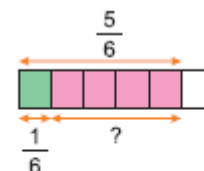
Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn subtraction of two fractions with same denominators.

Activity 1:

Ask students to open their textbook to page 80. Instruct them to read the statement of the example given in the textbook and tell what is given and what we have to find. Take their responses and tell them that Nida ate $\frac{1}{6}$ slices of the water melon and Hira ate $\frac{5}{6}$ slices of the watermelon. We have to find who ate more watermelon and by how much. For this we have to subtract $\frac{1}{6}$ from $\frac{5}{6}$. As always smaller fraction is subtracted from the greater fraction so, subtract $\frac{1}{6}$ from $\frac{5}{6}$



$$\frac{5}{6} - \frac{1}{6} = \frac{5-1}{6} = \frac{4}{6}$$

We can show this using the diagram as given and by subtracting we came to know that Hira ate $\frac{4}{6}$ more slices than Nida.

Activity 2:

Make pairs of students. Ask them to write two fractions of same denominators and then show that fractions using figures. Instruct them to subtract these fractions and then show their working to the rest of the class. Check their work and guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students how we can subtract the fractions with same denominators. We can easily subtract their numerators and denominator remains the same.

Assessment:

(5 mins)

To check the understanding of students, ask them to solve the given worksheet. Walk around the class, check their work and guide them where needed. Discuss with them about their common mistakes.

Homework:

(2 mins)

Solve Q3 of ‘Learning Check 3.4’ at page 82 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Subtract the given fractions by drawing figures.

$$\frac{7}{11} - \frac{2}{11} = \frac{\square}{\square}$$

$$\frac{9}{10} - \frac{2}{10} = \frac{\square}{\square}$$

$$\frac{11}{13} - \frac{5}{13} = \frac{\square}{\square}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 4

Unit Name: Fractions

Topic: Subtraction of Fractions

Date:

Objective(s):

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

Subtract fractions with same denominators.

Represent subtraction of fractions through figures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81-83, number card of 2-digit and 1-digit numbers, 2 baskets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Ask them: how we can subtract two fractions? What are the steps to subtract two fractions? Take their responses and tell them that when denominator is same then subtract the smaller numerator from the greater one.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn subtract two fractions of same denominators.

Activity 1:

Make pairs of students according to the strength of the class. Give each pair fractional cards of circles that is divided into equal parts and different number of parts are coloured. Instruct them to look at the circles and the write fractions according the given shapes. Then subtract these fractions in their notebook. Call one pair to the front of the class and instruct them to show their working to the whole class and explain each step of subtraction of fractions to class. Ask the rest of the class, to check their working and correct if needed. Repeat this activity to each pair of the class and appreciate them for their correct answer.

Activity 2:

Give them worksheet. Instruct them to complete the given worksheet by following instruction. Roam around the class and check their working. Discuss with them their common mistakes.

Sum Up:

(3 mins)

Sum up the lesson by retelling students always subtract the smaller fraction from the greater fraction (notable note).

Assessment:

(5 mins)

To check the understanding of students, ask them to solve the "Quick Check" given at page 81 of their textbook in their notebook.

Homework:

(2 mins)

Solve Q4 of "Learning Check 3.4" at page 83 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

Subtract the given fractions.

$$\frac{5}{6} - \frac{2}{6} = \frac{\square}{\square}$$

$$\frac{5}{12} - \frac{1}{12} = \frac{\square}{\square}$$

$$\frac{8}{11} - \frac{4}{11} = \frac{\square}{\square}$$

$$\frac{5}{13} - \frac{7}{13} = \frac{\square}{\square}$$

$$\frac{2}{4} - \frac{1}{4} = \frac{\square}{\square}$$

$$\frac{5}{9} - \frac{3}{9} = \frac{\square}{\square}$$

$$\frac{2}{3} - \frac{1}{3} = \frac{\square}{\square}$$

$$\frac{9}{10} - \frac{3}{10} = \frac{\square}{\square}$$

$$\frac{7}{8} - \frac{4}{8} = \frac{\square}{\square}$$

$$\frac{10}{14} - \frac{5}{14} = \frac{\square}{\square}$$

$$\frac{9}{12} - \frac{7}{12} = \frac{\square}{\square}$$

$$\frac{6}{10} - \frac{2}{10} = \frac{\square}{\square}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 5

Unit Name: Fractions

Topic: Summary and unit review

Date:

Objective(s):

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

Recall the concept of the whole unit (Summary and review exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 83-86

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework. What is proper fraction?

What is improper fractions” what is meant by equivalent fractions? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Have students open page 83 and 84 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 3” in their textbook. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 83.

Assessment:

(0 mins)

N/A

Homework:

(2 mins)

Solve Q3 of “Unit Check 3” in their textbook page 84 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 6

Unit Name: Fractions

Topic: Summary and unit review

Date:

Objective(s):

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

Recall the concept of the whole unit (Summary and review exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83-86

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: how we can add two fractions with same denominator? How we can subtract two fractions with same denominator? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Have students open page 85 of their textbooks. Ask them to solve Q4, Q5 and Q6 of "Unit Check 3" in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 mins)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 83.

Assessment:

(0 mins)

N/A

Homework:

(2 mins)

Solve Q7, Q8, Q9 and Q10 of "Unit Check 3" in their textbook page 86.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 3

Period: 7

Unit Name: Measurement

Topic: Length

Date:

Objective(s):

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

Use standard metric units of length (meter) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87, 88 and 91

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Call two students with different height to the front of the class. Ask the whole class: which one tall? Take their responses and point out towards the taller one.

Main Activities/Concept Building:

(25 mins)

Ask them to open their textbooks to page 87. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic.

Activity 1:

Ask students to open their textbook page 88 and look at the study table. Tell them that Dania wants to measure the length of the study 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 unit of length metre. Tell them to measure the length of table we use metre tape or the metre ruler. Now by using measuring ruler we measure the length of table that is 2 m long. Tell them that we use ‘m’ for metre.

Activity 2:

Call a student to the front of the class and ask him/her to measure the length of the writing board with metre ruler. Take his/her response and appreciate if he/she measure the correct length of the board. Repeat this activity to some other students by measuring different objects of the class whose length are in metre. Ask them to open their textbook page 89 and look at the object and their length in metres.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that metre is the standard unit of measurement that is used to measure the long object. Also discuss with the answer of the question given on page 87.

Assessment:

(5 mins)

To check the understanding of students, ask them to observe the classroom objects and tell which objects are measured in metres.

Homework:

(2 mins)

Solve Q1 of “Learning Check 4.1” in their textbooks on page 91 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 4

Period: 1

Unit Name: Measurement

Topic: Length

Date:

Objective(s):

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

Use standard metric units of length (centimeter) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89-92

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Point out towards the board and table of the class and ask them which unit is used to measure these objects. Take their responses and tell them that board and table is measured in metre.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Ask students to open their textbook page 89 and look at the fork. Tell them that we want to measure the length of the fork. Ask them which unit is used to measure the length of the fork. Take their responses and tell them that to measure the length of the fork we use unit of length centimetre. Tell them to measure the length of fork we use centimetre ruler. Now by using measuring ruler we measure the length of fork that is 11 cm long. Tell them that we use 'cm' for metre.

Activity 2:

Call a student to the front of the class and ask him/her to measure the length of their pencil and math book with metre ruler. Take his/her response and appreciate if he/she measure the correct length of the board. Repeat this activity to some other students by measuring different objects of the class whose length are in centimetre.

Sum Up:

(3 mins)

Sum up the lesson by retelling students that we measure the length of small objects in centimetre and explaining the examples given in the textbook.

Assessment:

(5 mins)

To check the understanding of students, ask them find out the classroom objects that are measured in centimetre.

Homework:

(2 mins)

Solve Q2 of "Learning Check 4.1" in their textbooks on page 92 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 4** **Period: 2**

Unit Name: Measurement **Topic: Multiplication** **Date:** _____

Objective(s):

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

Use standard metric units of length (kilometer) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 90-92

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: What is the unit that is used to measure small objects? Which unit is used to measure the long objects? Take their responses that must be the centimetre is used to measure small objects and metre is used to measure long objects.

Main Activities/Concept Building: (25 mins)

Activity 1:

Ask students to open their textbook page 90 and look at the picture of Faizan house and school. Ask them how we can measure the distance from Faizan home to school. Take their responses and tell them that the distance are measured in kilometres. Tell them that the distance from Faizan home to school is 2 km. we use “km” for kilometre. Explain the unit kilometre distance by giving different example to them.

Activity 2:

Ask students wat is the distance of their home to school. Take their responses and tell them that distance is measure in kilometres. Explain the examples that are given in the textbook page 91 and tell them that these are measured in kilometres.

Sum Up: (3 mins)

Sum up the lesson by retelling students that we measure the length of long distances are measured in kilometres. Also explain the notable note given at page 90 of their textbook.

Assessment: (5 mins)

To check the understanding of students, ask them Solve “Quick Check” given at page 90 of their textbook. Ask them which unit is used to measure the long distance or from one city to another city.

Homework: (2 mins)

Solve Q3 of “Learning Check 4.1” in their textbooks on page 92 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 4

Period: 3

Unit Name: Measurement

Topic: Addition of units of Length)

Date:

Objective(s):

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

Add measures of length in same units without carrying.

Solve real life situations involving same units of length for addition without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93 and 94

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Show flash cards of pencil, pole and road. Ask them to tell which one is measured in centimetre and which one is measured in kilometre? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Ask the students to open their textbook page 93. 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 length of blue yarn and length of red yarn is given and we have to find the total length of both yarns.

Length of blue yarn	=	45 m 32 cm
Length of red yarn	= +	23 m 21 cm
Total length of yarn	=	68 m 53 cm

Now solve the example step by step on the board and explain it to them each step of the example.

Activity 2:

Make pairs of students and ask them to write some units of length and then add these units of length.

After doing this call one by one each pair to the front of the class and ask them to show their working to the whole class and then solve that sums on the board. Appreciate them for their correct work.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students about how to add the units of length.

Assessment:

(5 mins)

To assess the students learning, ask them to solve Q1 (a, b, c) of “Learning Check 4.2” given at page 94 of their textbook.

Homework:

(2 mins)

Solve Q1 (c, d, e) of “Learning Check 4.2” given at page 94 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 4

Period: 4

Unit Name: Measurement

Topic: Addition of units of Length

Date:

Objective(s):

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

Add measures of length in same units without carrying.

Solve real life situations involving same units of length for addition without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93, 94 and 95

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them to tell how we can add units of length? Take their responses and tell them that we always add the same units of length in each other.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Make two groups of students. Ask each group to make word problem of the addition of units of length by using clue words of addition. Instruct them to raise their hand when finished. Now call first group to the front of the class and ask them to write the word problem of addition of units of length on the board and then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity to the other group of the class. Appreciate them for their good work and also discuss with them about their common mistakes.

Activity 2:

Ask students to open their textbook page 93. Instruct them to solve the remaining examples given in the textbook related to addition of units of length in their notebooks. Roam around the class, check their work and guide if required.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students how to add the units of length by solving examples on the board. Tell them that addition of units of length is the same as the addition of whole numbers.

Assessment:

(0 mins)

To assess the students learning ask them to solve Q2 of “Learning Check 4.2” given in the textbook page 94 in their notebooks. Roam around and check their work and guide if required.

Homework:

(2 mins)

Solve Q3 and Q4 of “Learning Check 4.2” given in the textbook page 94 and 95 in their notebooks

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 4

Period: 5

Unit Name: Measurement

Topic: Subtraction of units of length

Date:

Objective(s):

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

Subtract measures of length in same units without borrowing.

Solve real life situations involving same units of length for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95-97

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day home work.

Ask students: How we can add the units of length? Call a student to the front of the class and ask him/her to write the units of length in metre and centimetre and then add that units of length. Tell them that always add metre in metre and centimetres in centimetres.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Ask students to open their textbook page 95. 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 length of the cloth that Sadia bought is given and the length of cloth she used is given and we have to find the

length of cloth that is left. To find the cloth left we have to subtract 2 m 15 cm from 10 m 56 cm.

Now solve the example step by step on the board and explain it to them each step of the example.

Activity 2:

Make pairs of students and ask them to write some units of length and then subtract these units of length. After doing this call one by one each pair to the front of the class and ask them to show their working to the whole class and then solve that sums on the board. Appreciate them for their correct work.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students about how to subtract the units of length and tell them that always subtract the smaller unit from the greater one.

Assessment:

(5 mins)

To assess the students learning, ask them to solve Q1 (a, b, c) of “Learning Check 4.3” given at page 96 of their textbook.

Homework:

(2 mins)

Solve Q1 (c, d, e) of “Learning Check 4.3” given at page 96 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 4** **Period: 6**

Unit Name: Measurement **Topic: Division** **Date:** _____

Objective(s):

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

Subtract measures of length in same units without borrowing.

Solve real life situations involving same units of length for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95-97, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: How we can subtract units of length and tell the steps to subtract? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Make two groups of students. Ask each group to make word problem of the subtraction of units of length by using clue words of subtraction. Instruct them to raise their hand when finished. Now call first group to the front of the class and ask them to write the word problem of subtraction of units of length on the board and then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity to the other group of the class. Appreciate them for their good work and also discuss with them about their common mistakes.

Activity 2:

Give them worksheet and instruct them to complete the given worksheet by following instructions. Roam around the class, check their work and discuss with them about their common mistakes. Appreciate them for their good work and active participation in class.

Sum Up:

(3 mins)

Sum up the lesson by re-telling students how to subtract the units of length by solving examples on the board. Tell them that subtraction of units of length is the same as the subtraction of whole numbers.

Assessment:

(5 mins)

To assess the students learning ask them to solve Q2 of “Learning Check 4.3” given in the textbook page 96 in their notebooks. Roam around and check their work and guide if required.

Homework:

(2 mins)

Solve Q3 of “Learning Check 4.3” given in the textbook page 97 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Solve the following.

b) 2 km 198 m – 1 km 123 m

a) 15 m 67 cm – 4 m 24 cm

2. Ahmad has a wire of length 63 m 23 cm. He cut 12 m 10 cm from that wire. How much wire left with him?

3. Amna used 2 m 78 cm lace on her one shirt and 3 m 98 cm lac on another shirt. On which shirt she used more lac and by how much?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 4

Period: 7

Unit Name: Measurement

Topic: Subtraction of Units of length

Date:

Objective(s):

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

Subtract measures of length in same units without borrowing.

Solve real life situations involving same units of length for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95-97, flash cards of units of length

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: How we can subtract the units of length? Call a student to the front of the class and ask him/her to write the units of length in metre and centimetre and then subtract that units of length. Tell them that always subtract metres from metres and centimetres from centimetres.

Main Activities/Concept Building:

(25 mins)

Tell students today they will learn to subtract the units of length without borrowing.

Activity 1:

Make small groups of students. Give each group four flash card of units of length. Instruct them to choose two cards at a time and subtract the smaller value from the greater one. Now one by one class each group to the front of the class and ask him/her to show their working by solving them on the board and explain each step to students. appreciate them for their good working.

Activity 2:

Ask students to open their textbook page 95 and 96. Instruct them to solve the remaining examples given in the textbook related to subtraction of units of length in their notebooks. Roam around the class, check their work and guide if required.

Sum Up:

(3 mins)

Sum up the lesson by retelling students how we can subtract the units of length by solving example on the board.

Assessment:

(5 mins)

To check the understanding of students, ask them write any two units of length and then subtract the smaller value from the greater one.

Homework:

(2 mins)

Solve Q4 of "Learning Check 4.3" in their textbooks on page 97 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 5

Period: 1

Unit Name: Numbers and Operations

Topic: Revision (Division)

Date: _____

Objective(s):

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

Recall the concepts of the unit Division.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students:

What are the clue words that are used for division?

Take their responses and appreciate them for their correct answer

Main Activities/Concept Building:

(25 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 mins)

N/A

Homework:

(0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. There are 66 candies in 6 jars. How many candies are in one jar?

2. Ahmad bought 7 pencils in Rs 35. What is the price of one pencil?

3. Faraz has 45 stickers. He pasted that stickers on 5 pages. How many stickers are on one page?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2

Periodic Unit: 1

Week: 5

Period: 2

Unit Name: Fractions

Topic: Revision

Date:

Objective(s):

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

Revise the concepts of the unit subtraction.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask them:

How we can subtract numbers without borrowing?

What are clue words used for subtraction?

Main Activities/Concept Building:

(25 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 mins)

N/A

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Match the shapes with fractions.



$$\frac{1}{4}$$

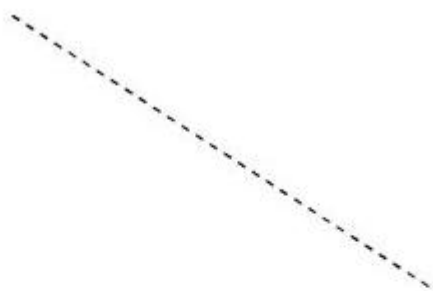
$$\frac{3}{4}$$

$$\frac{1}{2}$$

$$\frac{3}{5}$$

$$\frac{2}{3}$$

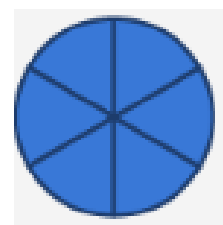
$$\frac{1}{3}$$



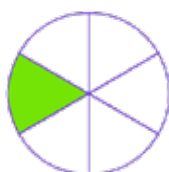
2. Write the fraction for the following shapes and tick the proper fraction.



☐ $\frac{\quad}{\quad}$



☐ $\frac{\quad}{\quad}$



☐ $\frac{\quad}{\quad}$



☐ $\frac{\quad}{\quad}$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 5** **Period: 3**

Unit Name: Fraction **Topic: Revision** **Date:** _____

Objective(s):

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

Revise the concept of the unit fraction.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: how we can add the two fractions with like denominator?

What is meant by equivalent fraction?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Write the three equivalent fraction of the given fractions.

$$\frac{2}{5}$$

$$\frac{7}{9}$$

2. Add the following.

$$\frac{1}{2} + \frac{1}{2}$$

$$\frac{3}{7} + \frac{1}{7}$$

$$\frac{3}{11} + \frac{5}{11}$$

$$\frac{3}{6} + \frac{2}{6}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 5** **Period: 4**

Unit Name: Fractions **Topic: Revision** **Date:** _____

Objective(s):

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

Revise the concept of the unit fraction.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: how we can subtract the fraction? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Subtract the following.

$$\frac{7}{10} - \frac{3}{10}$$

$$\frac{5}{12} - \frac{2}{12}$$

$$\frac{3}{4} - \frac{1}{4}$$

$$\frac{4}{9} - \frac{2}{9}$$

$$\frac{8}{13} - \frac{2}{13}$$

$$\frac{6}{11} - \frac{3}{11}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 5** **Period: 5**

Unit Name: Measurement **Topic: Revision** **Date:** _____

Objective(s):

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

Revise the concept standard metric units of length(m, cm, km)

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: which unit is used to measure the length of a door?

Which unit is used to measure the length of a pencil?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

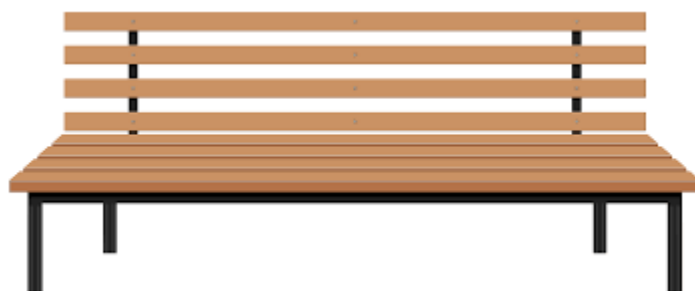
Date: _____

Multiply the following.



The length of eraser is measured in _____

The length of bench is measured in _____



The distance is measured in _____

The length of notebook is measured in _____



The length of table is measured in _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 5** **Period: 6**

Unit Name: Measurement **Topic: Revision** **Date:** _____

Objective(s):

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

Revise the concept of unit addition of units of length.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: how we can add the units of length?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Add the following.

2 km 654 m
+ 4 km 203 m

6 m 65 cm
+ 3 m 21 m

6 km 322 m
+ 1 km 457 m

2. The distance from one town to another town is 4 km 315 m and distance from second town to third town is 5 km 452 m. What is the distance from first town to third town?

--

3. The length of a cupboard is 2 m 13 cm and the length of another cupboard is 1 m 84 cm. what is the total length of both cupboard?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Term: 2 **Periodic Unit: 1** **Week: 5** **Period: 7**

Unit Name: Measurement

Topic: Revision

Date:

Objective(s):

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

Revise the concept of unit division.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students:

How we can subtract the units of length? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 mins)

N/A

Homework:

(0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Worksheet

Name: _____

Date: _____

1. Subtract the following.

98 m 42cm
– 44 m 20 cm

9 km 984 m
– 5 km 254 m

7 m 58 cm
– 2 m 44 cm

2. The length of a door is 2 m 21 cm and the length of a room is 5 m 45 cm. which have more length and by how much?

--

3. The distance from Tahir home to market is 2 km 67 m and the distance from Tahir home to park is 1 km 34 m? which is far from Tahir's home and by how much?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	3		40 Mins

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Day:** **Period: 1**

Unit Name: Measurement **Topic: Mass** **Date:** _____

Objective(s):

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

Use standard metric units of mass (kilogram) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 97 and 98, Worksheet, Weighing balance and weighing bars, Pack of dates

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Show them the flash cards of weighing scales and ask them: "Have you ever seen these?" If they said yes then ask them again where they saw it and what is the purpose of their use. Take their responses and tell them that we use weighing scales to measure the mass of objects.

Main Activities/Concept Building: (25 min)

Tell students today we are going to learn about the standard units of measuring mass.

Activity 1:

Ask students to open their textbooks to page 97 and look at the bag. Tell them that Sadia wants to measure the mass of her bag. Ask them: "Which unit is used to measure the mass of the bag?" Take their responses and tell them that to measure the mass of the bag the most appropriate unit is kilogram. So we use kilogram as the unit of mass. Tell them to measure the mass of the bag, we use a weighing balance or weighing scale. Show a weighing balance and a weighing bar of kilograms to students. Now by using a measuring balance, we measure the mass of the bag that is 3 kilograms. Tell them that we use the short form 'kg' for kilogram.

Activity 2:

Place a weighing balance on the table in front of the class. Call a student to the front of the class and ask him/her to measure the mass of the pack of dates. Take his/her response and appreciate if he/she measures the correct mass of the pack of dates. Repeat this activity with other students by measuring different objects in the class whose mass is in kilograms. Ask them to open their textbooks to page 98 and look at the objects and write their mass in kilogram or kg.

Sum Up: (3 min)

Sum up the lesson by retelling students that kilogram is the standard unit of measurement that is used to measure the mass of heavy objects.

Assessment: (5 min)

To check the understanding of students, ask them to observe the classroom objects and tell which objects are measured in kilograms.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

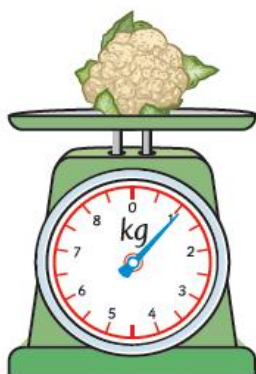
Worksheet

Name: _____

Date: _____

Find the mass of each of the objects below.

a)



kg

b)



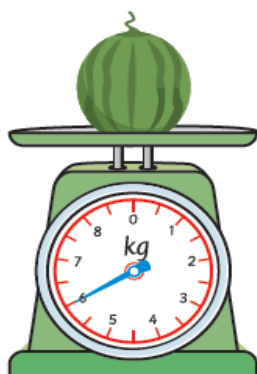
kg



kg



kg



kg



kg

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Period: 2**
Unit Name: Measurement **Topic: Mass** **Date:**

Objective(s):

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

Use standard metric units of mass (gram) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98, 99 and 100, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework. Point towards the chair and table and ask them to tell which unit is used to measure the mass of these objects. Take their responses and tell them that they are measured in kilogram.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students to measure the mass of the heavy objects, we use the unit kilogram. Point towards a crayon and ask them to tell which unit is used to measure its mass. Take their responses and tell them that to measure the mass of light objects, we use another unit of mass that is called grams. Ask students to open their textbooks to page 98 and observe the weighing balance and the weighing bars of grams. Look at the fork and tell them that we want to measure the length of it. Ask them: “Which unit is used to measure the mass of cookies?” Take their responses and tell them that to measure the mass of the cookies, we use the gram as the unit of mass. Tell them that we measure the mass of the cookies with the help of a weighing balance. Put the cookies in the tray of the weighing balance and read what the balance shows. The mass of the cookies is 250 g. Ask them to open their textbooks to page 99 and look at the objects and their mass in gram. Tell them that we use g for gram.

Activity 2:

Place a weighing balance on the table at the front of the class and call a student to the front. Ask him/her to measure the mass of his/her lunch box and geometry box. Take his/her response and appreciate if he/she measures the correct mass of the geometry box and lunch box. Repeat this activity with other students by measuring the mass of different objects of the classroom whose mass is in grams. Ask students: “Which unit is used to measure the mass of the eraser kg or g (Quick Check)?” Take their responses and tell them that the mass of the eraser is measured in grams.

Sum Up:

(3 min)

Sum up the lesson by retelling students that we measure the mass of heavy objects in kilograms and the mass of light of objects in grams. Tell them that are 1000 g are in one kg.

Assessment:

(5 min)

To check the understanding of students, ask them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Solve Q1 and Q2 of “Learning Check 4.4” in their textbooks on pages 99 and 100 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Tick (✓) the unit we will use to measure the mass of these objects.



kg

☐

g

☐


kg

☐

g

☐


kg

☐

g

☐


kg

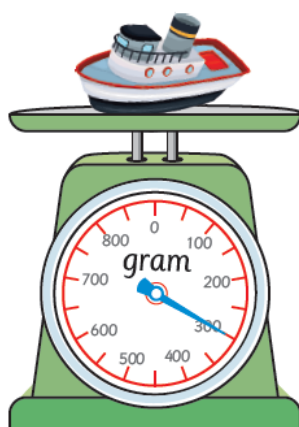
☐

g

☐

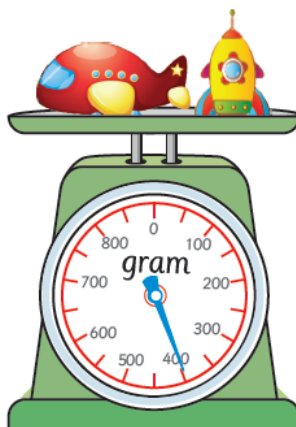
2. Write the mass of the objects below.

a)



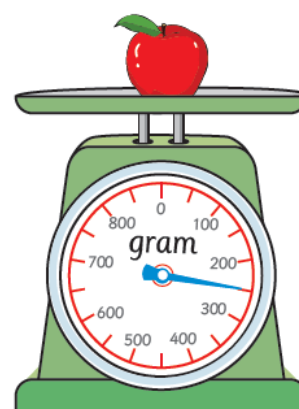
g

b)



g

c)



g

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Period: 3**
Unit Name: Measurement **Topic: Addition of Units of Mass** **Date:**

Objective(s):

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

Add measures of mass in same units without carrying.

Solve real-life situations involving same units of mass for addition without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 100 and 101, Flash cards of tomato and coconut

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Show flash cards of a tomato and a coconut. Ask them to tell which one is measured in kilograms and which one is measured in grams. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask students to open their textbooks to page 100.

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 mass of rice and mass of sugar is given and we have to find the total mass of both sugar and rice.

Now solve the example step by step on the board and explain each step.

$$\begin{array}{rcl}
 \text{Mass of rice} & = & 45 \text{ kg } 405 \text{ g} \\
 \text{Mass of sugar} & = + & 53 \text{ kg } 342 \text{ g} \\
 \hline
 \text{Total mass} & = & 98 \text{ kg } 747 \text{ g}
 \end{array}$$

Activity 2:

Make pairs of students and ask them to write some units of mass and then add them. 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.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to add the units of mass by solving different examples on the board.

Assessment:

(5 min)

To assess the students learning, ask them to solve Q1 (a, b, c) of “Learning Check 4.5” given at page 101 of their textbooks.

Homework:

(2 min)

Solve Q1 (d, e, f) of “Learning Check 4.5” given at page 101 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Period: 4**
Unit Name: Measurement **Topic: Addition of Units of Mass** **Date:**

Objective(s):

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

Add measures of mass in same units without carrying.

Solve real-life situations involving same units of mass for addition without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 101 and 102

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them: “How we can add units of mass?” Take their responses and tell them that we always add the same units of mass to each other.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the addition of units of mass by using clue words of addition. 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 and then solve it step by step. Have them explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity with the other groups of the class.

Appreciate them for their good work and also discuss with them their common mistakes.

Activity 2:

Ask students to open their textbooks to page 101. Instruct them to solve the remaining examples given in their textbooks related to addition of units of mass in their notebooks. Roam around the class, check their work and guide if required.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to add the units of mass by solving examples on the board. Tell them that the addition of units of mass is the same as the addition of whole numbers.

Assessment:

(8 min)

To assess the students learning, ask them to solve Q2 of “Learning Check 4.5” given in the textbook on page 102 in their notebooks. Roam around and check their work and guide if required.

Homework:

(2 min)

Solve Q3, Q4 and Q5 of “Learning Check 4.5” given in the textbook on page 102 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Period: 5**

Unit Name: Measurement **Topic: Subtraction of Units of Mass** **Date:**

Objective(s):

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

Subtract measures of mass in same units without borrowing.

Solve real-life situations involving same units of mass for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 102 and 103

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day home work.

Ask students: “How we can add the units of mass?” Call a student to the front of the class and ask him/her to write the units of mass in kilograms and grams. Then add that units of mass. Tell them to always add kilograms in kilograms and grams in grams.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask students to open their textbooks to page 102.

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 mass of the cement that a truck is carrying and the mass of

Total mass of cement	=	44 kg 693 g
Mass of cement used	= –	31 kg 451 g
Mass of cement left	=	13 kg 242 g

cement that is used is given. We have to find the mass of quantity left. To find the quantity of the cement left, we have to subtract 31 kg 451 g from 44 kg 693 g.

Now solve the example step by step on the board and explain each step.

Activity 2:

Make pairs of students and ask them to write some units of mass and then subtract these units of mass.

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.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to subtract the units of mass and tell them to always subtract the smaller unit from the greater one.

Assessment:

(5 min)

To assess students learning, ask them to solve Q1 (a, b, c) of “Learning Check 4.6” given at page 103 of their textbooks.

Homework:

(2 min)

Solve Q1 (d, e, f) of “Learning Check 4.6” given at page 103 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 1** **Period: 6**

Unit Name: Measurement **Topic: Subtraction of Units of Mass** **Date:**

Objective(s):

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

Subtract measures of mass in same units without borrowing.

Solve real-life situations involving same units of mass for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 102 and 103, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: “How we can subtract units of mass and what are the steps to subtract them?” Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the subtraction of units of mass by using clue words of subtraction. 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 subtraction of units of mass on the board. Then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity with the other groups of the class.

Appreciate them for their good work and also discuss with them their common mistakes.

Activity 2:

Give them the worksheet and instruct them to complete it by following instructions. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work and active participation in class.

Sum Up: (3 min)

Sum up the lesson by retelling students how to subtract the units of mass by solving examples on the board. Tell them that subtraction of units of mass is the same as the subtraction of whole numbers.

Assessment: (5 min)

To assess the students learning, ask them to solve Q2 of “Learning Check 4.6” given in the textbook on page 103 in their notebooks. Roam around, check their work and guide if required.

Homework: (2 min)

Solve Q3 of “Learning Check 4.6” given in the textbook on page 103 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Solve the following.

a) 504 g from 939 g

b) 6 kg 897 g – 1 kg 172 g

2. Hamid bought 3 kg 575 g of sweets. He distributed 2 kg 345 g of sweets among children. What is the mass of sweets he has left?

3. Sara's mass is 46 kg 768 g and her sister Iram's mass is 42 kg 150 g. Who weighs more and by how much?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 1

Period: 7

Unit Name: Measurement

Topic: Subtraction of Units of Mass

Date:

Objective(s):

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

Subtract measures of mass in same units without borrowing.

Solve real-life situations involving same units of mass for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 102 and 103, Flash cards of units of mass

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can subtract the units of mass?" Call a student to the front of the class and ask him/her to write the units of mass in kilograms and grams. Then subtract those units of mass. Tell them to always subtract kilograms from kilograms and grams from grams.

Main Activities/Concept Building:

(25 min)

Tell students today they will learn to subtract the units of mass without borrowing.

Activity 1:

Make small groups of students. Give each group four flash card of units of mass. Instruct them to choose two cards at a time and subtract the smaller value from the greater one. Now call each group one by one to the front of the class and ask him/her to show their working by solving them on the board. Explain each step to students. Appreciate them for their good working.

Activity 2:

Ask students to open their textbooks to pages 102 and 103. Instruct them to solve the remaining examples given in their textbooks related to subtraction of units of mass in their notebooks. Roam around the class, check their work and guide if required.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can subtract the units of mass by solving the example on the board.

Assessment:

(5 min)

To check the understanding of students, ask them write any two units of mass and then subtract the smaller value from the greater one.

Homework:

(2 min)

Solve Q4 of "Learning Check 4.6" in their textbooks on page 103 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 1**
Unit Name: Measurement **Topic: Capacity** **Date:**

Objective(s):

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

Use standard metric units of capacity (litre) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 104-105, Worksheet, Flash cards of two containers

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Paste the flash cards of two containers as follows:

Which container can hold the greatest amount of liquid?

Which container can hold the least amount of liquid?

Explain to students that container B holds the greatest amount of liquid and

container A holds the least amount of liquid. Also tell them that the standard unit for measuring the volume of liquid is "litre".



Main Activities/Concept Building:

(25 min)

Tell students today we will learn about the standard units of capacity.

Activity 1:

Ask students to open their textbooks to page 104 and look at the jug. Tell them that Ayesha wants to measure the capacity of the jug. Ask them: "Which unit is used to measure the capacity of the jug?" Take their responses and tell them that to measure the capacity of the jug, we use litre as the unit of capacity. Tell them to measure the capacity of the jug, we use a 1-litre container. Now by using a 1-litre container, we measure the capacity of the jug that is 1-litre. Tell them that we use 'l' for litre.

Activity 2:

Put a bowl and a bucket on the table. Call a student to the front of the class and ask him/her to measure the capacity of the bowl and the bucket with the help of a 1-litre container. Take his/her response and appreciate if he/she measures the correct capacity of the containers. Repeat this activity with other students by measuring the capacity of different containers whose capacity is 1-litre or more than 1-litre. Ask them to open their textbooks to page 105 and look at the containers and their capacity in litres.

Sum Up:

(3 min)

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

Assessment:

(5 min)

To check the understanding of students, ask them to tell the names of some containers whose capacity is 1-litre or more than 1-litre. Take their responses and appreciate them for their correct responses.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

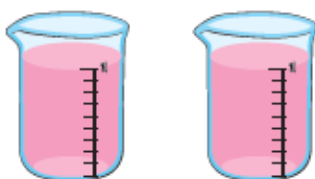
Name: _____

Date: _____

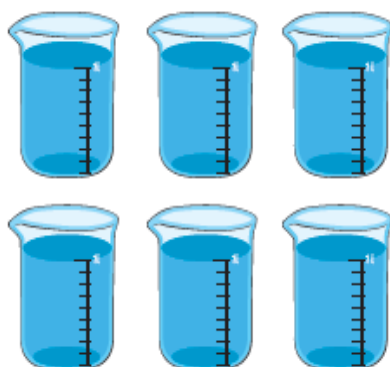
Measure and write in the given box.



The watering can has litres of water.



The jug has litres of strawberry juice.



The tub has litres of water.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 2**
Unit Name: Measurement **Topic: Capacity** **Date:**

Objective(s):

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

Use standard metric units of capacity (millilitre) including abbreviations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 106-108

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework. Show two water bottles of different sizes to students and ask them which container has a capacity of 1-litre. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask students to open their textbooks to page 106 and look at the glass. Tell them that we want to measure the capacity of the glass. Ask them: “Which unit is used to measure the capacity of the glass?” Take their responses and tell them that to measure the capacity of the glass, we use millilitre as the unit of capacity/volume. Tell them to measure the capacity of the glass, we use the 1000-millilitre container. Now by using a container, we measure the capacity of the glass that is 400 millilitres or 400ml. Tell them that we use ‘ml’ for millilitre.

Activity 2:

Place two mugs of different sizes on the table and call a student to the front of the class. Ask him/her to measure the capacity of both mugs with the help of a millilitre container. Take his/her response and appreciate if he/she measures the correct capacity of both mugs. Repeat this activity with other students by measuring the capacity of water bottles.

Sum Up:

(3 min)

Sum up the lesson by retelling students that we measure the capacity of small containers in millilitres. Give different examples to them.

Assessment:

(5 min)

To check the understanding of students, ask them to tell the names of 5 containers that have a capacity that is measured in millilitres. Take their responses and appreciate them for their good response.

Homework:

(2 min)

Solve Q1 and Q2 of “Learning Check 4.7” in their textbooks on pages 107 and 108 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 3**

Unit Name: Measurement **Topic: Addition of Units of Capacity** **Date:**

Objective(s):

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

Add measures of capacity in same units without carrying.

Solve real-life situations involving same units of capacity for addition without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109 and 110, Flash cards of spoon and water tub

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Show flash cards of a water tank and a spoon. Ask them to tell which one is measured in litres and which one is measured in millilitres. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask the students to open their textbooks to page 109. 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 capacities of two water tanks are given and we have to find the total capacity of both containers.

For this we have to add 50 l 348 ml and 35 l 421 ml.

Capacity of one tank	=	50 l 348 ml
Capacity of the other tank	= +	35 l 421 ml
Total capacity	=	85 l 769 ml

Now solve the example step by step on the board and explain each step.

Activity 2:

Make pairs of students and ask them to write some units of capacity and then add these units of capacities. 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.

Sum Up: (3 min)

Sum up the lesson by retelling students how to add the units of capacity by solving different examples on the board.

Assessment: (5 min)

To assess the students learning, ask them to solve Q1 (a, b, c) of “Learning Check 4.8” given at page 110 of their textbooks.

Homework: (2 min)

Solve Q1 (d, e, f) of “Learning Check 4.8” given at page 110 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 4**

Unit Name: Measurement **Topic: Addition of Units of Capacity** **Date:**

Objective(s):

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

Add measures of capacity in same units without carrying.

Solve real-life situations involving same units of capacity for addition without carrying.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109 and 110

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask them: “How we can add units of capacity?” Take their responses and tell them that we always add the same units of capacity to each other.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the addition of units of capacity by using clue words of addition. 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 capacity on the board. Then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity with the other group. Appreciate them for their good work and also discuss with them their common mistakes.

Activity 2:

Ask students to open their textbooks to page 109. Instruct them to solve the remaining examples given in their textbooks related to addition of units of capacity in their notebooks. Roam around the class, check their work and guide if required.

Sum Up: (3 min)

Sum up the lesson by retelling students how to add the units of capacity by solving examples on the board. Tell them that addition of units of capacity is the same as the addition of whole numbers.

Assessment: (0 min)

To assess the students learning, ask them to solve Q2 of “Learning Check 4.8” given in the textbook on page 110 in their notebooks. Roam around, check their work and guide if required.

Homework: (2 min)

Solve Q3 and Q4 of “Learning Check 4.8” given in the textbook on page 110 in their notebooks

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 5**

Unit Name: Measurement **Topic: Subtraction of Unit of Capacity** **Date:**

Objective(s):

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

Subtract measures of capacity in same units without borrowing.

Solve real-life situations involving same units of capacity for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 111 and 112

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day home work.

Ask students: “How we can add the units of capacity?” Call a student to the front of the class and ask him/her to write the units of capacity in litres and millilitres and then add them. Tell them to always add litres in litres and millilitres in millilitres.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask students to open their textbooks to page 111. 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 the volume of water in a water tank is given and the quantity of water that is consumed is given. We have to find the quantity of water left. To find the quantity of water left, we have to subtract 15 l 506 ml from 67 l 708 ml.

$$\begin{array}{rcl}
 \text{Container had water} & = & 67 \text{ l } 708 \text{ ml} \\
 \text{Water consumed} & = & - 15 \text{ l } 506 \text{ ml} \\
 \hline
 \text{Water left} & = & 52 \text{ l } 202 \text{ ml}
 \end{array}$$

Now solve the example step by step on the board and explain each step.

Activity 2:

Make pairs of students and ask them to write some 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.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to subtract the units of capacity and tell them to always subtract the smaller unit from the greater one.

Assessment:

(5 min)

To assess the students learning, ask them to solve Q1 (a, b, c) of “Learning Check 4.9” given at page 112 of their textbooks.

Homework:

(2 min)

Solve Q1 (d, e, f) of “Learning Check 4.9” given at page 112 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 6**

Unit Name: Measurement **Topic: Subtraction of Units of Capacity** **Date:**

Objective(s):

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

Subtract measures of capacity in same units without borrowing.

Solve real-life situations involving same units of capacity for subtraction without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 111 and 112

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: “How we can subtract units of capacity and what are the steps to subtract them?” Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the subtraction of units of capacity by using clue words of subtraction. 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 subtraction of units of capacity on the board. Then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity to the other group of the class. Appreciate them for their good work and also discuss with them their common mistakes.

Activity 2:

Ask students to open their textbooks to page 111. Instruct them to solve the remaining examples given in their textbooks related to subtraction of units of capacity in their notebooks. Roam around the class, check their work and guide if required.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to subtract the units of capacity by solving examples on the board. Tell them that subtraction of units of capacity is the same as the subtraction of whole numbers.

Assessment:

(5 min)

To assess the students learning, ask them to solve Q2 of “Learning Check 4.9” given in the textbook on page 112 in their notebooks. Roam around, check their work and guide if required.

Homework:

(2 min)

Solve Q3 and Q4 of “Learning Check 4.9” given in the textbook on page 112 in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 2** **Period: 7**

Unit Name: Measurement **Topic: Summary and Review Exercise** **Date:**

Objective(s):

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, Textbook pages 113-115

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Ask students:

"What are the standard units of length we use to measure the length of objects?"

How we can add and subtract the units of length?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open pages 113 and 114 of their textbooks. Ask them to solve Q1 and Q2 of "Unit Check 4" in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 113.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of "Unit Check 4" in their textbooks on pages 114 and 115 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 3

Period: 1

Unit Name: Measurement

Topic: Summary and Review Exercise

Date:

Objective(s):

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, Textbook pages 113, 115-116

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework. Ask them: “What are the standard units of mass we use to measure the mass of objects?”

How we can add and subtract the units of mass?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Have students open pages 83 and 84 of their textbooks. Ask them to solve Q4 and Q6 of “Unit Check 4” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 113.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q6 of “Unit Check 4” in their textbooks on page 116.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Period: 2**

Unit Name: Measurement **Topic: Summary and Review Exercise** **Date:** _____

Objective(s):

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, Textbook pages 113, 116

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. "What are the standard units of capacity we use to measure the capacity of objects?"

How we can add and subtract the units of capacity?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(28 min)

Activity 1:

Have students open page 116 of their textbooks. Ask them to solve Q7 and Q8 of "Unit Check 4" in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up:

(3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 113.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Solve Q9 of "Unit Check 4" in their textbooks on page 116.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 3

Period: 3

Unit Name: Time

Topic: Analog and Digital Clocks

Date:

Objective(s):

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

Read and write time from analog and digital clocks.

Use a.m. and p.m. to record the time from 12-hour clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 118, 120 and 121, Worksheet, Real clocks

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework.

Ask students: “What does a clock tell?”, “How many hands does a clock have?” Which hand tells the time in hours?”

Which hand tells the time in minutes?

Main Activities/Concept Building:

(25 min)

Tell students that they are going to learn to read and write time from an analog and a digital clock.

Activity 1:

Show an analog clock to students and ask them: “Do you know what type of clock this is?” Take their responses and appreciate if someone gives the right answer. Tell them that this clock is called an analog clock. This clock shows the time with the help of hands. By pointing towards the hands of the clock, tell them that the short hand is for hours and the long hand is for minutes. Ask students to open their textbooks to page 118. Instruct them to look at the clock and tell the time when Merwa is reciting Surah Fatiha. Take their responses and tell them that the long hand or the minute hand is at 12 and the short hand or hour hand is at 5 so the time is 5 o’ clock. Show the real clock and then set the hands so that they show the time 5: 00. Now move the long hand from 12 to the next small mark and tell them that when we move the hand from 12 to the next small mark, one minute has passed. When we move the hand to the next small mark again, one more minute has passed. When the minute hand moves from one number to the other number, 5 minutes have passed as there are 4 small marks between each two numbers.



Activity 2:

Make two groups of students. Give each group a real clock and then give each group a flash card with time written on it. Ask them to show the time on the clock. Instruct them to raise their hands when they set the time. Call each group one by one to the front of the class and ask them to show their clock to the other group. Take their responses and appreciate them for their correct responses.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the analog clock. Tell them how we set time on an analog clock by show different times on the clock.

Assessment:

(5 min)

To check the understanding of students, ask them to solve the given worksheet. Walk around the class, check their work and guide them where needed. Discuss with them their common mistakes.

Homework:

(2 min)

Solve Q2 (a-e) of ‘Learning Check 5.1’ on pages 120-121 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Write the time shown on each clock in the given box.









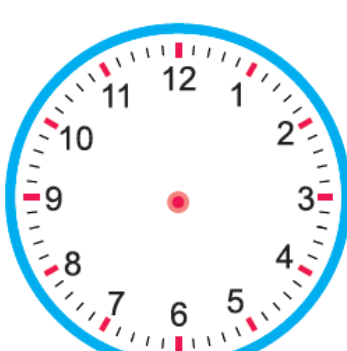




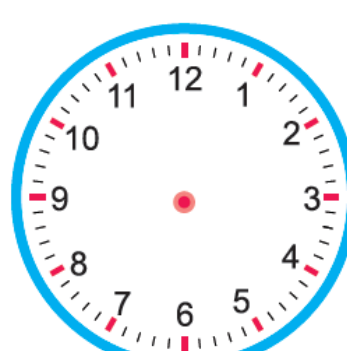
2. Write the hands on the clocks to show the given times.



6 : 16



1 : 53



12 : 12

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 3

Period: 4

Unit Name: Time

Topic: Analog and Digital Clocks

Date:

Objective(s):

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

Read and write time from analog and digital clocks.

Use a.m. and p.m. to record the time from 12-hour clock.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Digital clock

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework. Ask them: “What is an analog clock?” Call a student to the front of the class and ask him/her to draw an analog clock and show a time for example 3: 49 on it.

Take his/her response and appreciate them for their response.

Main Activities/Concept Building:

(22 min)

Tell students that they are going to learn how to read and write time from a digital clock.

Activity 1:

Show a digital clock to students and ask them: “Do you know what type of clock this is?” Take their responses and appreciate if someone gives the right answer. Tell them that this clock is called a digital clock. This clock shows the time with the help of digits instead of hands. By pointing towards the digits of the clock, tell them that the digits to the right show minutes and the digits to the left show hours. Ask students to open their textbooks to page 119. Instruct them to look at the clock and tell the time on the digital clock. Take their responses and tell them that as the digit to the left shows hours so the digit 2 shows hours and the digits 27 to the right show minutes. So the time is 2: 27. Show the real clock and explain the time by setting different times on the clock.



Activity 2:

Make two groups of students. Give each group a real digital clock and then give each group a flash card of time written on it. Ask them to show the time on the clock. Instruct them to raise their hands when they set the time. Call each group one by one to the front of the class and ask them to show their clock to the other group. Take their responses and appreciate them for their correct responses.

Sum Up:

(3 min)

Sum up the lesson by retelling students about digital clocks and tell them that this clock shows the time by using digits instead of hands.

Assessment:

(8 min)

To check the understanding of students, ask them to solve the given worksheet. Walk around the class, check their work and guide them where needed. Discuss with them their common mistakes.

Homework:

(2 min)

Solve Q3 of ‘Learning Check 5.1’ on page 121 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Match the analog clocks to the digital clocks.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 3

Period: 5

Unit Name: Time

Topic: Analog and Digital Clocks

Date:

Objective(s):

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

Read and write time from analog and digital clocks.

Use a.m. and p.m. to record the time from 12-hour clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 118-122

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their previous day homework.

Ask students: “What is the difference between an analog and a digital clock?” Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we are going to learn how to read and write time in an analog and a digital clock.

Make pairs of students. Instruct each pair to draw an analog and a digital clock in their notebooks. Then ask them to set a time of their own choice on an analog clock and the same time on a digital clock. Walk around and check their work. Instruct them to raise their hands when they are finished. Now call one pair of students to the front of the class and ask them to show their clocks to the whole class. Repeat this activity with each pair of the class. Appreciate them for their good work.

Activity 2:

Make two groups of students. Give the first group flash cards of analog clocks and the other group flash cards of digital clocks. Instruct the first group to show the flash card of the analog clock and the other group shows the digital clock flash card that shows the same time as the analog clock. Take their responses and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students about analog clocks and digital clocks and ask them to look at the analog clock and digital clocks that are given on pages 118 and 119. Also explain the ‘Notable Notes’ given on pages 118 and 119.

Assessment:

(5 min)

To assess the students learning, ask them to solve Q2 (f-i) of “Learning Check 5.1” given on page 121 of their textbooks.

Homework:

(2 min)

Solve Q4 of “Learning Check 5.1” given on page 122 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 3

Period: 6

Unit Name: Time

Topic: Analog and Digital Clocks

Date:

Objective(s):

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

Read and write time from analog and digital clocks.

Use a.m. and p.m. to record the time from 12-hour clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 119-123

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask students to tell the difference between an analog clock and a digital clock. Show the flash card of an analog clock and a digital clock. Then ask: "Which one is the analog and which is the digital clock?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Ask them to open their textbooks to page 117. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic

Activity 1:

Tell the students that they are going to learn how to tell the time and relate the time with a.m. and p.m.

Show the student a picture card and explain the situation given in the picture. For example:

"Wali is reciting the Holy Quran." Ask the students to look at the clock shown in the picture.

Explain to them that it is 9 o'clock in the morning. Now explain to the students that we use a.m. to tell the time from just after 12 midnight to just before 12 noon. So, we write the time as 9:00 a.m. Now show another flash card in which the girl is coming back from school.

Ask them to look at the clock and tell what time is on the clock. Take their responses and tell them that the time on the clock is 1: 20 and it is the time after 12: 00 noon. Now explain to the students that we use p.m. to tell the time from just after 12 noon to just before 12 midnight. So, we write the time as 1:20 p.m.



Activity 2:

Ask the students to open their textbook to pages 119 and 120, and look at the given picture in example 1.

Ask them to read the statement and explain it in their own words. Then explain to them that "Ali is offering Fajar prayer". Ask them to look at the clock (shown in the picture). The time is 5: 48 of the morning so we use a.m. Ask them to look at the clock (shown in picture 2). Tell them that the time is 8:13. Now explain to the students that we use p.m. as the time shown on the clock is 8:13 at night. So the time is 8:13 p.m.

Sum Up:

(3 min)

Sum up the lesson by retelling students about time in a.m. and p.m. by explaining the 'Notable Note' given on page 119. Also discuss the answer of the question given on page 117.

Assessment:

(8 min)

To assess the students learning, ask them to solve Q1 of "Learning Check 5.1" given on page 120 of their textbooks. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Solve Q5 of "Learning Check 5.1" given on pages 122 and 123 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 3

Period: 7

Unit Name: Time

Topic: Addition of Units of Time

Date:

Objective(s):

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

Add measures of time in hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 124, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Write the statement on the board: "Umer and his friends are playing cricket on Sunday at 03:30 in the afternoon". Ask students: "Do you know how to write the time using a.m. and p.m.?" Appreciate if anyone gives the right answer. Now explain to the students that we write the time as 03:30 p.m. because we use p.m. to tell the time from between 12 noon and 12 midnight.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell the students today we will learn how to add units of time.

Write the time 2 hours and 6 hours on the board and tell them that now we will add 2 hours and 6 hours. Tell the students we can add the units of time as we add simple numbers. Solve it step by step and explain it to the students in detail. Tell the students while adding the units of time to add the same units. Now in this example, just hours are given.

2 hours

+ 6 hours

8 hours

Write the question "Add 3 hours and 5 hours" on the board. Call a student to the board and ask him/her to add the hours. Ask the rest of the class to check if he/she is doing it correctly. Appreciate him/her for good work.

Activity 2:

Give them the worksheet and instruct them to complete it by following instructions. Roam around the class and check their work. Discuss with them their common mistakes. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to add the units of time by adding hours in hours.

Assessment:

(5 min)

To check the understanding of students, ask them to write any time in hours and then add them.

Homework:

(2 min)

Solve Q1(a, b) of "Learning Check 5.2" in their textbooks on page 124 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Add the following.

1 hour
+ 5 hours

7 hours
+ 2 hours

5 hours
+ 4 hours

43 hours
+25 hours

17 hours
+ 12 hours

11 hours
+ 23 hours

3 hours
+ 14 hours

21 hours
+ 32 hours

62 hours
+ 5 hours

6 hours
+ 21 hours

15 hours
+ 11 hours

17 hours
+ 22 hours

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 4

Period: 1

Unit Name: Time

Topic: Addition of Units of Time

Date:

Objective(s):

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

Add measures of time in hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 123-125

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Ask students: "How we can add units of time?" Take their responses and appreciate them for their good response. Ask them to write any two times in hours and then add them in their notebooks. Roam around the class, check their work and appreciate them for their good work.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make two groups of the class. Give one group the flash cards of the addition of hours and the second group the answers of the addition sums. Instruct the first group to show a card and the second group to show the card that shows the sum of these hours. Repeat this activity by giving the first group cards to the second group and the second group cards to the first group. Ask one member of each group to paste the flash card and the sum in front on the board. Check the work and appreciate them.

Activity 2:

Ask students to open their textbooks to page 123 and solve the example "Add 23 hours and 12 hours" in their notebook. Roam around the class and check their work. Write some questions of addition of hours on the board and ask them to add these hours in their notebooks. Roam around, check their work and guide them where needed.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can add the units of time in hours by solving different examples on the board. Tell them that we can add the units of time as we add simple numbers.

Assessment:

(5 min)

To check the understanding of students, ask them to solve the Q1 (c, d) of "Learning Check 5.2" given on pages 124 and 125 of their textbooks.

Homework:

(2 min)

Solve the Q1 (e, f) of "Learning Check 5.2" given on page 125 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Period: 2**

Unit Name: Time **Topic: Subtraction of Units of Time** **Date:** _____

Objective(s):

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

Subtract measures of time in hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 123-125

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can add the units of time?" Call a student to the front of the class and ask him/her to write any two times in hours and then add them. Take his/her response and appreciate them for their good work.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell the students today we will learn how to subtract units of time.

Write the time 7 hours and 3 hours on the board and tell them that we will subtract 3 hours from 7 hours. Tell the students we can subtract the units of time as we subtract simple numbers. Solve it step by step and explain it to the students in detail. Tell the students while subtracting the units of time to subtract the same units. Now in this example just hours are given.

Write the question "Subtract 15 hours from 19 hours" on the board. Call a student to the board and ask him/her to subtract the hours. Ask the rest of the class to check if he/she is doing it correctly. Appreciate him/her for good work.

7 hours
– 3 hours
4 hours

Activity 2:

Give them the worksheet and instruct them to complete it by following instructions. Roam around the class and check their work. Discuss with them their common mistakes. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to subtract the units of time by subtracting hours from hours.

Assessment:

(5 min)

To check the understanding of students, ask them to write any time in hours and then subtract them.

Homework:

(2 min)

Solve Q1 (g, h) of "Learning Check 5.2" in their textbooks on page 125 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Subtract the following.

7 hours – 6 hours

15 hours – 12 hours

27 hours – 21 hours

58 hours – 32 hours

36 hours – 22 hours

69 hours – 52 hours

33 hours – 11 hours

69 hours – 54 hours

76 hours – 15 hours

78 hours – 17 hours

24 hours – 13 hours

43 hours – 20 hours

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 4

Period: 3

Unit Name: Time

Topic: Subtraction of Units of Time

Date:

Objective(s):

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

Subtract measures of time in hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 123 and 125

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Ask students: "How we can subtract units of time?" Take their responses and appreciate them for their good response. Ask them to write any two times in hours and then subtract them in their notebook. Roam around the class, check their work and appreciate them for their good work.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make two groups of the class. Give one group the flash cards of the subtraction of hours and the second group the answers of the subtraction difference. Instruct the first group to show a card and the second group to show the card that shows the difference of these hours. Repeat this activity by giving the first group cards to the second group and the second group cards to the first group. Ask one member of each group to paste the flash card and the sum in front on the board. Check the work and appreciate them.

Activity 2:

Ask students to open their textbooks to page 123 and solve the example "Subtract 8 hours from 19 hours" in their notebooks. Roam around the class and check their work. Write some questions of subtraction of hours on the board and ask them to subtract these hours in their notebooks. Roam around and check their work and guide them where needed.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to subtract the units of time in hours by solving different examples on the board. Tell them that we can subtract the units of time as we do with simple numbers. Also explain the 'Notable Note' given on page 123 of their textbooks.

Assessment:

(5 min)

To check the understanding of students, ask them to solve the Q1 (I, j) of "Learning Check 5.2" given on pages 124 and 125 of their textbooks.

Homework:

(2 min)

Solve the Q1 (k, l) of "Learning Check 5.2" given on page 125 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Period: 4**

Unit Name: Time **Topic: Real-life Situation of Units of Time** **Date:**

Objective(s):

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

Solve real-life situations involving measures of time for addition of hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 125

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask them: "How we can add and subtract the units of time?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the statement on the board: "A fisherman spent 2 hours fishing in a day and 3 hours the next day.

How much time did he spend fishing altogether?" 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 time a fisherman spent fishing in two days is given and we have to find the total time he spent fishing both days. For this, we have to add 2 hours and 3 hours. Now solve the example step by step on the board and explain each step.

Time spent on first day	=	2 hours
Time spent on second day	=	3 hours
Total time	=	5 hours



Activity 2:

Make pairs of students and ask them to write some units of time in hours and then add these units of time. 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.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to add the units of time by solving examples on the board. Tell them that addition of units of time in hours is the same as the addition of whole numbers.

Assessment:

(5 min)

To assess the students learning, ask them make their own word problem related to addition of units of time in hours. Roam around, check their work and guide if required.

Homework:

(2 min)

Solve Q2 of "Learning Check 5.2" given in the textbook on page 125 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Period: 5**

Unit Name: Time **Topic: Real-life Situation of Units of Time** **Date:**

Objective(s):

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

Solve real-life situations involving measures of time for addition of hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 124-125, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can add units of time and tell the steps to addition?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the addition of units of time by using clue words of addition. 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 time on the board. Then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity with the other group. Appreciate them for their good work and also discuss with them their common mistakes.

Activity 2:

Give them the worksheet and instruct them to complete it by following instructions. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work and active participation in class.

Sum Up: (3 min)

Sum up the lesson by retelling students about the real-life situations of units of time. Ask them to open their textbooks to page 124 and solve example 1 in their notebooks.

Assessment: (5 min)

To assess the students learning, ask them to write the real-life problem of addition of time in hours and then share the problems with their classmates.

Homework: (2 min)

Solve Q3 of "Learning Check 5.2" given in the textbook on page 125 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. **Amna spends 5 hours in school and 2 hours in the computer lab. How much time does she spend altogether?**

2. **Haris spends 2 hours playing and 4 hours doing homework. How much time does he spend doing both activities?**

3. **A plane takes 3 hours to reach from city A to city B and takes 6 hours from city B to city C. How much time does the plane spend to reach from city A to city C?**

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Period: 6**

Unit Name: Time **Topic: Real-life Situation of Units of Time** **Date:**

Objective(s):

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

Solve real-life situations involving subtraction of measures of time in hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 126

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask them: "What are the clue words that are used for addition of units of time?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the statement on the board: "Rania spends 6 hours in school and 18 hours at home. How much more time does she spend at home?" 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 time that the time Rania spends in school and at home is given and we have to find how much more time she spends at home than in school. For this, we have to subtract 6 from 18 hours.

Time spent at home	=	18 hours
Time spent in school	=	6 hours
Difference in time	=	12 hours

Now solve the example step by step on the board and explain each step.

Activity 2:

Make pairs of students and ask them to write some units of time in hours and then subtract these units of time. 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.

Sum Up:

(3 min)

Sum up the lesson by retelling students how to subtract the units of time by solving examples on the board. Tell them that subtraction of units of time in hours is the same as the subtraction of whole numbers.

Assessment:

(5 min)

To assess the students learning, ask them make their own word problem related to subtraction of units of time in hours. Roam around, check their work and guide if required.

Homework:

(2 min)

Solve Q4 of "Learning Check 5.2" given in the textbook on page 126 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 4

Period: 7

Unit Name: Time

Topic: Real-life Situation of Units of Time

Date:

Objective(s):

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

Solve real-life situations involving subtraction of measures of time in hours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 124-126, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can subtract units of time and tell the steps to subtraction?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the subtraction of units of time by using clue words of subtraction. 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 subtraction of units of time on the board. Then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity with the other group. Appreciate them for their good work and also discuss with them their common mistakes.

Activity 2:

Give them the worksheet and instruct them to complete it by following instructions. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work and active participation in class.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the real-life situation of units of time. Ask them to open their textbooks to page 124 and solve example 2 in their notebooks.

Assessment:

(5 min)

To assess the students learning, ask them to solve the Q5 of "Learning Check 5.2" given in the textbook on page 126 in their notebooks.

Homework:

(2 min)

Solve Q6 of "Learning Check 5.2" given in the textbook on page 126 in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

- 1. Awais spends 4 hours at his grandmother's home and 5 hours at his aunt's home. In which home does he spend more time and by how much?**

- 2. A tailor stitches a few shirts in 8 hours and some trousers in 5 hours. How much less time does he spend to stitch the trousers than shirts?**

- 3. Sara spent 4 hours on her science activity and 3 hours doing her math homework. How much more time did she spend on her science activity than doing math homework?**

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 5

Period: 1

Unit Name: Measurement

Topic: Revision (mass)

Date:

Objective(s):

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

Recall the concepts of the unit measurement.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students: “How we can add the units of mass?”

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

3 kg 400 g
+ 5 kg 500 g

12 kg 700 g
+ 10 kg 200 g

15 kg 300 g
+ 12 kg 600 g

2. A shopkeeper sold 15 kg 100 g of sugar on Monday and 12 kg 800 g of sugar on Tuesday. How much quantity of sugar did he sell in both days?

--

3. The mass of the chair is 23 kg and the mass of the table is 35 kg 300 g. What is the weight of the chair and the table altogether?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2

Periodic Unit: 2

Week: 5

Period: 2

Unit Name: Measurement

Topic: Revision

Date:

Objective(s):

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

Revise the concepts of the subtraction of units of mass (measurement).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can subtract the units of mass?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

4 kg 900 g
– 2 kg 500 g

16 kg 490 g
– 11 kg 300 g

43 kg 788 g
– 32 kg 650 g

2. The mass of a bag of rice is 55 kg 200 g. A shopkeeper sold 42 kg of rice. How much rice does he have left?

--

3. Kamal's mass is 68 kg 598 g and his friend Mahad's mass is 55 kg 233 g. What is the difference between the mass of Kamal and Mahad?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Period: 3**

Unit Name: Measurement **Topic: Revision** **Date:**

Objective(s):

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

Revise the concept of the unit measurement (addition of units of capacity).

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can add the units of capacity?"

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

14 l 749 ml
+ 12 l 211 ml

36 l 999 ml
+ 15 l 234 ml

76 l 758 ml
+ 12 l 547 ml

2. A milkman sold 23 l 450 ml of milk in one day and 34 l 230 ml of milk on second day. How much quantity of milk did he sell in both days?

--

3. A water tank has a capacity of 67 l 384 ml and the capacity of the water tub is 28 l 221 ml. What is the capacity of both containers altogether?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Period: 4**

Unit Name: Measurement **Topic: Revision** **Date:**

Objective(s):

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

Revise the concept of the unit measurement (subtraction of units of capacity).

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can subtract the units of capacity?"

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

14 l 749 ml
– 12 l 211 ml

36 l 999 ml
– 15 l 234 ml

76 l 758 ml
– 12 l 547 ml

2. Tahir bought 14 litres of mango juice and 18 litres of orange juice. Which quantity of juice did he buy more of and by how much?

--

3. A petrol pump sold 485 l 360 ml of petrol on Saturday and 345 l 210 ml of petrol on Sunday. How much more petrol was sold on Saturday than on Sunday?

--

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Period: 5**

Unit Name: Time **Topic: Revision** **Date: _____**

Objective(s):

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

Revise the concept units of time.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "What is the difference between an analog and a digital clock?"

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

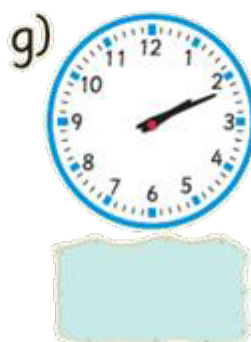
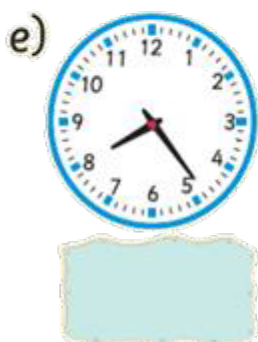
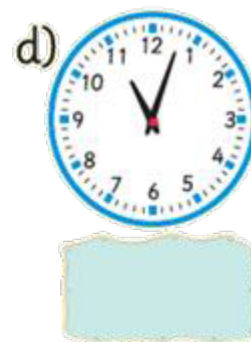
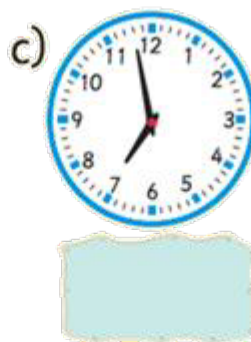
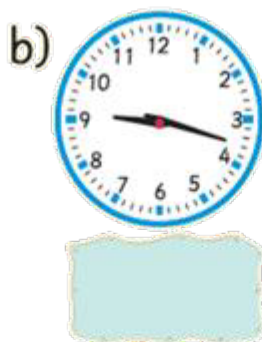
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

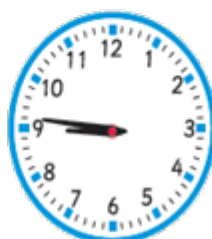
Name: _____

Date: _____

1. Look at each analog clock and write the time shown in the given box.



2. Match the analog clocks with the digital clocks.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Period: 6**

Unit Name: Time **Topic: Revision** **Date: _____**

Objective(s):

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

Revise the concept of unit addition of units of time.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: "How we can add the units of time?"

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

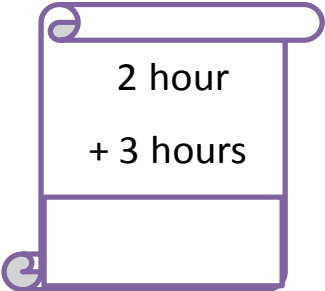
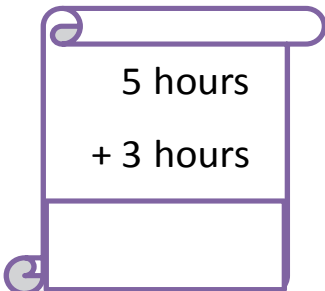
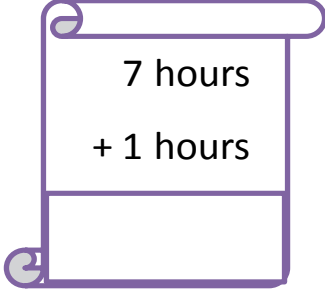
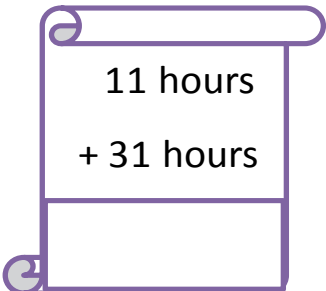
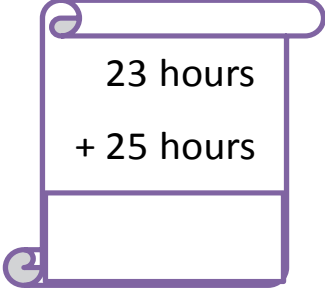
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Add the following.

2. Asma spends 2 hours cooking and 4 hours washing clothes. How much time does she spend doing both?

3. Mauz spends 3 hours playing football and 1 hour reading a storybook. How much time does he spend doing both?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Period: 7**

Unit Name: Time **Topic: Revision** **Date: _____**

Objective(s):

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

Revise the concept of unit subtraction of units of time.

Resource Material

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students:

"How we can subtract the units of time?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

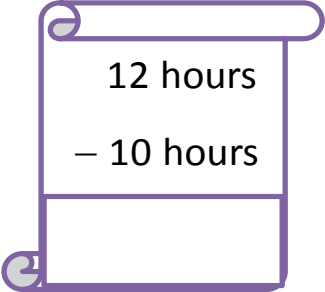
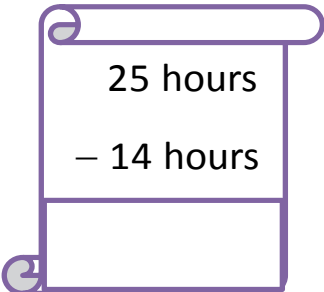
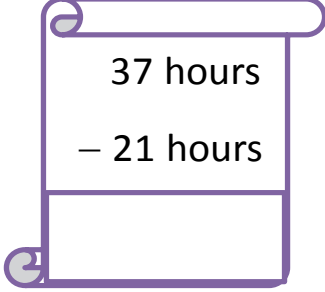
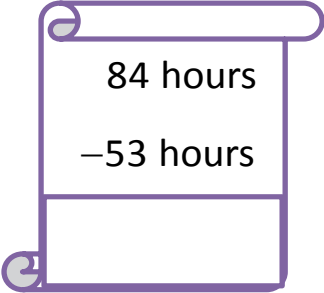
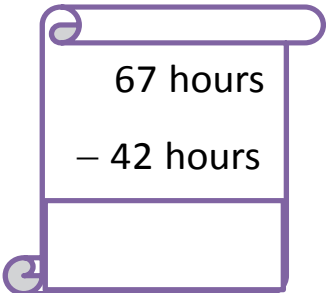
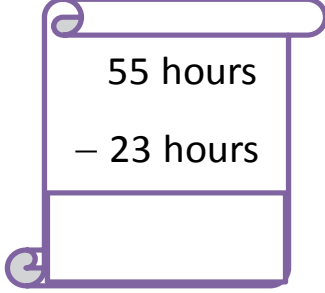
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Subtract the following.

 $\begin{array}{r} 12 \text{ hours} \\ - 10 \text{ hours} \\ \hline \end{array}$	 $\begin{array}{r} 25 \text{ hours} \\ - 14 \text{ hours} \\ \hline \end{array}$	 $\begin{array}{r} 37 \text{ hours} \\ - 21 \text{ hours} \\ \hline \end{array}$
 $\begin{array}{r} 84 \text{ hours} \\ - 53 \text{ hours} \\ \hline \end{array}$	 $\begin{array}{r} 67 \text{ hours} \\ - 42 \text{ hours} \\ \hline \end{array}$	 $\begin{array}{r} 55 \text{ hours} \\ - 23 \text{ hours} \\ \hline \end{array}$

2. Ahmad completes one task in 4 hours and the other task in 5 hours. Which task does he complete first and by how much?

3. Hania took 15 hours to paint a picture in a day and 4 hours the next day. How much less time did she spend painting the next day?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: Time **Topic:** Calendar **Date:**

Objective(s):

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

Read and write days and dates from the calendar.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of calendar

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask students:

How we read and write time from analog and digital clocks?

How we can add and subtract units of time?

How we can use the units of time in our daily life?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Display a calendar on the board. Explain to the students that a calendar is a very important in our everyday lives. It allows us to keep track of the days, weeks, months, and years. Tell the students there are 365 days in a year and 30 or 31 days in a month but February has 28/29 days. Tell the students how to read a calendar. Tell the students that when we read a calendar, we have to know what year, month, and day it is. Point out towards year, month and any day of this month to tell how we can find day, date and month in a calendar.



Activity 2:

Call a student to the front of the class. Ask him/her to read the months of the year in loud voice by pointing towards the months in a calendar. Now call another student to the front of the class and ask him/her to point out the specific month that you call and then ask him to point out the 15 date of that month and tell what is the day on that date. Take his/her response and appreciate them for their correct answer. repeat this activity to some other students of the class. .

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can find day, date and months in a calendar by pointing day, date and months in a calendar.

Assessment:

(5 min)

To assess the students, point out towards different date on the calendar and ask them to find the day on that date.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Time **Topic:** Calendar **Date:**

Objective(s):

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

Read and write days and dates from the calendar.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of calendar

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Paste a wallchart of calendar on the board to the front of the class.

Call a student to the front of the class, Say the name of the month and ask him/her to with the help of index finger tell the position of the different months in the calendar.

Main Activities/Concept Building:

(25 min)

Activity :

Display a calendar on the wall to the front of the class. Explain to the students that not all months have the same number of days: some months have 31 days; some have 30 days; and one month even has 28 (or 29) days. It can be difficult to remember how many days are there in each month. Tell a short trick to remember the days of each month. Tell the students they can use their knuckles and the spaces between their knuckles to represent the months. Tell the students that they can imagine that the four knuckles on their hands are mountains and the spaces in between are valleys. Start from one side of their hand, with January on top of the first mountain. February then is in the first valley, March on the second mountain, etc. When they reach the last knuckle on their hand, continue on to the first knuckle on their second hand. Now tell the students that the months which are on top of the 'mountains' have 31 days. The months in the valleys have 30 days, with the exception of February, which has 28 (or 29) days. Explain that February is different from the other months because it has 28 days or 29 days. Now tell the students there are 365 days in a year, but in a leap year 366 days because February has 29 days.



Sum Up:

(3 min)

Sum up the lesson by retelling students about how many months in a year and how we can find a specific day and date on the calendar by show different days and dates on calendar.

Assessment:

(5 min)

To assess the students, ask them to circle the date of birth of our grater leader “Quaid-e-Azam” on the calendar.

Homework:

(2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Time **Topic:** Calendar **Date:**

Objective(s):

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

Read and write days and dates from the calendar.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 126 and 127, Calendars, flash cards of different dates and days

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students some questions related to time and calendar:

How calendar help us to find day and dates?

How many months in a year?

How many days are in month of June and October?

How many Sundays are in month of December?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask students to work in pairs and give each pair a calendar. Give each student flash cards of different dates and days of specific events. Instruct them to find that day and date on the calendar. Roam around the class, check their work and guide them where needed. Ask them to raise hand when finished. Now call one by one each pair to the front of the class and instruct them to display their calendar on the board and explain each day and date that they mention on the calendar. Appreciate them for their good work.

Activity 2:

Display a calendar on the board to the front of students. Call a student to the front of the class. Ask him/her to point out the month, day and date of their date of birth. Repeat this activity to each student of the class. Appreciate them for their correct working. Now ask them to open their textbook page 126 and 127 and observe the calendar and date, day and months on the calendar.

Sum Up: (3 min)

Sum up the lesson by retelling students that how we can find, date, day and months on the calendar by giving different examples.

Assessment: (5 min)

To assess the students, ask them to open their textbook page 127 and solve Q1 (a, b, c) of “Learning Check 5.3”.

Homework: (2 min)

Solve Q1 (d, e, f) of “Learning Check 5.3” given at page 127 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 4**

Unit Name: Time **Topic:** Summary and Review Exercise **Date:**

Objective(s):

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, Textbook pages 128, 129 and 130

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Time”.

Ask them the following to let them revise the basic concepts of Time:

“What is the difference between analog and digital clock?”

How many numbers are in analog clock? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 128 and 129 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 5” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on pages 128.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of “Unit Check 5” given on page 129 and 130 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Time **Topic:** Summary and Review Exercise **Date:**

Objective(s):

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, Textbook pages 128, 130 and 131

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Time”.

Ask them the following to let them revise the basic concepts of time:

“How we can tell time by using analog and digital clocks?”

Point out towards the clock in the classroom and ask them what time is on the clock?

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 130 and 131 of their textbooks. Ask them to solve Q4 and Q5(a, b, c) of “Unit Check 5” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on pages 128.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q5(d, e, f) of “Unit check 5” given on page 131 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Time **Topic:** Summary and Review Exercise **Date:**

Objective(s):

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, Textbook pages 128 and 131

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Time”.

Ask them the following to let them revise the basic concepts of time:

“How we can find day, dates and months on the calendar?”

How many months in a year?

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 131 of their textbooks. Ask them to solve Q6 and Q7 of “Unit Check 5” in their notebooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on pages 128.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q8 of “Unit check 5” given on page 131 of their textbooks in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Geometry **Topic: Measuring Line Segments** **Date:**

Objective(s):

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

Measure line segments to the nearest centimeter and millimeter.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 132 and 136, Board geometry box

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

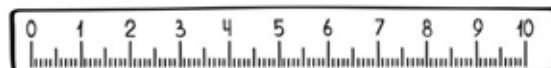
Ask students about their home work. Ask them about time and calendar and their use in our daily life. Tell them that today we will learn about how to measure the line segment. Ask them: Do you know how we can measure the line segment? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask them to open their textbooks to page 132. Have them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic. Tell the students that today they are going to learn how to measure the line segment.



Draw a line on the board with board marker of any length. Take a ruler and point out towards the Zero of the ruler and tell them that when we measure the line segment we start from 0 of the ruler. The long lines on the ruler represent centimeters and small lines represent millimetres. Now put the ruler along the line segment and measure the line with the help of ruler and explain each step to students. tell them that the length of the line by pointing how many centimeter and millimetres long is the line segment. Repeat this activity by measuring different line segments and explaining students how to measure the line segment.

Activity 2:

Draw a line on the board. Call a student to the front of the class and instruct him/her to measure the line segment with the help of ruler. Ask the rest of the class, to check and tell whether he/she measuring the length of the line segment correctly. Appreciate him/her for measuring correct length of the line segment. Repeat this activity to some students of the class.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can measure the line segment with the help of ruler by drawing different line segments and measuring with the help of ruler. Also discuss with them the answer of the question given on page 132.

Assessment:

(5 min)

To assess the students, ask them how we can measure the line segments, from where we start to measure on ruler, etc.

Homework:

(2 min)

Solve Q1 (a) of “Learning Check 6.1” given at page 136 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Geometry **Topic: Measuring Line Segments** **Date:**

Objective(s):

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

Measure line segments to the nearest centimeter and millimeter.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 133, 134 and 136, Board geometry box

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Point towards the ruler and ask students to tell the centimetre and millimetres on the ruler. Ask them how many millimetres are in one centimetre? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Draw a line segment on the board and put the ruler on the line segment such the ‘0’ of the ruler is at the starting point of the ruler and then read the reading of the ruler where the line segment ends. Tell the students how many centimetre and metre long the length of the line segment. Repeat this activity by measuring different line segments and tell students how to read the length of the line segment on the ruler. Tell students there are 10 millimetres between one metre by pointing toward the ruler and counting the number of small lines between two centimetres.

Activity 2:

Instruct students to draw a line segment in their notebook and measure the length of the line segment with help of the ruler. Roam around the class, check their work and guide them where needed. Ask students to open their textbook page 133 and point towards the ruler and tell how we measure the line segment with the help of ruler.

Sum Up: (3 min)

Sum up the lesson by retelling students that how we can find, date, day and months on the calendar by giving different examples.

Assessment: (5 min)

To assess the students, ask them to open their textbook page 136 and solve Q1 (b, c) of “Learning Check 6.1”.

Homework: (2 min)

Solve Q1 (d, e) of “Learning Check 6.1” given at page 136 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**

Unit Name: Geometry **Topic: Drawing Line Segments** **Date:** _____

Objective(s):

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

Draw line segments to the nearest centimeter and millimeter.

Resource Material:

Chalk/Marker, White/Blackboard, Board Geometry box

Teaching & Learning Activities:

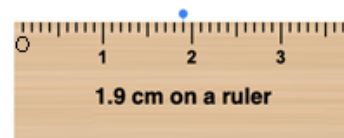
Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah. Ask students: How are you? Encourage them to say, "Alhamdulillah". Ask them about their homework. Ask students: how we can measure the line segment by using a ruler. Take their responses and instruct them to draw a line segment in their notebook and then measure and tell how many centimetres and millimetres long is the line segment. Take their responses and appreciate them for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about how to draw a line segment of the given length with the help of a ruler. Take a ruler and put it along the board. Tell them that we draw a line segment of 1 cm 9 mm long. For this put the tip of the marker on the 0 of the ruler and move along the ruler and count 9 small lines after 1 cm. point out a dot their and then remove the ruler and draw a line from 0 to that point. This is the line segment that is 1.9 cm long. Repeat this activity by drawing lines of different length with the help of ruler.



Activity 2:

Call a student to the front of the class and instruct him/her to draw the line segment of 7 cm 3 mm long with the help of a ruler. Ask the rest of the class, to check and tell whether he/she draw the correct line segment of exact measure 7 cm and 3 mm. Appreciate him/her for drawing correct line segment of length 7 cm 3mm. Repeat this activity to some students of the class.

Sum Up: (3 min)

Sum up the lesson by re-telling students how to draw a line segment with the help of ruler by drawing different line segments of different lengths.

Assessment: (5 min)

To assess the students, ask them to draw a line segment of 4 cm 5 mm long in their notebook with the help of ruler. Roam around the class, check their work and guide where needed.

Homework: (2 min)

Draw a line segment of 3 cm 8 mm, 2cm 5mm and 7 cm 3 mm long in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Geometry **Topic: Drawing Line Segments** **Date:**

Objective(s):

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

Draw line segments to the nearest centimeter and millimeter.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 134, 136 and 137, Board geometry box, Flash cards of lengths of different measures

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them about their homework. Ask students some questions related to draw a line with the help of ruler:

How we can draw a line segment by using ruler?

When we draw line with the help of ruler from where we start to draw a line?

Take their responses and appreciate them for correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn how to draw a line segment with the help of a ruler. Tell them that we are going to draw a line segment of 9.5 cm long. Tell them that to draw a line segment of 9 cm 5 mm first we look at point 0 of the ruler and put a dot there and then move along the ruler and after 9 we count 5 line and then put a dot there with the help of marker/chalk. Remove the ruler and join the two point and give names to the starting and ending point for example x and y. This shows that the line segment XY is 9 cm 5 mm long. Repeat this activity by drawing different line segments on the board and explain each step of drawing line segment to students.



Activity 2:

Ask students to open their textbook page 134. Ask them to observe the steps to draw a line segment of the given length. Instruct them to draw a line segment of the given length in their notebook. Roam around the class and check their working. Guide them where needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the steps to draw the line segment of a given length. Also explain the “Notable Note” given at page 134 of their textbook.

Assessment:

(5 min)

To assess the students learning, ask them to solve Q2(a, b) of “Learning Check 6.1” at page 136 of the textbook. Roam around the class, check their work and guide where needed. Appreciate them for their good work.

Homework:

(2 min)

Solve Q2(c, d) of “Learning Check 6.1” at page 137 of the textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Geometry **Topic: Point, Line, Line Segment and Ray** **Date:**

Objective(s):

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

Recognize point, line, ray and line segment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 135 and 138, Map

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them about their homework. Ask students to draw a line of 3 cm 8 mm in their notebook with the help of ruler. Roam around the class, check their work and guide them if required.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about point and line. Ask them: Do you know about point? Take their responses and appreciate if someone gives the right answer. Now paste a map on the wall and Tell them that when we search on map a specific city or country the map shows a red mark on that city. Point out towards the map and show that red dots on map. Tell them that these dot are called points. Tell them that a point has no length and width. Make a dot with marker or chalk on the board and tell them that this is the point and give it name Capital X. tell them that a point is denoted by capital letters.



Activity 2:

Make pairs of students and give each student a map and ask them to mark point at the city where Quaid-e-Azam and Allama Iqbal was born. Instruct them to make point of your city. Move around and check their working and appreciate for the good working. Instruct them after working come one by one on the board and show their working.

Sum Up: (3 min)

Sum up the lesson by re-telling students about point that it has not width and length it just a dot. Ask them to open their textbook page 135 and learn about point.

Assessment: (5 min)

To assess the students learning, ask them some questions related to point. Ask them to draw some points in their notebooks and name them with some capital letters.

Homework: (2 min)

Ask them to solve Q7 of the “Learning check 6.1” given at page 138 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Geometry **Topic: Point, Line, Line Segment and Ray** **Date:**

Objective(s):

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

Recognize point, line, ray and line segment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 135 and 138

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them about their homework. Ask them to draw some points in their notebooks and then name them with capital letters. Ask them to come one by one and show their working to the whole class. Ask them: is point has any size? Take their responses and tell them that appoint is just a single dot that we mark with tip of the pencil it has no length, width and height.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about line. Ask them: Do you know about line? Take their responses and appreciate someone that gives the right answer. Now draw a line on the board and make arrows on both sides and tell that look at these arrows. These shows that the line is moving in both directions. Tell them that a line is a combination of points and have no end point. Tell them that we cannot measure the length of the line with the help of ruler as it moves in both directions.

Activity 2:

Call a student to the front of the class and ask him/her to draw a line 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. Give them worksheet and ask them to follow the instruction and complete it. Roam around the class, check their work and appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students the length of the line cannot be measured (Notable Note) as it moves in both direction and never end. Ask them to open their textbook page 135 and learn about line.

Assessment: (8 min)

To assess the students learning, ask them some questions related to line. Ask them to draw some lines in their notebooks and name them with some capital letters.

Homework: (2 min)

Ask them to solve Q5 of the “Learning Check 6.1” given at page 138 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

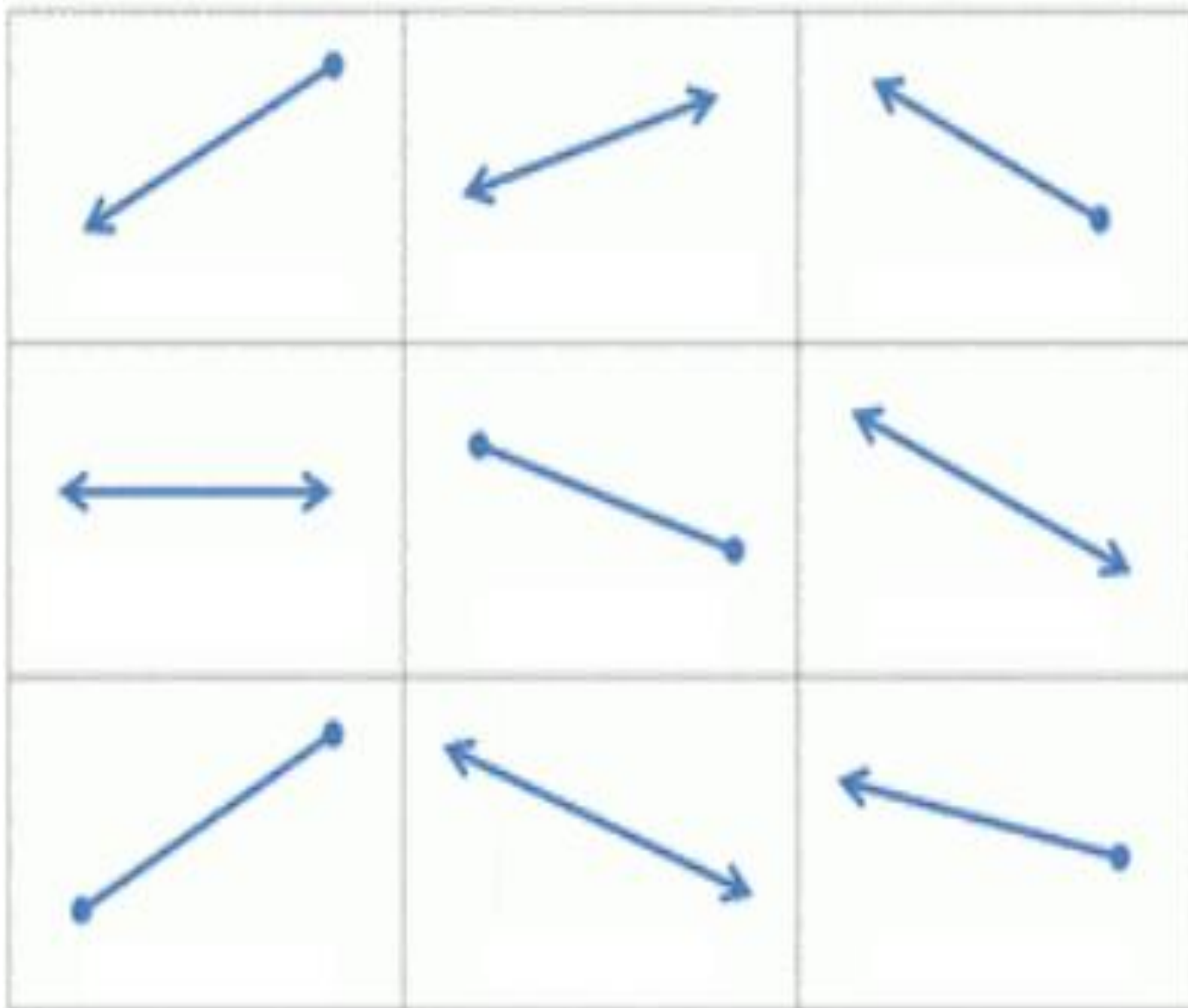
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Circle the line from the following.



2. Draw a line FG.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Geometry **Topic: Point, Line, Line Segment and Ray** **Date:**

Objective(s):

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

Recognize point, line, ray and line segment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 135 and 138

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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? Ask them draw a line TU in the notebook. Roam around the class, check their work and guide them where needed.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about ray. Ask them: Do you know about ray? Take their responses and appreciate someone that gives the right answer. 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.

Activity 2:

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. Repeat this activity to each student of the class for more practice.

Sum Up: (3 min)

Sum up the lesson by retelling students the length of the ray cannot be measured (Notable Note) as it moves in one direction and never ends. Ask them to open their textbook page 136 and learn about ray.

Assessment: (8 min)

To assess the students learning, ask them some questions related to ray. Ask them to draw some rays in their notebooks and name them with some capital letters.

Homework: (2 min)

Ask them to solve Q6 of the "Learning check 6.1" given at page 138 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Geometry **Topic: Point, Line, Line Segment and Ray** **Date:**

Objective(s):

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

Recognize point, line, ray and line segment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 135, 137 and 138,

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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. Repeat this activity to some other students of the class.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about line segment. Ask them: Do you know about line segment? Take their responses and appreciate someone that gives the right answer. 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.

Activity 2:

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.

Give them worksheet and ask them to follow the instruction and complete it. Roam around the class, check their work and appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students the length of the line segment can be measured (Notable Note) as it has both starting and ending points. Ask them to open their textbook page 135 and learn about line segment.

Assessment: (8 min)

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: (2 min)

Ask them to solve Q3 and Q4 of the “Learning check 6.1” given at page137 and 138 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Draw a line AB.

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)



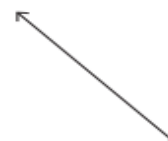
4)



5)



6)



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 1**
Unit Name: Geometry **Topic: Quadrilaterals** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of quadrilaterals

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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. Ask the rest of the class to check and correct if needed. Appreciate him/her for their correct work.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students to day we will learn about the quadrilaterals. 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.



Activity 2:

Make pairs of students and ask them to find the objects in your classroom that are if 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. Appreciate them for their correct work.

Sum Up:

(3 min)

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

Assessment:

(5 min)

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:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Geometry **Topic: Quadrilaterals** **Date:** _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 139 and 141,

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about quadrilaterals. 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. Explain notable note given at page 139 of their textbook.



Activity 2:

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. Appreciate them for good work. The group with correct and quick work announce to be the winner.

Sum Up: (3 min)

Sum up the lesson by retelling students all shapes and objects that have four sides and four corners are called quadrilateral. Ask students to open their textbook page 129 and instruct them to observe the quadrilaterals.

Assessment: (8 min)

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

Homework: (2 min)

Solve Q1 of “Learning Check 6.2” given at pages 141 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Geometry **Topic: Quadrilaterals** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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.

Main Activities/Concept Building: (22 min)

Activity 1:

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.



Activity 2:

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. Appreciate them for their good work and the group that has accurate and quick work announce to be the winner.

Sum Up: (3 min)

Sum up the lesson by retelling students a triangle has three sides and three corners. Ask students to open their textbook page 139 and learn about triangles.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2 of “Learning Check 6.2” given at pages 141 of their textbooks. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Solve Q3 of “Learning Check 6.2” given at pages 141 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: Geometry **Topic: Perimeter** **Date:**

Objective(s):

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

Calculate perimeter of square.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 140 and 142, Flash cards of squares of different lengths

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Draw a square, rectangle and triangle on the board. Call a student to the front of the class and ask him/her to circle the quadrilaterals and also write the sides of each shape.

Take his/her response and appreciate them for their correct responses.

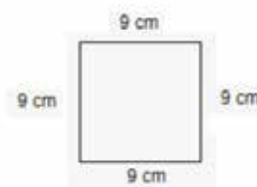
Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about how to calculate the perimeter of the square. Tell them that as square has four equal sides, draw a square of length 3 cm on the board. Write 9 cm along all its sides. Tell them that we can calculate the perimeter of a square by adding the length of its four sides. As square has four sides so add 9 cm four times

Perimeter of a square = $9\text{ cm} + 9\text{ cm} + 9\text{ cm} + 9\text{ cm} = 36\text{ cm}$

Explain to find the perimeter of square by solving different examples on the board.



Activity 2:

Make small groups of students. give each group some flash cards of squares of different length. Instruct them to find the perimeter of these squares. Roam around the class and check their work. Ask them to raise their hand when finished. Now call one by one each group to the front of the class and ask them to present their work to them. Appreciate them for their good work and also discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by retelling students how to calculate the perimeter of square by solving examples on the board. Ask them to open their textbook page 140 and learn about how to find the perimeter of square.

Assessment: (8 min)

To assess the students learning, ask them to solve Q4(a, b) of “Learning check 6.2” given at page 142 of their textbooks in their notebooks. Roam around the class, check their work and correct if needed. Ask them to solve Quick check given at page 140 of their textbook in their notebook.

Homework: (2 min)

Solve Q4(c, d) of “Learning check 6.2” given at page 142 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: Geometry **Topic: Perimeter** **Date:** _____

Objective(s):

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

Calculate perimeter of rectangle.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 140 and 143, Flash cards of rectangles of different lengths

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: how we can find the perimeter of closed figures? Take their responses and tell them that by adding the lengths of all sides of the closed figure we can find the perimeter of that shape. Draw a square of 12 m and ask them to find the perimeter of that square in their notebook. Roam around and check their work and guide them where needed.

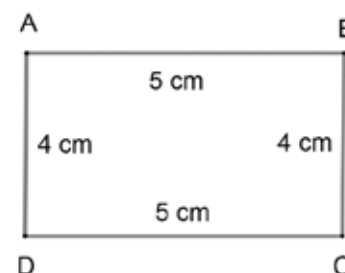
Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about how to calculate the perimeter of the rectangle. Tell them that as rectangle has opposite sides of equal length or two long and two short sides, draw a rectangle of length 5 cm and width of 4 cm on the board. Tell them that we can calculate the perimeter of a rectangle by adding the length of its four sides. So now we calculate the perimeter of the rectangle by adding its lengths.

Perimeter of a rectangle = 5 cm + 4 cm + 5 cm + 4 cm = 18 cm

Explain to find the perimeter of rectangle by solving different examples on the board.



Activity 2:

Make small groups of students. give each group some flash cards of rectangles of different length. Instruct them to find the perimeter of these rectangles. Roam around the class and check their work. Ask them to raise their hand when finished. Now call one by one each group to the front of the class and ask them to present their work to them. Appreciate them for their good work and also discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by retelling students how to calculate the perimeter of rectangle by solving examples on the board. Ask them to open their textbook page 140 and learn about how to find the perimeter of rectangle.

Assessment: (5 min)

To assess the students learning, ask them to solve 5(a) of “Learning check 6.2” given at page 143 of their textbook in their notebook.

Homework: (2 min)

Solve Q5(b, c) of “Learning check 6.2” given at page 143 of their textbook in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Geometry **Topic:** Perimeter **Date:**

Objective(s):

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

Calculate perimeter of triangle.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 141 and 143, Flash cards of triangles of different length

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask students: "what is meant by perimeter? How to find the perimeter of square and rectangle? Take their responses and appreciate them for their correct answer. draw a square and rectangle on the board and ask them to find the perimeter of these shapes in their notebook. Roam around and check their work.

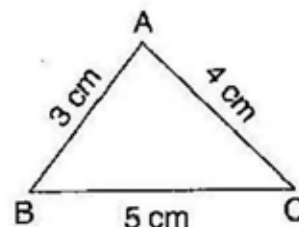
Main Activities/Concept Building: (25min)

Activity 1:

Tell students today we will learn about how to calculate the perimeter of the triangle. Tell them that as triangle has three sides, that may be of equal length or not. Draw a triangle of the given length on the board. Tell them that we can calculate the perimeter of a triangle by adding the length of its three sides. As triangle has three sides of 3 cm, 4 cm and 5 cm length. So we can add these to find the perimeter of this triangle.

Perimeter of a triangle = 3 cm + 4 cm + 5 cm = 12 cm

Explain to find the perimeter of triangle by solving different examples on the board.



Activity 2:

Make small groups of students. give each group some flash cards of triangles of different length. Instruct them to find the perimeter of these triangles. Roam around the class and check their work. Ask them to raise their hand when finished. Now call one by one each group to the front of the class and ask them to present their work to them. Appreciate them for their good work and also discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to find the perimeter of triangle. Ask them to open their textbook page 141 and learn about perimeter of triangle and find the perimeter of the triangle given in textbook in their notebook.

Assessment: (5 min)

To assess the students, ask them how we find the perimeter of the triangle. Ask them to solve Q6(a, b) of "Learning check 6.2" given at page 143 of their textbook in their notebook.

Homework: (2 min)

Q6(c, d) of "Learning check 6.2" given at page 143 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 7**

Unit Name: Geometry **Topic:** Circles **Date:**

Objective(s):

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

Identify center, radius and diameter of a circle.

Resource Material:

Chalk/Marker, White/Blackboard, Blank paper, Scissor, Wallchart of circle shaped objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: how we can find the perimeter of closed shapes? How we find the perimeter of square, rectangle and triangle? Take their responses and ask them to draw a square, rectangle and a triangle of lengths of your own choice and find the perimeter of these shapes.

Roam around the class, check their work and guide them where needed.

Main Activities/Concept Building: (25min)

Activity 1:

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.

Activity 2:

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.

Sum Up: (3 min)

Sum up the lesson by re-telling students about a circle. Draw a circle on the board and tell them about objects that are of circle in shape.

Assessment: (5 min)

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: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**

Unit Name: Geometry **Topic:** Circles **Date:**

Objective(s):

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

Identify center, radius and diameter of a circle.

Resource Material:

Chalk/Marker, White/Blackboard, A big flash card of circle, Textbook page 145 and 146, blank papers, scissors

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Draw a circle on the board and ask them to tell the name of the given shape. Take their response that must be circle. Now call a student to the front of the class and ask him/her to mention its centre point. Ask the rest of the class to check and tell whether it is correct or not.

Appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about circle and its parts. Draw a circle on the board and also a centre point of the circle. Ask students: Do you know about the diameter of the circle? Take their responses and then take a paper and cut it with the help of cutter or scissor in shape of circle. Show the circle to students. Now fold the circle from the mid and show it to them the line that is in the mid of the circle. Tell them that this line is called the diameter of the circle.



Activity 2:

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. Then draw a line that pass through the circle and meet the end points of the circle. That line is the diameter of the circle. 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.

Sum Up: (3 min)

Sum up the lesson by explaining to students about centre point and diameter of the circle. Tell them that the line that meet both endpoints of the circle and passes through the midpoint of the circle is called diameter.

Assessment: (5 min)

To assess the students learning, ask them to what is meant by diameter of the circle. Ask them to draw a circle in their notebook and then show diameter of the circle.

Homework: (2 min)

Solve Q1 of "Learning Check 6.3" given at page 145 and 146 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Geometry

Topic: Circles

Date:

Objective(s):

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

Identify center, radius and diameter of a circle.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 144 and 146, scissors, paper, pencil

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask student about their homework. Call a student to the front of the class and ask him/her to draw a circle and then show centre point and diameter of the circle. Also give name to the centre and diameter of the circle. Ask the rest of the class to check and correct if needed.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn about the circle and its parts. Draw a circle on the board and also a centre point and diameter of the circle. Ask students: Do you know about the radius of the circle? Take their responses and then take a paper and cut it with the help of a cutter or scissors in the shape of a circle. Show the circle to students. Now fold the circle from mid and show it to them the line that is in the mid of the circle. Tell them that this line is called the diameter of the circle. Now point out the line that is from centre to the end of the circle and tell them that this line is radius of the circle. Tell students a circle has numbers of radius as every line that starts from the centre and meets the endpoint of the circle is the radius.



Activity 2:

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. Then draw a line that start from the centre of the circle and meet at endpoints of the circle. That line is the radius of the circle. 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.

Sum Up:

(3 min)

Sum up the lesson by explaining to students about the radius and diameter of the circle by draw a circle and labelling its diameter and radius. Also explain the “Notable Note” given at page 144 of their textbook.

Assessment:

(5 min)

To assess students learning, ask them what is the difference between diameter and radius of the circle? Take their responses and then ask them to draw a circle and label its parts. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Solve Q2 of “Learning Check 6.3” given at page 146 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Geometry **Topic:** Circles **Date:**

Objective(s):

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

Identify center, radius and diameter of a circle.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 144, 145 and 146, papers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Draw a circle and its parts. Call a student to the front of the class and ask him/her to label the parts of the circle. Take his/her response and appreciate them for their correct response. Repeat this activity with two or more students of the class.

Main Activities/Concept Building: (22 min)

Activity 1:

Call a student to the front of the class. Instruct him/her to draw a circle on the board and then show a centre point of that circle. Now call another student to the front of the class and ask him/her to draw a line that shows the diameter of the circle and name it. Ask the rest of the class to check and tell whether it is correct or not. Now ask students: How many diameters a circle has? Take their responses and tell them a circle has unlimited diameters as all lines that passes through centre point and meet the endpoint of the circle is the diameter of the circle. Now call another student to the front of the class and ask him/her to three radii of that circle. Take their responses and appreciate them for their correct responses. Repeat this activity to some other students of the class.

Activity 2:

Ask students to open their textbook page 144 and 145 and observe the circle and the objects that are in circle shape. Ask them to look at the steps of folding paper and for the parts of the circle as given in the book. Take paper and repeat that steps and show each part of the circle that mentions in book.

Sum Up: (3 min)

Sum up the lesson by retelling students about the circle and its parts. Also explain the “Notable notes” given at page 145 of their textbook.

Assessment: (8 min)

To assess the students learning given them worksheet and ask them to solve the given worksheet by following instruction. Roam around the class and check their work.

Homework: (2 min)

Solve Q3 of “Learning Check 6.3” given at page 146 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

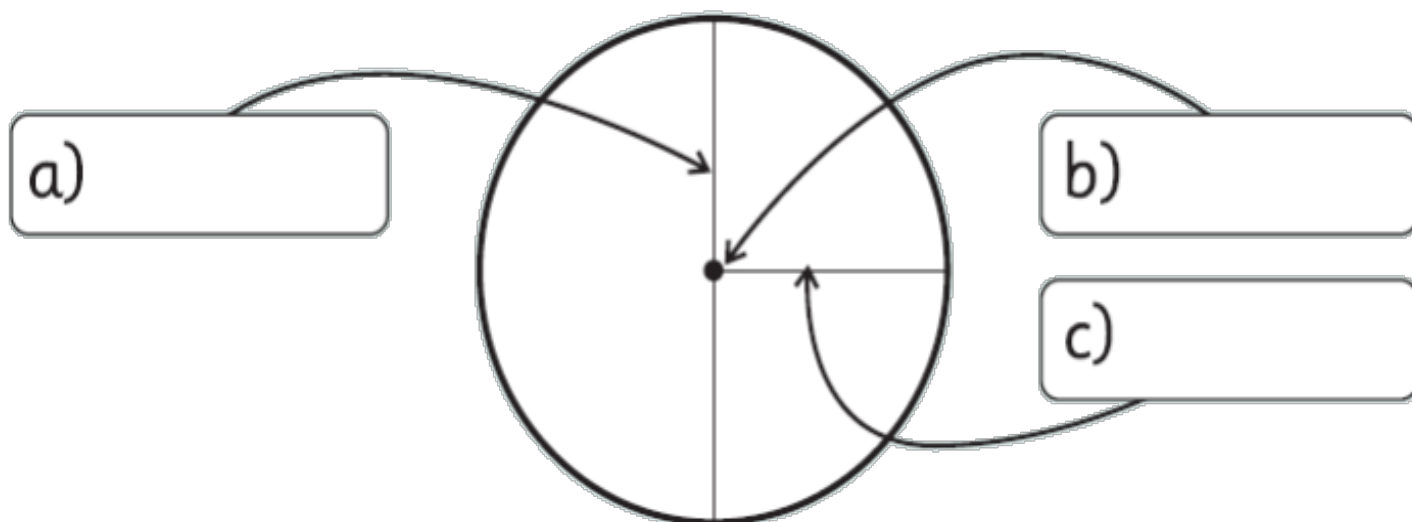
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

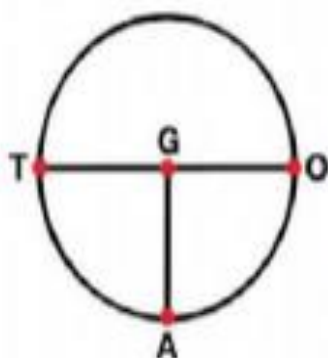
Name: _____

Date: _____

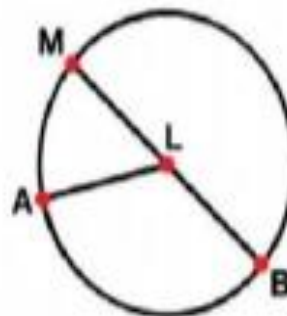
1. Label the parts of the circle.



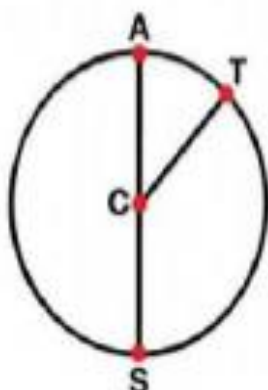
2. Write the names of the parts of the given circle.



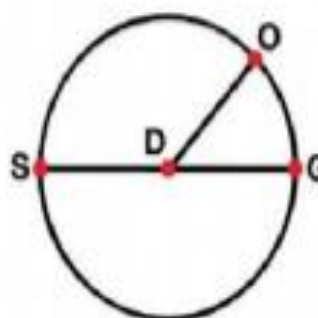
circle: _____
radius: _____
diameter: _____



circle: _____
radius: _____
diameter: _____



circle: _____
radius: _____
diameter: _____



circle: _____
radius: _____
diameter: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Geometry **Topic: Reflective Symmetry** **Date:**

Objective(s):

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

Identify reflective symmetry in two- dimensional (2-D) shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 139-140

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

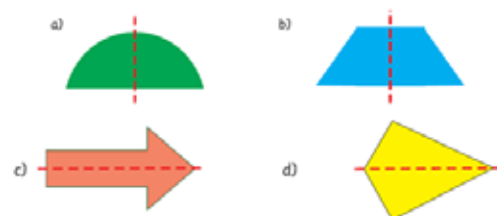
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

What is a circle? What is the difference between diameter and radius of the circle? Take their responses and appreciate them for their correct answers. Now ask them to draw a circle in their notebooks and mention its parts and label them.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell them that today they are going to learn about identification of symmetric figures. Draw some shapes on the board and draw a line of symmetry. Ask them to look at these figures. These are symmetric figures. Explain to the students that the dotted line (or the fold line) in these figures is the line of symmetry. Figures ‘a’ and ‘b’ have a vertical line of symmetry, while figures ‘c’ and ‘d’ have a horizontal line of symmetry. Explain to them that we can see in the following figures that both parts are the same and fit each other.



Activity 2:

Give flash cards of 2-D shapes to students and ask them to draw a line of symmetry. Roam around the class and check their work and guide them where needed. Now call random students to the front of the class and ask them to show their working to the whole class. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students what is meant by reflective symmetry by drawing different shapes on the board and then draw line of symmetry such that it divides the shape in such a way that both part looks like same.

Assessment: (8 min)

To assess the students learning, draw some shapes on the board and ask them which of the given shape has reflective symmetry which one has not. Take their responses and appreciate them for their correct answer.

Homework: (2 min)

Solve Q1 of “Learning Check 6.4” given at page 148 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Geometry

Topic: Reflective Symmetry

Date:

Objective(s):

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

Identify reflective symmetry in two- dimensional (2-D) shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 148

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

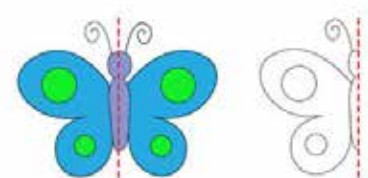
Ask students about their homework. Draw a square and divide it into two equal parts. Draw another circle and divide them into two unequal parts. Ask students to look at the shapes and tell which square has line of symmetry and which one has not. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

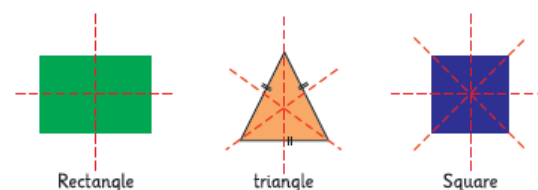
(25 min)

Activity 1:

Tell them that today they are going to learn about symmetric figures. Draw a butterfly on the paper. Ask the students to look at the butterfly. When it folds its wings, we can see that both sides match. Explain to the students that lines of symmetry divide each figure into equal halves. Explain to the students that the butterfly shows line a symmetry. The line of symmetry is vertical.

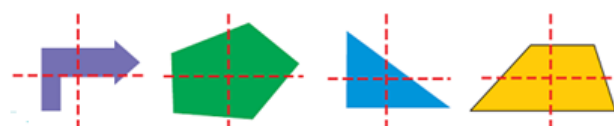


Draw a square, rectangle and triangle on the board and draw different line of symmetry and explain to them that a shape have more than one lines of symmetry.



Activity 2:

Now ask the students to look at the following figures and the dotted line. Explain to them that we can see that these lines are not dividing the shapes into equal halves. So, there is no line of symmetry and the figures are not symmetric. Similarly explain the students that the following figures are not symmetric and have no line of symmetry.



Sum Up:

(3 min)

Sum up the lesson by repeating the retelling students about symmetric figures and non-symmetric figures by giving different examples. Tell them that a figure has more than one line of symmetry.

Assessment:

(5 min)

To assess students learning, write some English alphabets on the board and ask them to write that letters in their notebook and the draw a line of symmetry and tell which one shows the reflective symmetry.

Homework:

(2 min)

Solve Q2 of “Learning Check 6.4” given at page 148 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Geometry **Topic: Reflective Symmetry** **Date:**

Objective(s):

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

Identify reflective symmetry in two- dimensional (2-D) shapes.

Identify and draw lines of symmetry.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash cards of English alphabets

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Draw some symmetric and non-symmetric shapes on the board and ask them to tell which shapes are symmetric and which is not. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell them that today they are going to learn how to draw a line of symmetry. Ask the students to look at the letters of the alphabet given below that are symmetric along the vertical line. Now explain to them that the given letters below are symmetric along the horizontal line. Explain them that the given letters below have both horizontal as well as vertical lines of symmetry. Also explain that the letters that are not symmetric.



Explain to the students that there are many symmetric figures and objects around us.

Activity 2:

Show flash cards of some shapes like alphabet, rose, geometry shapes etc. Ask the students that which flashcards are symmetric along the vertical line and which flashcards are symmetric along the horizontal line? Appreciate if anyone gives the right answer. Now draw the lines and explain to the students that which pictures are symmetric along the vertical line and which pictures are symmetric along the horizontal line.

Sum Up: (3 min)

Sum up the lesson by re-telling students that letters have also line of symmetry that divides them into equal halves such that they look like mirror of each other.

Assessment: (5 min)

To assess students learning, ask them to write numbers that have reflective symmetry. Take their responses and appreciate them for their correct response.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

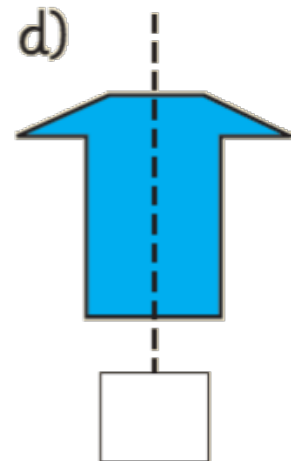
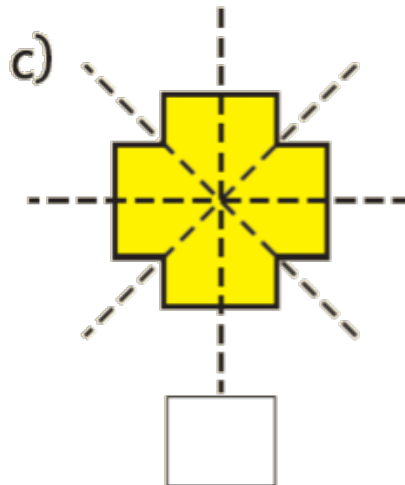
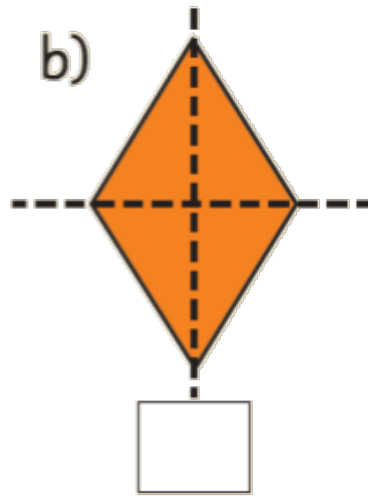
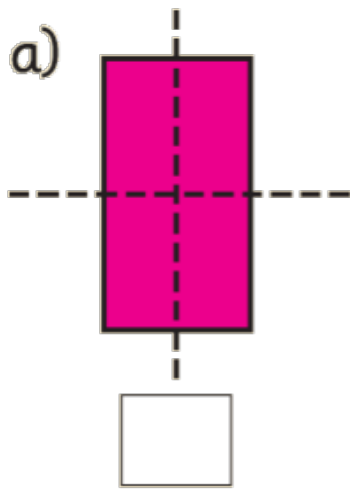
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

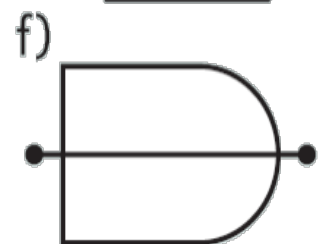
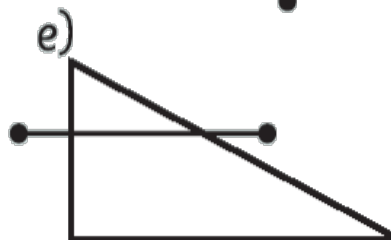
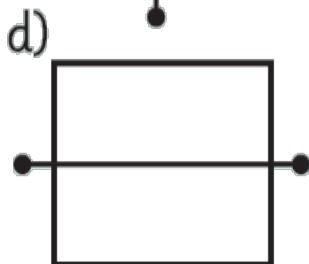
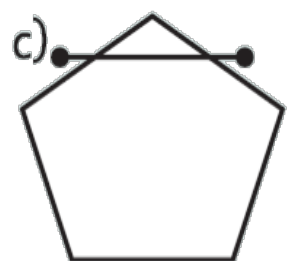
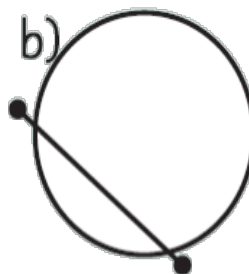
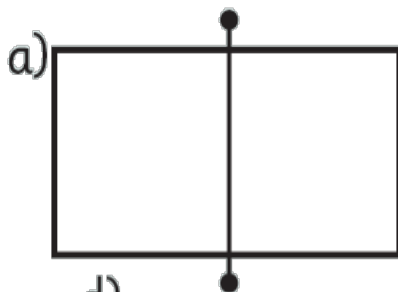
Name: _____

Date: _____

1. Count and write the number of lines of symmetry for the following.



2. Identify and colour the symmetrical shapes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Geometry **Topic: Reflective Symmetry** **Date:**

Objective(s):

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

Identify reflective symmetry in two- dimensional (2-D) shapes.

Identify and draw lines of symmetry.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 147 and 149

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Call a student to the front of the class and ask him/her to draw square, rectangle and triangle on the board and then draw a line of symmetry. Ask the rest of the class to check and tell whether he/she is correct or not. Repeat this activity to some other students of the class.

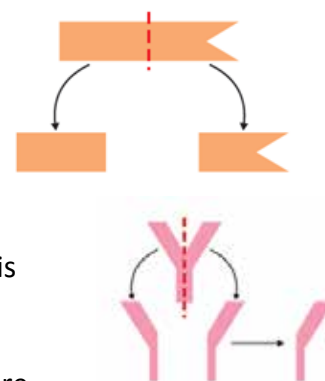
Discuss with them about their common mistakes.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell them that today they are going to learn about symmetry of symmetric figures. Draw a figure on the board and ask students to observe the figure. The dotted line is not a line of symmetry because it does not divide the figure into 2 halves which match each other exactly. So this figure is not the symmetric figure. Now draw a figure on the board and draw a line of symmetry. Ask students to observe the figure as the dotted line exactly divide the figure into two equal parts and these two parts match with each other so this figure is the symmetric figure.



Activity 2:

Ask the students to open their textbook page 147 and observe the figures that are symmetric and also observe the figures that are not symmetric. Also explain students the “Notable note” given at page 147.

Ask them to draw the figure given in the textbook in their notebook and draw a line of symmetry for more practice. Roam around the class, check their work and appreciate them.

Sum Up:

(3 min)

Sum up the lesson by retelling students about reflective symmetry and how to draw a line of symmetry by solving different examples on the board.

Assessment:

(5 min)

To assess the students learning, ask them to solve the Q3(first 6 figures) of “Learning Check 6.4” given at page 149 of their textbook.

Homework:

(2 min)

Solve the Q3(last 6 figures) of “Learning Check 6.4” given at page 149 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Time **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Time”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to calendar and their uses.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Look at the calendar given below and answer the questions.



Look at the calendar and answer the following questions:

- Ali had an exam on November 13. What day did his examination fall on?
- Ahmad's birthday fell on the second Thursday of August in 2018. What is the date on that day?
- An educational seminar started on the 16th of March. On what day is this date?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to drawing, measuring and what is the difference between point, ray, line and line segment.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

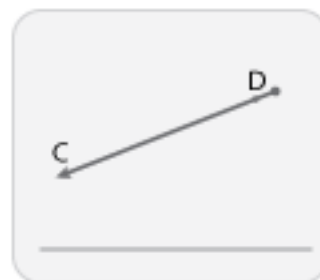
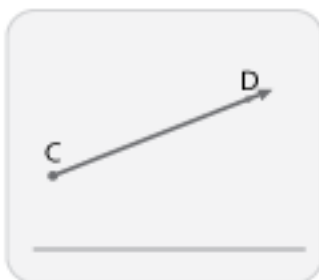
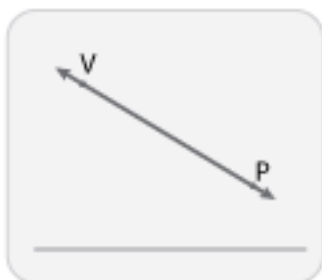
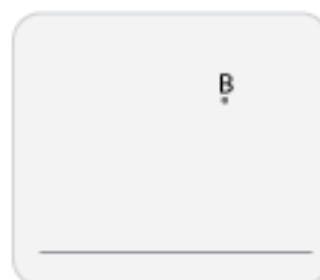
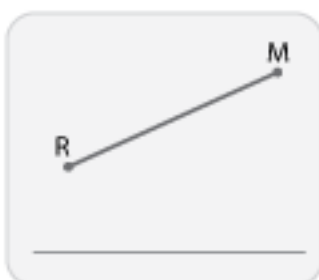
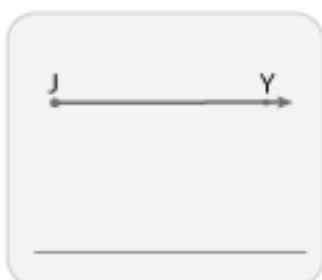
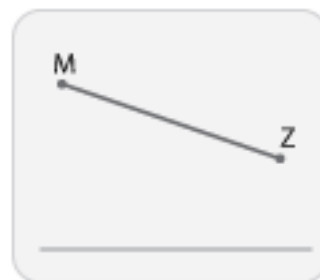
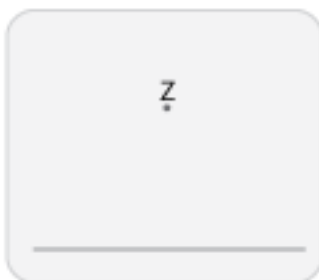
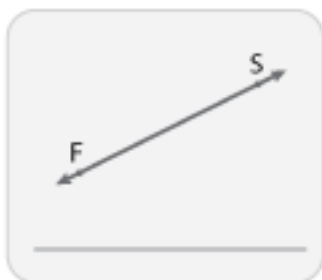
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Identify and write the name of each (line, line segment, ray and point).



2. Draw a line segment of 5 cm 2mm.



3. Measure the given line segment with the help of ruler.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 3**

Unit Name: Geometry **Topic:** Revision **Date:**

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to quadrilaterals.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

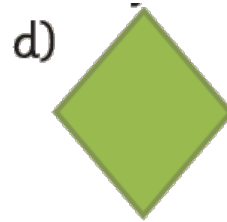
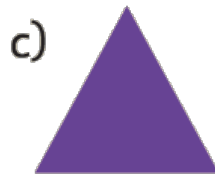
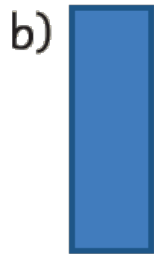
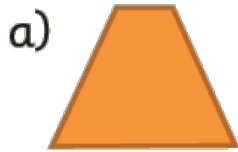
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

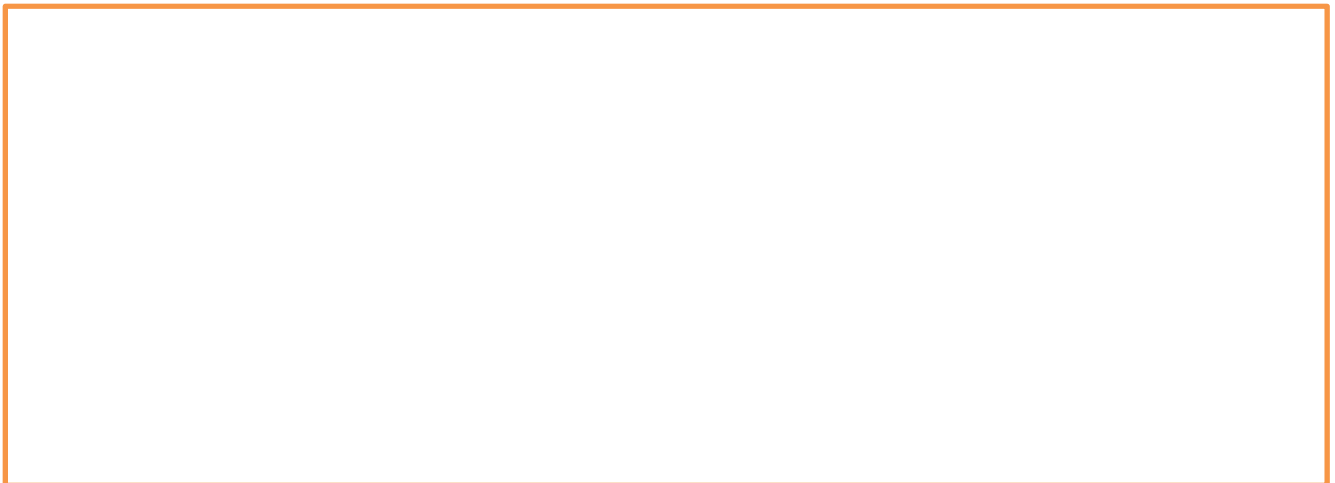
Name: _____

Date: _____

Circle the shapes that are quadrilaterals.



Draw a square and rectangle.



Draw a triangle.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to perimeter of square.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

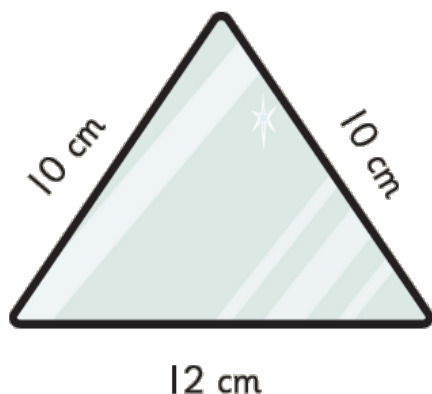
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

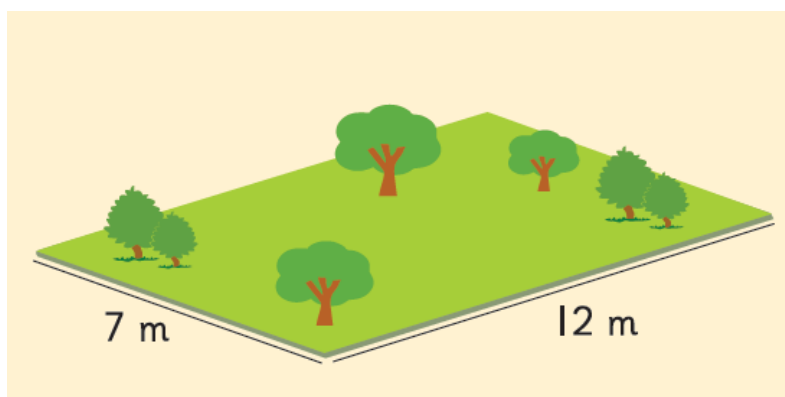
Name: _____

Date: _____

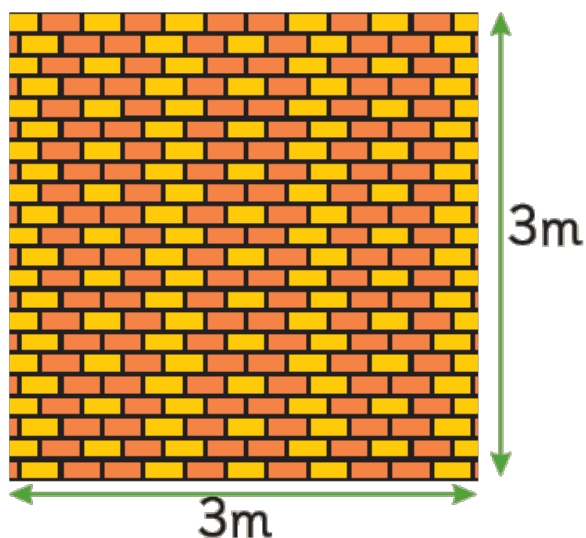
3. Find the perimeter of triangle shaped mirror.



4. Find the perimeter of the rectangle shapes field.



5. Find the perimeter of the square-shaped wall.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to perimeter of shapes..

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

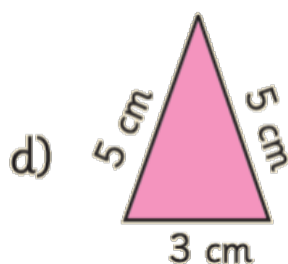
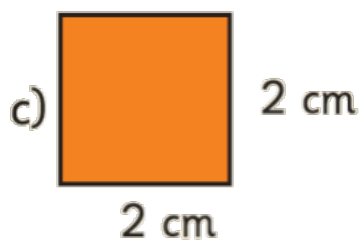
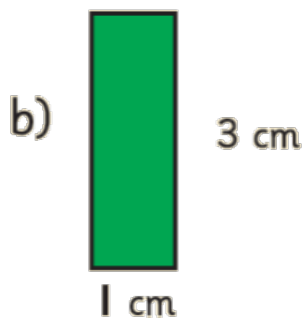
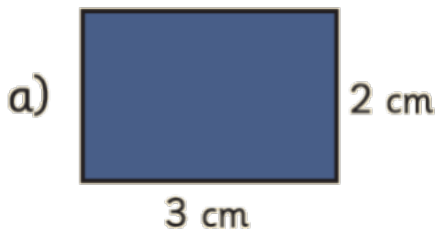
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Find the perimeters of the following.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Division **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Division”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to real-life situations of the division of numbers under Geometry tables.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

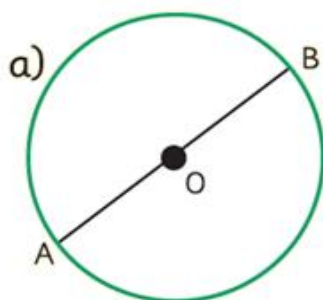
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

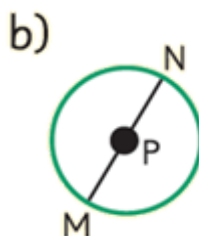
1. Write the names of diameter, radius and centre of the following circles.



Diameter: _____

Radius: _____

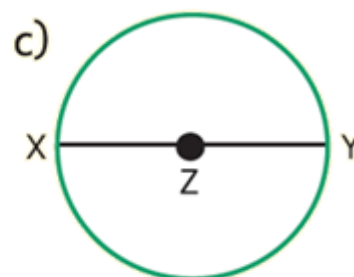
Centre: _____



Diameter: _____

Radius: _____

Centre: _____



Diameter: _____

Radius: _____

Centre: _____

Draw a circle and mention its parts.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Fraction **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Fraction”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to about symmetry and how to draw a line of symmetry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

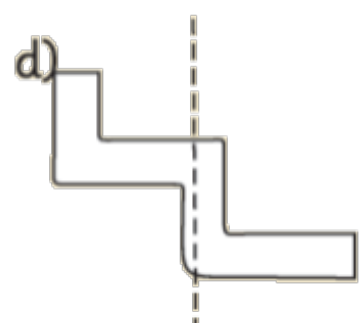
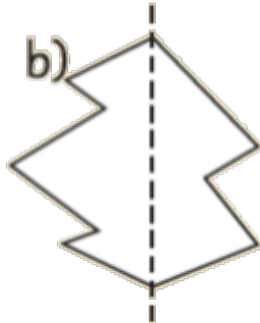
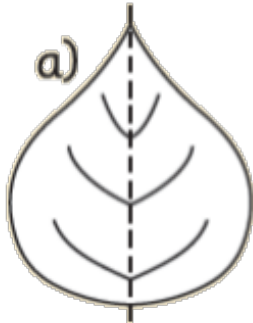
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

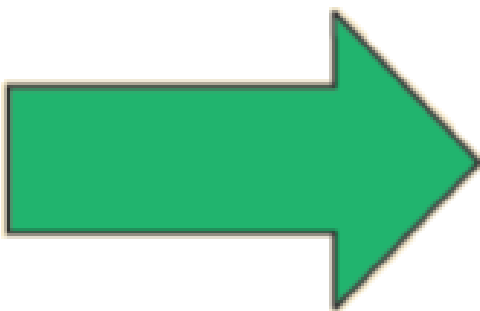
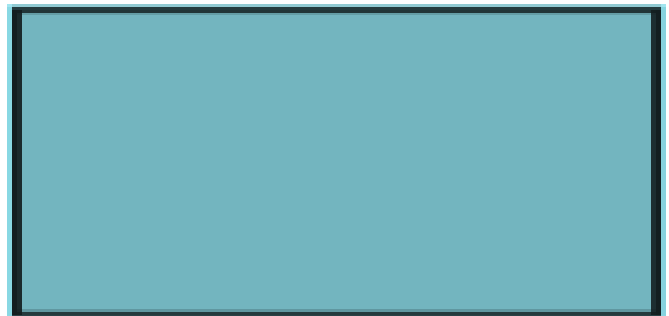
Name: _____

Date: _____

1. Colour the symmetrical figures.



2. Draw line(s) of symmetry for the following shapes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**

Unit Name: Geometry **Topic:** 3-D shapes **Date:**

Objective(s):

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

Recall basic 3-D shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of 3-D shapes, Textbook page 150

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Draw 2-D shapes on the board and ask students to tell the name of these shapes. Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn about 3-D shapes. Ask students: Do you know about 3D shapes. Take their responses and tell them that 3 D shapes are solids that have length, width and height. Now paste a wallchart of 3D shapes on the board and point out the objects and tell about them .

Activity 2:

Instruct students to work in pairs. Ask them to observe the classroom objects and make a list of objects that are of 3-D shapes. Roam around the class and check their work. Now call each pair to the front of the class and ask him/her to share their findings with the others. Appreciate them for their correct responses.



Sum Up:

(3 min)

Sum up the lesson by retelling students about the objects that are of 3-D shape by giving different examples. Ask them to open their textbook page 150 and observe the 3-D shapes.

Assessment:

(5 min)

To assess the students understanding, ask them to tell the name of 3-D shape objects.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Geometry

Topic: 3-D shapes

Date:

Objective(s):

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

Describe 3-D objects (cubes) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, objects of cube shape, a big flash card of cube shape

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask students what is the difference between 3-D shapes and 2-D shapes. Take their responses and appreciate them for their correct answer. Tell them that 2-D shapes have length and width whereas the 3-D shapes have length, width and height.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn about cube shape. Show a big flash card of cube shape to students and ask them: Do you know about this shape? Take their responses and tell them that this is a cube shape. Now paste a wall chart of objects of cube shape and point out towards the objects and tell them that these are all cube shape. Now ask them to tell the name of some objects that are cube shape. Take their responses and appreciate if someone gives the right answer.



Activity 2:

Make pairs of students. Give each pair flash cards of 3-D shapes. Instruct them to observe, identify and separate out the objects that are of cube shape. Roam around the class and check their work. Guide them where needed. Now call one by one each pair to the front of the class and ask them to present their work to the whole class. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about the cube shape and the objects that are of cube shape by showing some cube shape objects to them.

Assessment:

(5 min)

To assess the students, to make a list of objects that are of cube shape.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**

Unit Name: Geometry **Topic:** 3-D Shapes **Date:**

Objective(s):

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

Describe 3-D objects (cubes) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 151 and 153, cube shape box

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

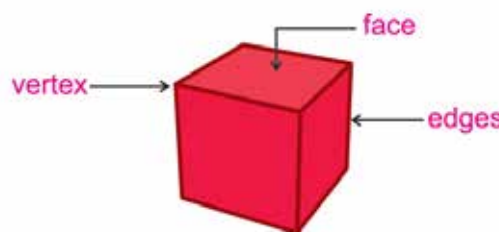
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask student: what is the cube shape and the objects that are of cube shape? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Show a cube shape box to students. instruct them to observe the shape of the box. Tell them that the faces of the cube shape are of square shape by pointing them their faces. Tell them that by counting faces there are 6 faces of the cube shape box. Now point out towards the edges of the cube shape box and tell them that it has 12 edges and 8 vertices.



Activity 2:

Make groups of students. give each group flash cards of 3-D shapes and instruct them to observe, identify and separate out the cube shape objects from that cards. Roam around the class, check their work and guide them where needed. Now ask students to open their textbook page 151 and observe the objects that are of cube shape and observe its faces, edges and vertices.

Sum Up: (3 min)

Sum up the lesson by retelling students that that cube shape has 6 square faces, 8 vertices and 12 edges by drawing cube shape on the board. Also explain notable note given at page 151 of their textbook.

Assessment: (5 min)

To assess the students, ask them to draw a cube shape objects in their notebook and labelled its face, vertex and edges.

Homework: (2 min)

Solve Q2 (b) of “Learning Check 6.5” given at page 153 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Geometry **Topic:** 3-D shapes **Date:**

Objective(s):

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

Describe 3-D objects (cuboids) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 151 and 153, cuboid shape box

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

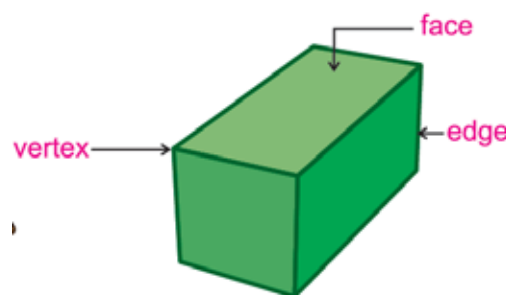
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask student: what is the cube shape and the objects that are of cube shape? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Show a cuboid shape box to students. instruct them to observe the shape of the box. Tell them that the faces of the cuboid shape are of rectangle shape by pointing them their faces. Tell them that by counting faces there are 6 faces of the cuboid shape box. Now point out towards the edges of the cuboid shape box and tell them that it has 12 edges and 8 vertices.



Activity 2:

Make groups of students. Give each group flash cards of 3-D shapes and instruct them to observe, identify and separate out the cuboid shape objects from that cards. Roam around the class, check their work and guide them where needed. Now ask students to open their textbook page 151 and observe the objects that are of cuboid shape and observe its faces, edges and vertices.

Sum Up: (3 min)

Sum up the lesson by retelling students that that cuboid shape has 6 rectangular faces, 8 vertices and 12 edges by drawing cuboid shape on the board.

Assessment: (5 min)

To assess the students, ask them to draw a cuboid shape objects in their notebook and labelled its face, vertex and edges.

Homework: (2 min)

Solve Q2 (c) of “Learning Check 6.5” given at page 153 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Geometry **Topic:** 3-D shapes **Date:** _____

Objective(s):

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

Describe 3-D objects (square pyramid) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, objects of cuboid shape, a big flash card of pyramid shape

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask students: how many faces, edges and vertices a cuboid shape has? Take their responses and appreciate them for their correct response. Ask them to draw a cuboid shape in the notebook and labelled its face, vertex and edges.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students today we will learn about pyramid shape. Show a big flash card of pyramid shape to students and ask them: Do you know about this shape? Take their responses and tell them that this is a pyramid shape. Now paste a wall chart of objects of pyramid shape and point out towards the objects and tell them that these are all pyramid shape. Now ask them to tell the name of some objects that are pyramid shape. Take their responses and appreciate if someone gives the right answer.



Activity 2:

Make pairs of students. Give each pair flash cards of 3-D shapes. Instruct them to observe, identify and separate out the objects that are of pyramid shape. Roam around the class and check their work. Guide them where needed. Now call one by one each pair to the front of the class and ask them to present their work to the whole class. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about the pyramid shape and the objects that are of pyramid shape by showing some pyramid shape objects to them.

Assessment:

(5 min)

To assess the students, ask them to make a list of objects that are of pyramid shape.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**

Unit Name: Geometry **Topic: 3-D shapes** **Date:**

Objective(s):

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

Describe 3-D objects (square pyramid) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 152 and 153, pyramid shape object, Flash cards of 3-D shape objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

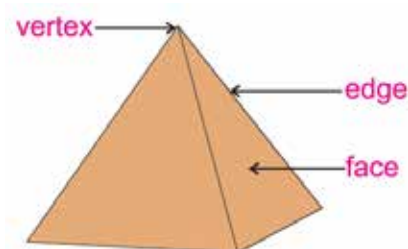
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask student: what is the cuboid shape and the objects that are of cuboid shape? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Show a pyramid shape object to students. Instruct them to observe the shape of the object. Point out the faces of the pyramid and tell them that a pyramid has 4 triangle faces and one square face. Tell them that by counting faces there are 5 faces of the pyramid shape object. Now point out towards the edges of the pyramid shape box and tell them that it has 8 edges and 5 vertices.



Activity 2:

Make groups of students. Give each group flash cards of 3-D shapes and instruct them to observe, identify and separate out the pyramid shape objects from that cards. Roam around the class, check their work and guide them where needed. Now ask students to open their textbook page 152 and observe the objects that are of pyramid shape and observe its faces, edges and vertices.

Sum Up: (3 min)

Sum up the lesson by retelling students that a pyramid shape objects are of 4 triangular faces and 1 square face.

Assessment: (5 min)

To assess the students, ask them to solve Q1 of “Learning check 6.5” given at textbook page 152. Roam around and check their work and correct if needed. Ask them to solve Quick check given at page 152 of their textbook.

Homework: (2 min)

Solve Q2 (a) of “Learning Check 6.5” given at page 153 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**

Unit Name: Geometry **Topic: 3-D shapes** **Date:**

Objective(s):

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

Differentiate 3-D objects (cubes, cuboids, and pyramids) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, cube and cuboid shape flash cards, objects that are of cube and cuboid shape, Wall chart of 3-D shapes (cube, cuboid and pyramid)

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Paste a wall chart of 3-D shape objects on the board. Ask students to point out the cube shaped objects on the wallchart. Take their responses and call a student to the front of the class and ask him/her to circle the cube shape objects. Now call another student to the front of the class and ask him/her to circle the cuboid shape objects. Repeat this activity for the pyramid shape objects.

Main Activities/Concept Building: (20 min)

Activity 1:

Paste a big flash card of cube and cuboid shape on the board to the front of the class. Instruct students to observe the cube and cuboid shape and tell what the difference between cube shape and cuboid shape is. Take their responses and appreciate if someone gives the right answer. Now point out towards the face of cube shape and tell them that the faces of the cube shape are of square shape. Now point out towards the face of the cuboid shape and tell them that the faces of the cuboid shape are of rectangle shape. Tell them that both cube and cuboid have 6 faces, 12 edges and 8 vertices.

Activity 2:

Make two groups of students. Give each group flash cards of cube and cuboid shape objects. Instruct first group to separate out the objects that are of cube shape and the second group to separate out the cards that are of cuboid shape. Roam around and check their work. Now instruct them to come one by one to the front of the class and show their flash card to the whole class. Appreciate them for their god work.

Sum Up: (3 min)

Sum up the lesson by retelling students that what is the difference between cube and cuboid shape objects.

Assessment: (5 min)

To assess the students, to draw cube and cuboid shape in their notebook and then write the difference between them

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**

Unit Name: Geometry **Topic: 3-D shapes** **Date:**

Objective(s):

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

Differentiate 3-D objects (cubes, cuboids, and pyramids) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, cube and pyramid shape flash cards, objects that are of cube and pyramid shape

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Draw a cube and cuboid shape on the board and ask students to tell: What is the difference between cube and cuboid shape? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Paste a big flash card of pyramid and cube shape on the board to the front of the class. Instruct students to observe the pyramid and cube shape and tell: What is the difference between pyramid shape and cube shape. Take their responses and appreciate if someone gives the right answer. Now point out towards the face of pyramid shape and tell them that there are 4 triangular faces and 1 square face a pyramid shape. Now point out towards the face of the cube shape and tell them that the faces of the cube shape are of square shape. Tell them that a pyramid has 8 edges and 5 vertices whereas cube has 12 edges and 8 vertices.

Activity 2:

Make two groups of students. Give each group flash cards of cube and pyramid shape objects. Instruct first group to separate out the objects that are of cube shape and the second group to separate out the cards that are of pyramid shape. Roam around and check their work. Now instruct them to come one by one to the front of the class and show their flash card to the whole class. Appreciate them for their god work.

Sum Up: (3 min)

Sum up the lesson by retelling students that what is the difference between cube and cuboid shape objects.

Assessment: (5 min)

To assess the students, to draw cube and cuboid shape in their notebook and then write the difference between them

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**

Unit Name: Geometry **Topic: 3-D shapes** **Date:**

Objective(s):

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

Differentiate 3-D objects (cubes, cuboids, and pyramids) with respect to the number of edges and faces.

Resource Material:

Chalk/Marker, White/Blackboard, Pyramid and cuboid shape flash cards, objects that are of pyramid and cuboid shape

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Draw a cube and pyramid shape on the board and ask students to tell: What is the difference between cube and pyramid shape. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Paste a big flash card of pyramid and cuboid shape on the board to the front of the class. Instruct students to observe the pyramid and cuboid shape and tell: What is the difference between pyramid shape and cuboid shape. Take their responses and appreciate if someone gives the right answer. Now point out towards the face of pyramid shape and tell them that there are 4 triangular faces and 1 square face a pyramid shape. Now point out towards the face of the cuboid shape and tell them that the faces of the cuboid shape are of rectangle shape. Tell them that a pyramid has 8 edges and 5 vertices whereas a cuboid has 12 edges and 8 vertices.

Activity 2:

Make two groups of students. Give each group flash cards of pyramid and cuboid shape objects. Instruct first group to separate out the objects that are of pyramid shape and the second group to separate out the cards that are of cuboid shape. Roam around and check their work. Now instruct them to come one by one to the front of the class and show their flash card to the whole class. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students that what is the difference between pyramid and cuboid shape objects.

Assessment: (5 min)

To assess the students, to draw pyramid and cuboid shape in their notebook and then write the difference between them

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Geometry **Topic: Summary and review Exercise** **Date:**

Objective(s):

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, Textbook pages 154 and 155

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the different questions that are related to basic concepts of geometry

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 155 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 6” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 154.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 given at page 155 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Geometry **Topic: Summary and review Exercise** **Date:** _____

Objective(s):

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, Textbook pages 154 and 156

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the different questions that are related to basic concepts of geometry

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 156 of their textbooks. Ask them to solve Q4 and Q5 of “Unit Check 6” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 154.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q6 given at page 156 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Geometry **Topic: Summary and review Exercise** **Date:** _____

Objective(s):

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, Textbook pages 154 and 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the different questions that are related to basic concepts of geometry

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 157 of their textbooks. Ask them to solve Q7 and Q8 (a-d) of “Unit Check 6” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 154.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q8(e-f) given at page 157 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Geometry **Topic: Summary and review Exercise** **Date:**

Objective(s):

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, Textbook pages 154, 158 and 159

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the different questions that are related to basic concepts of geometry

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 158 and 159 of their textbooks. Ask them to solve Q9 and Q10 of “Unit Check 6” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 154.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q11 given at page 159 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: Data handling

Topic: Carroll diagram

Date:

Objective(s):

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

Read and interpret a Carroll diagram.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 160, flash cards of fruits and vegetables that are green and of other colours.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask them about their homework. Ask students about 3-D shapes and the objects that are of 3-D shapes.

Tell students today we will learn about the Carroll diagram. Take their responses and appreciate if someone gives the right answer.

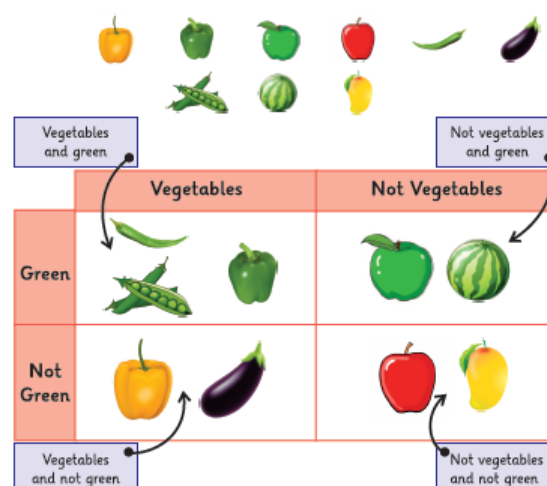
Main Activities/Concept Building:

(25 min)

Ask students to open their textbook page 160 and observe the picture and read the question given. Ask them do you know about this take their responses and tell that we will discuss it at the end of this lesson.

Activity 1:

Show flash cards of fruits and vegetables to students most of them are of green colour. Instruct them to observe the fruits and vegetables and separate out the fruits and vegetables that are of green colour. Now ask them to separate out fruits and vegetable of green colour. Paste a wallchart of Carroll diagram on the board and point out towards the rows and columns of the Carroll diagram. Tell them that first we separate out the vegetables that are green in one box. Now place the fruits that are green in the next box. Now place the vegetables that are not green in the box below and the fruits that are not green in the next box. Tell them that this is the Carroll diagram. Ask them to observe the Carroll diagram and then ask questions related to this. Appreciate them for their active participation on class.



Sum Up:

(3 min)

Sum up the lesson by retelling students we can sort and organise objects according to their characteristic that is called Carroll diagram. Discuss with them the answer of the question given at page 160 of their textbook.

Assessment:

(5 min)

To assess the students learning, ask them what is the Carroll diagram? How we can represent data using Carroll diagram

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: Data handling **Topic: Carroll diagram** **Date:**

Objective(s):

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

Read and interpret a Carroll diagram.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 163 and 164, Wallchart of Carroll diagram

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell student we will learn about Carroll diagram. Ask students do you know about Carroll diagram. Take their responses and tell them that we can classify objects according to their characteristics by using Carroll diagram. Now paste a Carroll diagram on the board and ask students to observe and tell on which characteristics these shapes are classified in Carroll diagram. Take their responses and tell them that first we separate out the shapes on the bases of colors and then we classify the shapes on the bases of their straight and curved sides. Ask them to observe the Carroll diagram and then ask different questions related the given diagram. Appreciate them for their correct answers.

	Shapes with curved lines	Shapes with straight lines
Pink Shapes		
Blue Shapes		

Sum Up:

(3 min)

Sum up the lesson by retelling students we can classify and organise objects on the basis of their characteristics.

Assessment:

(8 min)

To assess the students learning, ask them to solve Q1 of “Learning check 7.1” given at textbook page 163.

Homework:

(2 min)

Solve Q2 of “Learning check 7.1” given at textbook page 163 and 164.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**

Unit Name: Data handling **Topic: Carroll diagram** **Date:**

Objective(s):

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

Represent data by Carroll diagram.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 164, wallchart of Carroll diagram

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

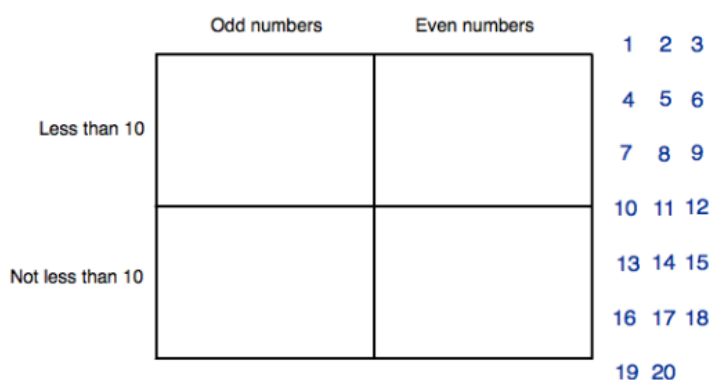
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Paste a wallchart of Carroll diagram and ask students to read and interpret the diagram and then ask questions related to the Carroll diagram.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about how to represent data in Carroll diagram write different numbers on the board. Now ask them to observe the numbers. Tell them we separate out the numbers that are less than 10 and that are greater than 10. Now take the numbers that are less than 10 and divide that numbers into two groups even and odd numbers. And write them in the given boxes. Now take the numbers that are greater than 10 and then divide also that numbers into two groups that are even and odd numbers. Now show these numbers in the Carroll diagram.



Explain each step to students how to represent data in the Carroll diagram.

Activity 2:

Make two groups of the students. Give them data of different numbers and ask them to observe and identify the characteristics of the data and the show this data in Carroll diagram. Roam around the class and check their work and guide them where needed. Appreciate them for their good work and discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by retelling students we can represent data in the Carroll diagram on the basis of their characteristics.

Assessment: (8 min)

To assess the students learning, give them some numbers and ask them to show these numbers in Carroll diagram.

Homework: (2 min)

Solve Q3 of “Learning Check 7.1” given at pages 164 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: Data handling **Topic: Carroll diagram** **Date:**

Objective(s):

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

Represent data by Carroll diagram.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 161, 162 and 165, flash cards of 3-D shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: What is Carroll diagram? How we can represent data using Carroll diagram. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about how to represent data using Carroll diagram. Give flash cards of 3D shapes to students and ask them to represent that 3D shapes on the basis of straight and curved sides on the Carroll diagram. Ask them then classify the 3D shapes that can roll and then can slide. Roam around the class, check their work and guide them where needed. Now ask them to come one by one to the front of the class and show their working to the whole class. The student with correct and accurate working is the winner.

Activity 2:

Ask students to open their textbook pages 161 and 162 and observe the examples 1 and 2. Ask them to solve the examples in their notebook. Roam around the class and check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about Carroll diagram and explain the notable note given at textbook page 161.

Assessment: (8 min)

To assess the students learning, ask them how we can represent data in the Carroll diagram. Take their responses and given them some numbers and ask them to observe and arrange them in Carroll diagram.

Homework: (2 min)

Solve Q4 of “Learning check 7.1” given at page 165 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: Data handling **Topic: Tally chart** **Date:**

Objective(s):

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

Read and interpret a Tally chart.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of tally chart

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: ask student what is the Carroll diagram? How we can represent data using Carroll diagram. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn another form of organizing data that is called tally chart. Tell them that in tally chart we represent data by using tally mark. Now paste wall chart of tally chart on the board. And ask students to observe and interpret that graph. Ask students: Do you know about tally chart? Take their responses and appreciate if someone gives the answer. Now point out towards the tally mark and tell them that each tally mark represents one value. Four tally marks represent 4 values and the fifth value is represented by crossing the four tally marks. Now ask students to read and interpret the graph and the ask question related to the graph.

	TALLY	NUMBER
 spider		5
 ant		22
 snail		3
 butterfly		6
 bee		8

Sum Up: (3 min)

Sum up the lesson by retelling students there is another way to organize and represent data that is called tally chart.

Assessment: (5 min)

To assess the students learning, draw a tally chart on the board and ask different questions related to the graph.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Data handling **Topic: Tally chart** **Date:**

Objective(s):

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

Read and interpret a Tally chart.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of tally chart, Textbook page 166 and 167

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: What is the tally chart? How many tally marks represent 5 values? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25min)

Tell students today we will learn another form of organizing data that is called tally chart. Tell them that in tally chart we represent data by using tally mark. Now paste wall chart of tally chart on the board. And ask students to observe and interpret that graph. Now ask students to read and interpret the graph and the ask question related to the graph.

Ask them how many cherry represented in the tally chart? Take their responses and then count and 17 cherries represented in the tally chart. Similarly ask different questions related to the tally chart and appreciate them for their correct answers.

Jellybean Flavors	
Cherry	
Pineapple	
Licorice	
Grape	
Apple	

Sum Up: (3 min)

Sum up the lesson by explaining to students about the tally chart and explain notable note given at textbook page 166.

Assessment: (5 min)

To assess the students, draw tally chart on the board and ask them to read and interpret the tally chart and then answer the questions about the tally chart.

Homework: (2 min)

Solve Q1 of “Learning Check 7.2” given at page 167 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: Data handling **Topic: Tally chart** **Date:**

Objective(s):

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

Represent data by Tally chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 166 and 168

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Paste a wallchart of the tally chart on the board. Ask students to read and interpret the graph and then ask questions related to that graph.

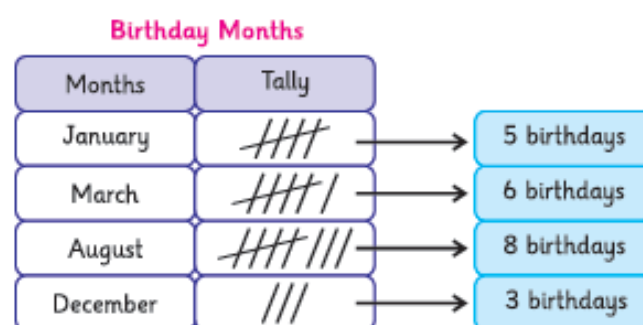
Main Activities/Concept Building: (25min)

Activity 1:

Tell students today we will learn about how to represent data using tally chart. Write the data of birthdays of students in different months. Tell them that now we represent this data by using tally chart.

Draw a table on the board. Write the months in one column and the tally mark in the next column. Tell them that there are 5 students whose birthdays are in month of January. So we draw 4 tally marks and one mark that cross the four tally marks. Now tell them that as there are 6 students whose birthday is in the month of March so we draw four tally mark and fifth that cross the four tally marks and then draw one tally mark. Represent the remaining data in the tally chart and explain it to students.

Maths	January	March	August	December
Birthdays	5	6	8	3



Ask them to open their textbook page 166 and solve the example 1 in their notebooks.

Sum Up: (3 min)

Sum up the lesson by re-telling students how to represent data using tally chart by solving different examples on the board.

Assessment: (5 min)

To assess the students, give them data of the favourite colours of the students of grade 3 and ask them to represent this data in the tally chart.

Homework: (2 min)

Solve Q2 of “Learning Check 7.2” given at page 168 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: Data handling **Topic: Tally chart** **Date:**

Objective(s):

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

Represent data by Tally chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 166-168

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: What is the tally chart? What is the difference between tally chart and Carroll diagram? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about how to represent data using tally chart. Make two groups of students. Give first group data of the favourite sports of the grade3 students and the second group the favourite ice cream flavour of grade 3 students. Instruct them to represent this data using tally chart. Roam around the class, check their work and guide them where needed. Now ask them to come one by one to the front of the class and show their working to the whole class. The student with correct and accurate working is the winner.

Activity 2:

Ask students to open their textbook pages 166 and 167 and observe the examples 1 and 2. Ask them to solve the examples in their notebook. Roam around the class and check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about tally chart and explain the notable note given at textbook page 166.

Assessment: (8 min)

To assess the students learning, give them the data of animals in the Zoo and ask them to represent this data using tally chart.

Homework: (2 min)

Solve Q3 of “Learning Check 7.2” given at page 168 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**

Unit Name: Data handling **Topic: Picture graph** **Date:**

Objective(s):

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

Read and interpret Picture Graph.

Resource Material:

Chalk/Marker, White/Blackboard, different colour crayons

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask student about their homework. Ask students what is the tally chart? How we can represent data by using tally chart? Take their responses and appreciate them for their correct answer.

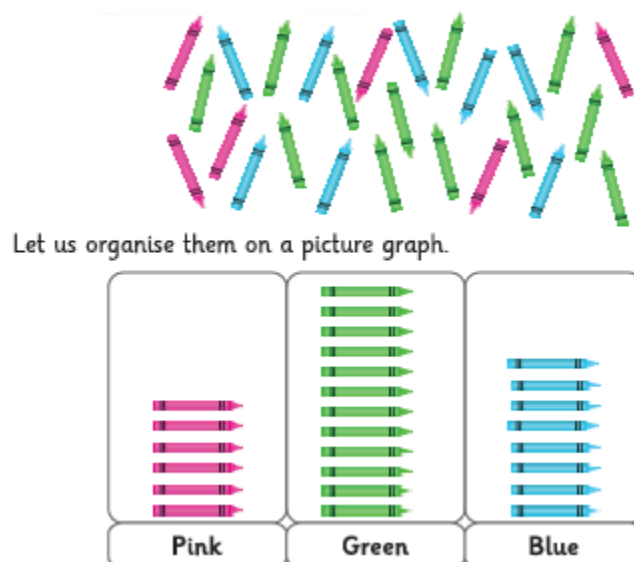
Main Activities/Concept Building:

(25 min)

Activity 1:

Activity 1:

Show students different colour crayons pink, blue and green. Tell them that we can represent these crayons in picture graph. Now draw three columns on the board and draw pink crayons in the first column, green in the second column and then blue in the third column. Tell them that picture graph we can organise data in form of picture that can easily be understandable. Now ask them to observe the graph and then ask questions related to that graph for example ask them how many green crayons are there? Take their responses and then count the number of green crayons and tell them that they are 12 in numbers.



Sum Up:

(3 min)

Sum up the lesson by explaining to students about picture graph. Tell them that we can show data in form of pictures in picture graph.

Assessment:

(5 min)

To assess students learning, draw a picture graph on the board and ask them some questions related to that picture graph.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: Data handling **Topic: Picture graph** **Date:**

Objective(s):

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

Read and interpret Picture Graph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 169 and 171, Wallchart of picture graph

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask students about their homework. Ask students: What is the picture graph. How we can represent data in picture graph. Take their responses and tell them that we use picture to represent data in the picture graph.

Main Activities/Concept Building:

(22 min)

Activity 1:

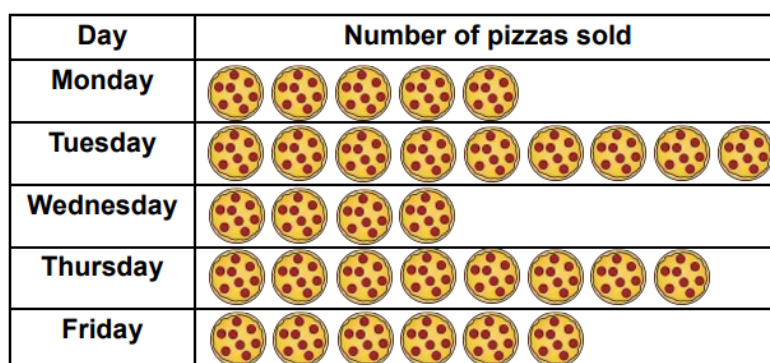
Tell students today we will learn about picture graph. Ask them: Do you know about picture graph? Take their responses and appreciate if someone gives the right answer. Now tell them that a picture graph is another way to represent data in the graph in form of pictures. Paste a wallchart of picture graph on the board and tell them this is the picture graph. Tell them that the picture graph is about the pizzas sold in a shop in one week.

And each picture of pizza represents 5 pizzas sold. Explain the picture graph to students.

Now instruct them to read the graph carefully and then ask different questions related to that graph.

Appreciate them for their correct answers.

Ask students to open their textbook page 169 and solve the example 1.



 = 5 pizzas

Sum Up:

(3 min)

Sum up the lesson by retelling students, pictures graph is another way to collect and organise data that can easily be understandable.

Assessment:

(8 min)

To assess the students learning draw a picture graph on the board and ask different question related that graph.

Homework:

(2 min)

Solve Q1 of “Learning Check 7.3” given at page 171 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**

Unit Name: Data handling **Topic: Picture graph** **Date:**

Objective(s):

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

Read and interpret Picture Graph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 170 and 172

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

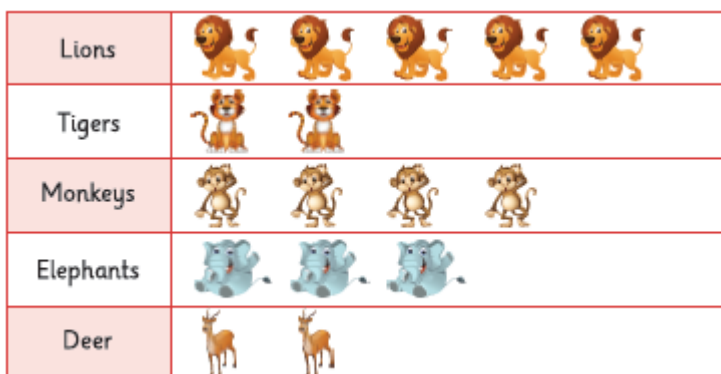
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them to tell what is the difference between picture graph and tally chart? What is the difference between Carroll diagram and picture graph? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about picture graph. Paste a wall chart of picture graph of animals in the Zoo. Instruct them to observe and read the graph and tell what this picture graph is and which information is shown in this graph. Take their responses and appreciate them for their correct answer. Ask them to read the graph and tell how many animals are in Zoo altogether. Take their responses and appreciate them for their correct answer. Repeat this activity by asking



different questions related to the graph. Appreciate them for their correct answers.

Ask students to open their textbook page 170 and observe the picture graph and answer the question given.

Sum Up: (3 min)

Sum up the lesson by retelling students, pictures graph is another way to collect and organise data that can easily be understandable.

Assessment: (8 min)

To assess the students learning draw a picture graph on the board and ask different question related that graph.

Homework: (2 min)

Solve Q2 of “Learning Check 7.3” given at page 172 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Data handling **Topic: Summary and review Exercise** **Date:**

Objective(s):

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, Textbook pages 173 and 174

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “data handling”.

Ask them the different questions that are related to basic concepts of data handling.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 173 and 174 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 7” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 173.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Data handling **Topic: Summary and review Exercise** **Date:**

Objective(s):

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, Textbook pages 173 and 175

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit “Geometry”.

Ask them the different questions that are related to basic concepts of geometry

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 175 of their textbooks. Ask them to solve Q3 of “Unit Check 7” in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 173.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q4 given at page 175 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: Data handling **Topic: Summary and review Exercise** **Date:**

Objective(s):

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, Textbook pages 173 and 176

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Tell students that they are going to recall all the concepts of the Unit "Data handling".

Ask them the different questions that are related to basic concepts of data handling.

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 176 of their textbooks. Ask them to solve Q5 of "Unit Check 6" in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 173.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q6 given at page 176 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to concept that are related to Geometry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

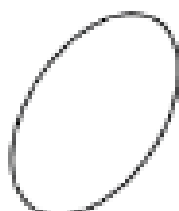
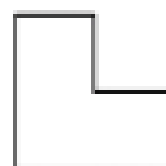
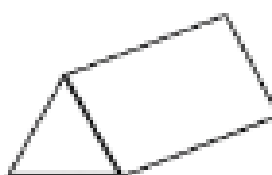
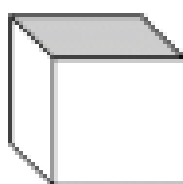
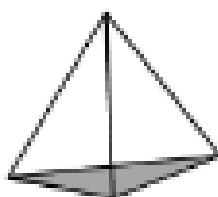
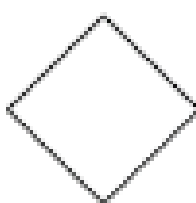
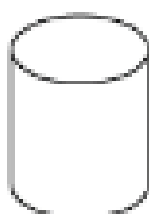
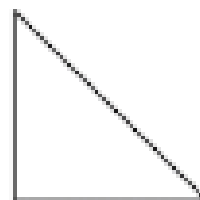
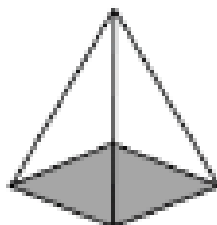
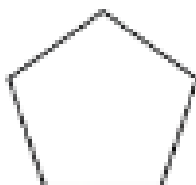
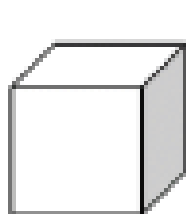
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Colour the cube shape objects.



Draw a cube shape and labelled its face, vertex and edges.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to concept that are related to Geometry.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

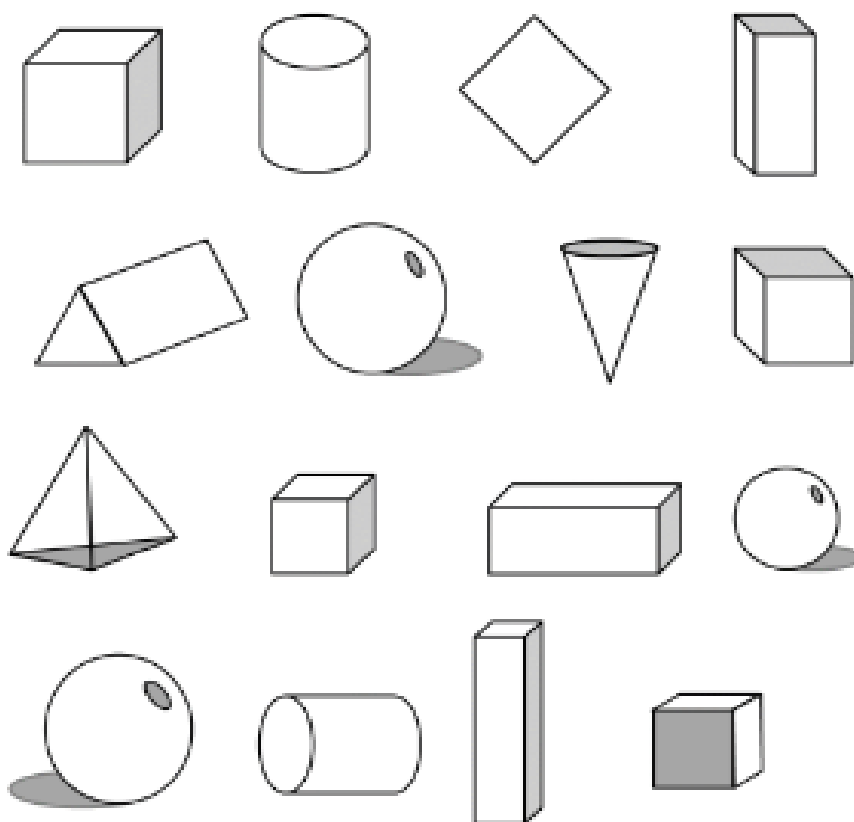
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Colour all the cuboid shapes.



2. Draw a cuboid shape and write the number of faces, edges and vertices a cuboid shape have.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: Geometry **Topic:** Revision **Date:**

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to 3-D shapes

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

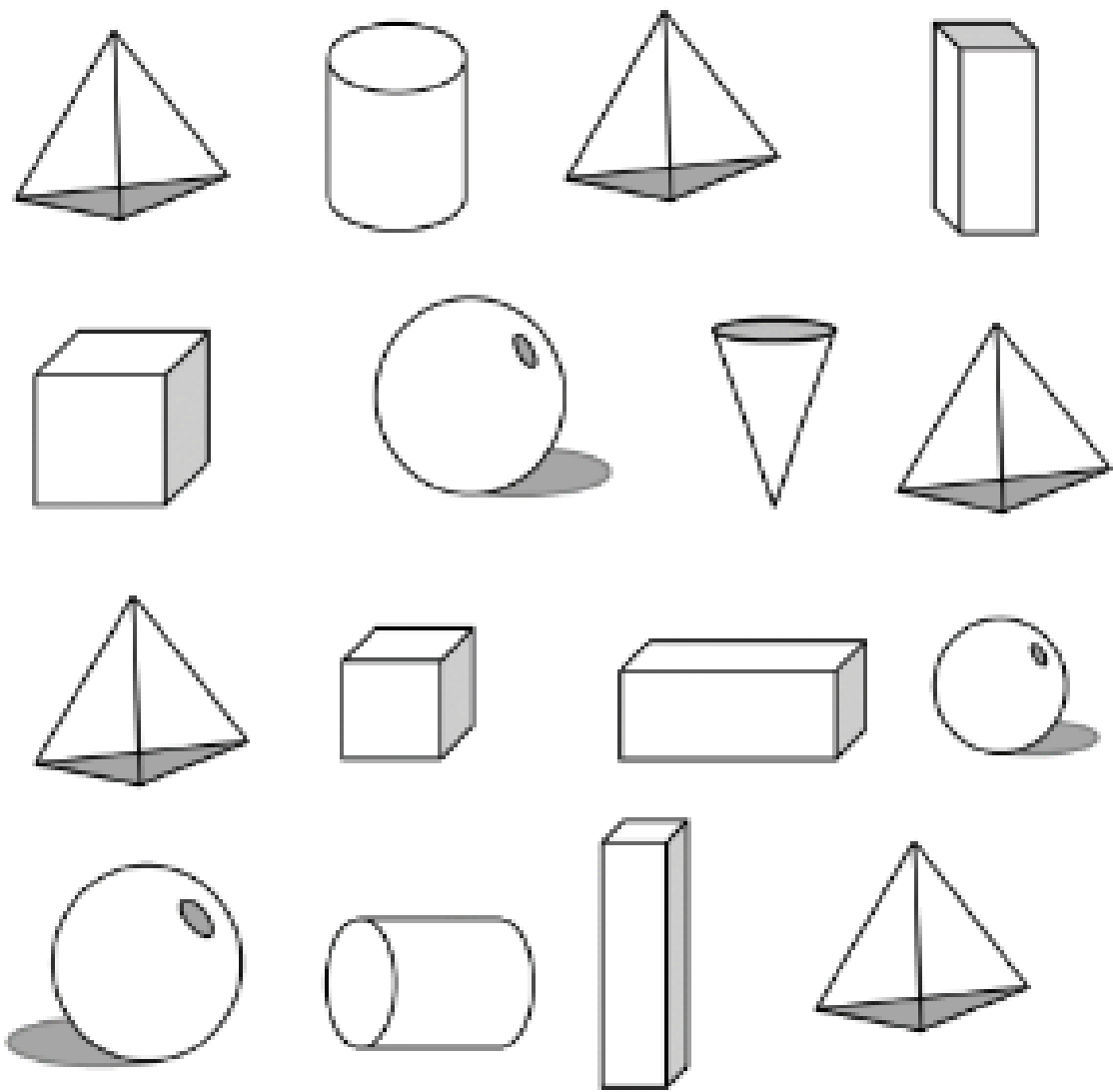
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Colour all the pyramids.



Draw a pyramid and write about its number of faces, edges and vertices.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Geometry **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Geometry”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to 3-D shapes.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

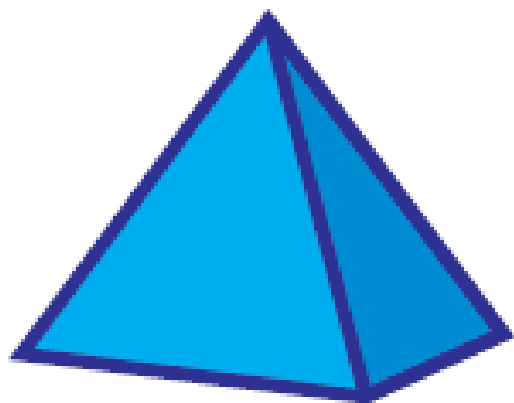
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. Fill in the blanks.

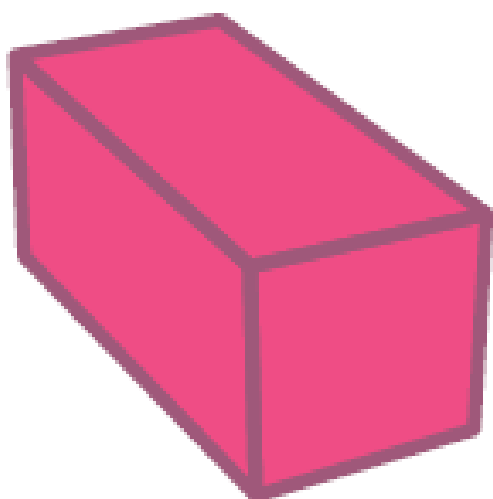


Name = _____

Number of faces = _____

Number of edges = _____

Number of vertices = _____

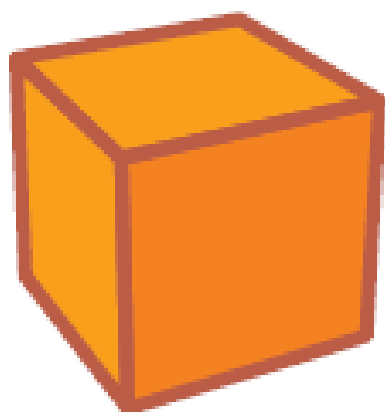


Name = _____

Number of faces = _____

Number of edges = _____

Number of vertices = _____



Name = _____

Number of faces = _____

Number of edges = _____

Number of vertices = _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: Data Handling **Topic:** Revision **Date:**

Objective(s):

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

Revise the concept of the unit “Data Handling”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to Carroll diagram.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

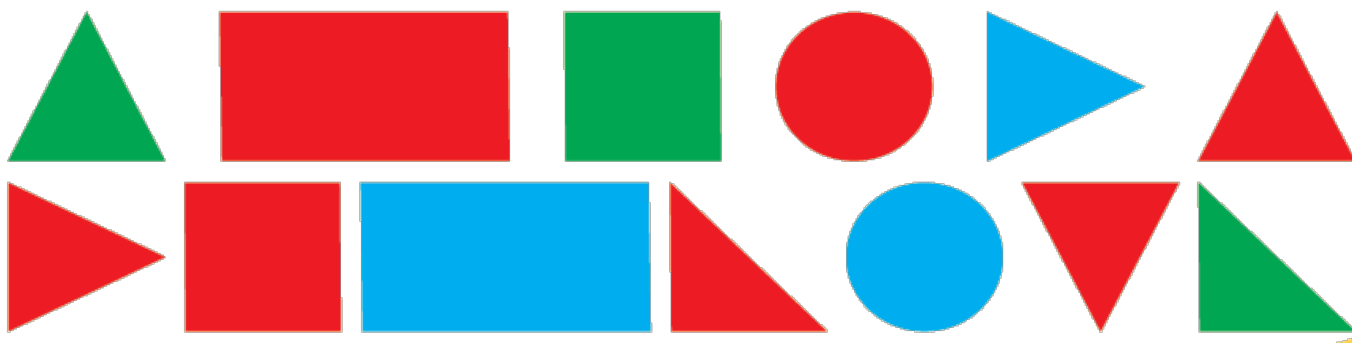
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

Sort the following shapes aby drawing them in a Carroll diagram.



	Triangle	Not Triangle
Red		
Not Red		

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Data handling **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Data handling”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to tally chart.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. The following tally chart shows the favourite drinks of the grade 3 students.

Drinks	Tally marks
Milk	
Orange Juice	
Apple Juice	
Carrot Juice	
Mango Juice	

a) How many students like milk?

b) How many students like apple juice?

c) Which one is the most favourite juice?

d) Which one is the least favourite juice?

e) How many students like mango juice and orange juice altogether?

f) Which two drinks are equally popular?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Data handling **Topic:** Revision **Date:** _____

Objective(s):

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

Revise the concept of the unit “Data handling”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

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

Ask them a few questions relevant to about picture graph.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	3		40 Min

Worksheet

Name: _____

Date: _____

1. The following picture graph shows the sale of the ice cream flavour in a shop. 1 picture represent 5 ice creams.



Look at the graph and answer these questions.

- Which flavour of ice cream is the most favourite?
- How many ice creams are sold altogether?
- Which flavour is the least favourite?
- How much more tutti-frutti ice cream sold than mango?