AFAQ SUN SERIES

Lesson Plans Mathematics

4

Total: SLO = 86

Total: LPs = 210

ASSOCIATION FOR ACADEMIC QUALITY
AFAQ

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

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

Objective(s):

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

Introduce themselves and get to know about their teacher and class-fellows.

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 the students: How are you? Encourage them to say, “Alhamdulillah”.
Welcome students to their new classroom.
Start with ‘Bismillah’ and tell them to recite it before starting any work.

Main Activities/Concept Building: (30 mins)

Activity 1:

Greet your students, introduce yourself and ask their name as well. Your introduction should be concise and brief. Here is some information you may share.
Personal Biography: Name, place of birth, hobbies, sports, and recreational interests.
Teaching Biography: How many subjects/classes have you taught? Which subject are you going to teach?
Next, help students know about each other. Although they are familiar with most of their class-fellows, still it will help them socialize more among their peers. Have students introduce themselves by sharing their names, date of birth, their interests, etc. Have them take turns to talk about themselves. Clap for them.

Sum Up: (0 mins)

N/A

Assessment: (0 mins)

N/A

Homework: (5 mins)

Distribute the worksheet (Introducing Myself) among students and ask them to fill it at home.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

Introducing Myself

- My name is _____.
- I am _____ years old.
- My birthday is on _____.
- I live in _____.
- The school's name is _____.
- I study in Grade _____.
- My teacher's name is _____.
- My favourite subject is _____.
- I have _____ siblings.
- My favourite colour is _____.
- My favourite sport is _____.
- My favorite food is _____.
- My hobby is _____.
- I want to become a/an _____.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

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

Objective(s):

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

Recall their previous knowledge about the concept of 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 them about the worksheet they got for homework.
Next ask a few questions relevant to “Numbers” they learnt in grade 3.
Tell students that they are going to revise and practice the main concepts by solving a worksheet.

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:

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Worksheet

Name: _____ **Date: _____**

1. Write the odd numbers between 54 and 76.

2. Write the following numbers in words.

a) 43,821

_____

_____

b) 95,003

_____

_____

c) 71,934

_____

_____

3. Write these numbers in figures.

a) Sixty-two thousand, one hundred and eight

_____

b) Twenty-five thousand, seven hundred and eleven

_____

c) Ninety-four thousand, seven hundred and forty-eight

_____

4. Write the value of the underlined digit in each of these numbers.

a) 5̲6,386 _____

b) 83,94̲7 _____

c) 3̲1,592 _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Numbers up to Hundred Thousand **Date**: _____

Objective(s):

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

Identify place values of digits up to one hundred thousand (100,000).
Read numbers up to one hundred thousand (100,000).
Write numbers up to one hundred thousand (100,000).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 1 and 5

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 a few 4 or 5-digit numbers on the board. Point out any of the digits and ask them about its value/place value. Then ask them to read that number. Appreciate their responses.

Main Activities/Concept Building: (25 mins)

Activity 1:

Ask them to open their textbooks to page 1. 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.
Draw a place value chart with place values up to thousand. Write a number in it and explain the place value and value of each digit in it. Now, add one more column and write another digit in it (write 6 unique digits so that the students may not get confused for the similar digits’ values.). Tell them that now the table has numbers in hundred thousand. Explain how to read this number using the place value chart. Then write it in words on the board by placing commas. Tell them that we put commas after every 3 digits from the right. Explain how a place value chart helps us read the numbers correctly.
Repeat this activity using different numbers and explain how to read and write them. Also, explain to them how to write that number in standard form and expanded form.

Sum Up: (3 mins)

Sum up the lesson by retelling about reading and writing numbers up to hundred thousand using place values. Also discuss with them about the answer of question given on page 1.

Assessment: (5 mins)

Ask them to solve Q1 of Learning Check 1.1 at page 4.

Homework: (2 mins)

Solve Q2 (a, b, c) and Q3 (a, b, c) of Learning Check 1.1 at page 4.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Numbers up to Hundred Thousand **Date**: _____

Objective(s):

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

Identify place values of digits up to one hundred thousand (100,000).
Read numbers up to one hundred thousand (100,000).
Write numbers up to one hundred thousand (100,000).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2, 3 and 4, Place value cards (up to hundred thousand)

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 to open their textbooks to page 2 and observe the table given (for numbers 99, 999 and 100,000). Ask them to read the numbers and talk about the value of each digit. Correct them if required.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 2 and 3. Explain the given examples by drawing the table on the board. Explain how to read and write any number using place values.

Activity 2:

Distribute place value cards (up to hundred thousand) among the students. Call a student to the front and ask him/her to write a random 6-digit number on the board. Ask him/her to point out any digit of the number. The remaining students have to hold and show the correct card of that place. Next, call another student and ask him/her to read that number loudly. Remaining students will check if he/she is reading it correctly or not. Similarly, another student will write that number in words and the remaining students will check if he/she has written it correctly or not. Repeat these activities with other students as well.

Sum Up: (3 mins)

Sum up the lesson by explaining the “Notable Notes” given on page 3 and explain through place value.

Assessment: (5 mins)

Ask them to solve Q2 (d, e, f) and Q3 (d, e, f) of Learning Check 1.1 at page 4.

Homework: (2 mins)

Solve Q4 (a, b, c) of Learning Check 1.1 at page 4.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Place Value Cards

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Numbers up to Hundred Thousand **Date**: _____

Objective(s):

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

Identify place values of digits up to one hundred thousand (100,000).
Read numbers up to one hundred thousand (100,000).
Write numbers up to one hundred thousand (100,000).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2, 3 and 4

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”.
Read statement of “Quick check” from page 3. Ask them to solve it in their notebooks. Take their responses and appreciate them. Correct them if required.

Main Activities/Concept Building: (25 mins)

Activity 1:

Arrange two sets of numbers. One set has number cards of any 6-digit numbers in words and the other set has the same number in figures. Distribute number cards among students. Call any student to the front and ask him/her to show his/her card to the class. The student with the same number (in words or figures) will come forward and they will pin the numbers (in words and figures) on the soft board. Also, ask them to write that number in standard form and expanded form. Similarly, repeat this activity till all the numbers are paired correctly.

Activity 1:

Sum Up: (3 mins)

Have students open page 3. Explain the given examples by drawing the table on the board. Explain the given “Notable Note”

Assessment: (5 mins)

Ask them to solve Q4 (d, e, f) of Learning Check 1.1 at page 4 in their notebook.

Homework: (2 mins)

Solve Q5 of Learning Check 1.1 at page 4.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Comparing and ordering Numbers **Date**: _____

Objective(s):

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

Compare numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, 5 and 7

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? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 mins)

Activity 1:

Have students open page 4 of their textbooks. Read the statement of the given example. Ask students to read the statement and tell what is given in the question and what we have to find. Next, explain the statement of the example. Tell them that we can compare two numbers by placing the numbers in the place value table and then comparing digits of two numbers by start comparing digits from greatest place value or from left. Tell them that we need to find in which week toy factory produced more toys. For this we need to compare number of toys produced in both weeks. Now, draw place value table on the board and place numbers in the table. Tell them that start comparing numbers from greatest place value of numbers that is ten thousands. Then compare numbers and tell them 3 is greater than 2 in numbers 35862 and 27013. So in first week more toys were produced than in the second week.
Ask students to write any two numbers in their notebook and compare and tell which one greater and which one is smaller. Roam around and check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining the steps comparing number. Tell them that we can easily compare numbers using place value of each digit in the numbers (Notable Note).

Assessment: (8 mins)

Ask them to read the statement of the "Quick check" given on page 5. Instruct them to compare and give reason why are both numbers equal?

Homework: (2 mins)

Solve Q1 (a, b, c) of Learning Check 1.2 at page 7.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Comparing and ordering Numbers **Date**: _____

Objective(s):

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

Compare numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, 6 and 7

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 compare numbers? Take their responses and appreciate them if someone gives the right answer. Ask them to read the "Notable note" given at page 5 and tell them that always compare the same place digits. If they are the same, then compare the digits in the next place (to the right). Keep comparing till there are two different digits.

Main Activities/Concept Building: (22 mins)

Activity 1:

Write a 5-digit number and a 4-digit number on the board. Call a student to the front of the class and ask him/her tell which number is smaller and which one is greater. Take his/her response and tell them the number with less digits are always smaller than the number that have more digits. So, 4-digit number is always smaller than the 5-digit numbers. Have students open page 5 of their textbooks. Ask them to read the statement of the example, compare the numbers and tell which one is smaller and which one is greater number.

Ask them to compare the numbers given in example 3 on page 6 of their textbooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining to students that the umbers with less number of digits are always smaller than the number with more digits.

Assessment: (8 mins)

Ask them to read the statement of the "Quick check" given on page 6. Instruct them to compare the numbers by drawing place value table in their notebooks and comparing digits of the numbers till both numbers have different digits.

Homework: (2 mins)

Solve Q1 (d, e, f) of Learning Check 1.2 at page 7.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Comparing and ordering Numbers **Date**: _____

Objective(s):

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

Compare numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, 6 and 7, Number cards 1-9

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 to compare and tell which is greater the smallest 5-digit number or the greatest 4-digit number. Take their responses and tell them that 4-digit numbers are always smaller than the 5-digit numbers.

Main Activities/Concept Building: (22 mins)

Activity 1:

Make two groups of students. Give each group number cards 1 to 9. Instruct them to make some 5 and 4-digit numbers. Ask them to take any two numbers and place them in place value table and then tell which one is greater and which one is smaller. Repeat this activity with some other pairs of numbers. After doing this call one by one each group to the front of the class and ask them to present their work to front of the class. Ask them to open their textbooks and revise all the examples given in their textbook and compare and write the greater and smaller number in their notebooks by drawing place value tables and then showing numbers in the place value table.

Sum Up: (3 mins)

Sum up the lesson by explaining to students how we can compare numbers by place numbers in the place value chart. Explain step by step comparing numbers up t 5-digits.

Assessment: (8 mins)

Ask them by using digits 5, 3, 8, 4, 9 make any two 5-digits numbers and then compare and tell which one is greater and which one is smaller.

Homework: (2 mins)

Ask them to make ten 5-digit numbers and then compare two numbers at a time and write which number is greater and which one is smaller.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Comparing and ordering Numbers **Date**: _____

Objective(s):

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

Order numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, 6 and 7

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: Can you tell how we can compare two numbers? Take their responses and tell them that we can compare numbers by using place value table. We place numbers in the table and then compare the digits starting from right of the numbers.

Main Activities/Concept Building: (22 mins)

Activity 1:

Have students to open their textbooks to page 6. Ask them to read the statement of the example given on page 6. Ask them to tell what we have to find. Take their responses and tell them that Haris and his two friends amounts are given in their bank account and then we have to find which one has the greatest amount in his bank account and which one has least amount in his bank account. Then we arrange their amount in ascending order. Tell them that to compare and order these numbers in ascending order we have to show these in the place value table and then start comparing the digits from the right.

Call a student to the front of the class and ask him/her to draw place value table on the board and show these values in the table. Ask them: Do you know what is meant by ascending order take their response and tell them that to arrange numbers from smallest to greatest value is called ascending order. Then instruct to compare and order these values in ascending order. Check his/her work and guide if required.

Sum Up: (3 mins)

Sum up the lesson by explaining to students how we can compare and order the numbers in increasing or ascending order. Tell them that ascending order means to arrange numbers from smallest to greatest.

Assessment: (8 mins)

To assess the students learning ask them to write any three 5-digit numbers and then show in the place value table and then arrange them in ascending order.

Homework: (2 mins)

Solve Q2 of Learning check 1.2 on page 7 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Comparing and ordering Numbers **Date**: _____

Objective(s):

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

Order numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, 6 and 7

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: Can you tell how we can compare two numbers? Take their responses and tell them that we can compare numbers by using place value table. We place numbers in the table and then compare the digits starting from right of the numbers.

Main Activities/Concept Building: (22 mins)

Activity 1:

Write three numbers of 5-digits on the board. Call a student to the front of the class and ask him/her to draw a place table and show these numbers in the table. Ask students to start to compare numbers from the right. Take their responses and call another student to the front of the class and ask him/her compare and arrange these numbers from greatest to smallest. Ask them: Do you know what the order is when we arrange the number from greatest to smallest. Take their responses and appreciate them for their correct answer. Then tell them that when we arrange numbers from greatest to smallest it is called descending order.

Have students to open their textbooks to page 6. Ask them to arrange the numbers given in the textbook example in descending order. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining to students when we compare and order numbers from greatest to smallest then that arrangement of numbers is called descending order.

Assessment: (8 mins)

To assess the students learning ask them to solve "Quick check" given on page 7 in their notebooks.

Homework: (2 mins)

Solve Q3 of Learning check 1.2 on page 7 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **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 pages 8 and 10

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: Can you tell how we can compare and order numbers? Take their responses and tell them that we can compare and order numbers by using a place value table. We place the numbers in the table and then compare the digits starting from right of the numbers.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we are going to learn about rounding off numbers to the nearest 10.

Ask students: Do you know what rounding off means? Take their responses and appreciate if someone gives the right answer. Tell students that if someone asks them what the temperature is today, their answer may be about 30 or 40. This means that you tell the approximate temperature of the day but not exactly. Tell them that in many of our daily life situations, we use an approximate number instead of an exact value. Tell them this means that we round off the numbers. Tell students we follow some rules to round off numbers to the nearest 10. Write the number 328 on the board. Tell them that first we circle the digit that needs to be rounded off., Then we round off the given number to the nearest 10 so we circle the digit 2 in the number 328. Now, we underline the digit next to the circled digit that is 8. Observe the digit 8, as 8 is greater than 5 so we add 1 to the circled digit 2 and replace the digit 8 by 0. Thus, the number 328 rounded off to the nearest 10 is 330. We can write it as: $328 \approx 330$. We use the symbol $\approx$ for approximation.

Ask students to open their textbooks to page 8 and round off 234 in the given example to the nearest ten step by step in their notebooks. Walk around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students that rounding off numbers means to keep the value of a number closer to its original value by making it simpler and easier to use in various calculations.

Assessment: (8 min)

To assess students learning, ask them to round off the numbers 115, 829 and 722 to the nearest 10.

Homework: (2 min)

Solve Q1 of Learning Check 1.3 on page 10 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **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 pages 9 and 11

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: Can you tell how we can round off the numbers 355, 782 and 916 to the nearest 10? Take their responses and 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 whether it is correct or not.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the number 4725 on the board. Tell students that we follow some rules to round off numbers to the nearest 100. Tell them that first we circle the digit that needs to be rounded off., Then we round off the given number to the nearest 100 so we circle the digit 7 in the hundreds place in the number 4725. Now, we underline the digit next to the circled digit that is 2. Observe the digit 2, as 2 is less than 5 so we leave the circled digit 7 as it is and replace the digit to the right of 7 by 0. Thus, the number 4725 rounded off to the nearest 100 is 4700. We can write it as: $4725 \approx 4700$. We use the symbol $\approx$ for approximation.

Ask students to open their textbooks to page 9 and round off the number 7284 in the given example to the nearest 100 step by step in their notebooks. Walk around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we round off numbers to the nearest hundred by solving examples on the board.

Assessment: (5 min)

To assess the students learning, ask them to round off the number 6888 to the nearest 100.

Homework: (2 min)

Solve Q2 of Learning Check 1.3 on page 10 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **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 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 9 and 11

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: Can you tell the steps to round off numbers to the nearest 10 and 100? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the number 8545 on the board. Tell students that we follow some rules to round off numbers to the nearest 1000. Tell them that first we circle the digit that needs to be rounded off., Then we round off the given number to the nearest 1000 so we circle the digit 8 in the thousands place in the number 8545. Now, we underline the digit next to the circled digit that is 5. Observe the digit 5, as it is equal to 5 so we add one to the circled digit 8 and replace the digit to the right of 8 by 0. Thus, the number 8545 is rounded off to the nearest 1000 is 9000. We can write it as: $8545 \approx 9000$.

Ask students to open their textbooks to page 9 and round off the number 18,376 in the given example to the nearest 1000 step by step in their notebooks. Walk around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we round off numbers to the nearest 1000 by solving examples on the board. Tell them the symbol $\approx$ means approximately equal to.

Assessment: (5 min)

To assess students learning, ask them to solve the 'Quick Check' on page 9 of the textbook in their notebooks.

Homework: (2 min)

Solve Q3 of Learning Check 1.3 on page 11 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **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 11 and 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”.
Tell students that they are going to recall all the concepts of the Unit “Whole Numbers”.
Ask them a few questions to let them revise the basic concepts:

- What is a place value of each digit in a number?
- How can we write numbers in words and in standard form?
- Define expanded form of the numbers.

Main Activities/Concept Building: (30 mins)

Activity 1:

Have students open page 12 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 1.1” 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 11.

Assessment: (0 mins)

N/A

Homework: (2 mins)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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 11 and 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”.
Tell students that they are going to recall all the concepts of the Unit “Whole Numbers”.
Ask them a few questions to let them revise the basic concepts:

- How we compare numbers?
- What is meant by ascending and descending order of the numbers?

Main Activities/Concept Building: (30 mins)

Activity 1:

Have students open page 12 of their textbooks. Ask them to solve Q4, Q5 and Q6 of “Unit Check 1.1” 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 11.

Assessment: (0 mins)

N/A

Homework: (2 mins)

Solve Q7, Q8 and Q9 of “Unit Check 1” given at page 12.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Unit Name: Addition and Subtraction **Topic:** Addition (up to 5 digits) **Date**: _____

Objective(s):

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

Add numbers up to 5-digit.

Solve real life number stories involving addition of numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14, 16 and 17, Wallchart of addition clue words

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 random 4-digit numbers on the board. Call one student to the board and ask him/her to add these. Also ask him/her to explain the steps of addition. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 mins)

Activity 1:

Have students open page 14 of their textbooks. Tell students when add two numbers, the numbers that are added is called addend and their result of addition of two or more numbers is called their sum. Read the statement of the given example on page 14. Next, explain the statement of the example. Refer to the clue words by pasting the wallchart of addition clue words (or by simply writing them on the board). Tell them that here we need to find the total number of bags of sugar and flour. For this we need to add. Now, tell students when we add two numbers, first we line up the numbers, ones under ones, tens under tens, hundreds under hundreds, thousands under thousands and so on. After this, we add the same place digits together. If there is a need of regrouping, we regroup and carry forward. Solve the example step by step. Label the addends, sum, as well. Encourage them to ask questions if they want.

Sum Up: (3 mins)

Sum up the lesson by explaining the steps of addition of 5-digit numbers and repeating the terms associated with these operations.

Assessment: (8 mins)

Ask them to solve Q1 (a- h) of Learning Check 1.4 at page 16.

Homework: (2 mins)

Solve Q1 (i-o) and Q2 of Learning Check 1.4 at page 16 and 17.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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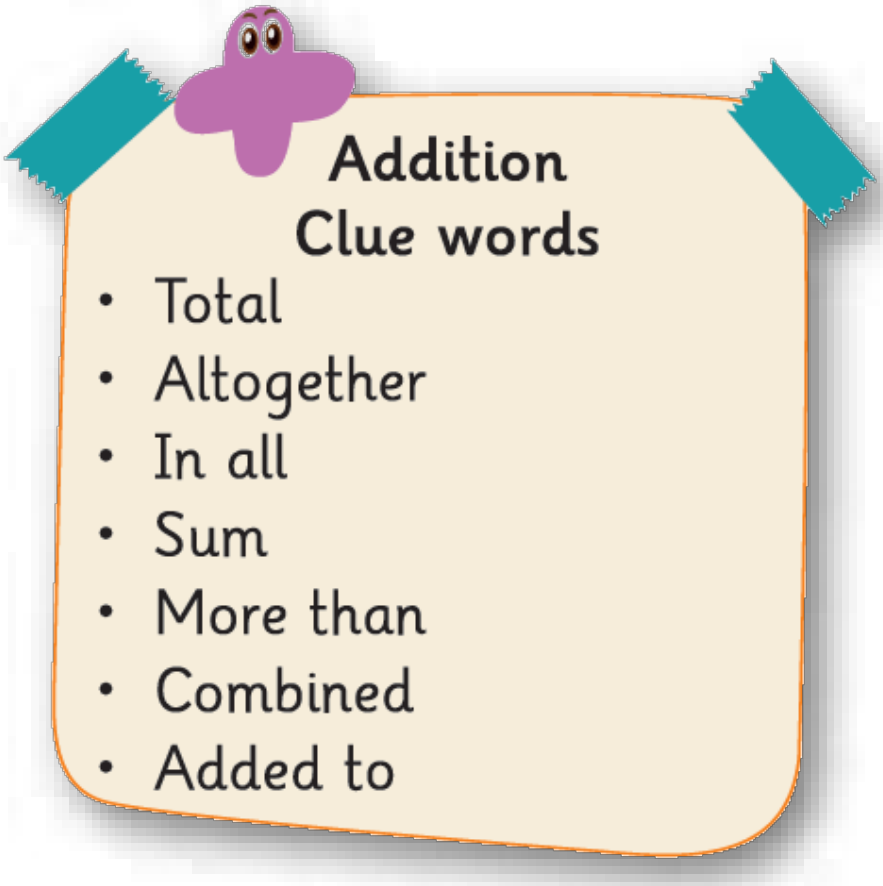

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **Topic:** Addition (up to 5 digits) **Date**: _____

Objective(s):

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

Add numbers up to 5-digit.

Solve real life number stories involving addition of numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 15 and 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”.

Write one addition sum (solved) on the board. Point towards each term of the sums and ask students to name that term (addends, sum). Appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 15 of their textbooks. Read the statement of the given example. Explain the statement of the example. Refer to the clue words by pasting the wallchart of addition clue words (or by simply writing them on the board). Solve the example step by step. Label the addends and sum as well. Encourage them to ask questions if they want. Ask them to write any two 5-digit numbers in their notebooks and then add that numbers step by steps. Roam around the class, check their work and guide them if required.

Activity 2:

Divide students into 3 groups. Give them blank papers and ask them to create word problems involving addition. After they are done, exchange the papers with other groups. The groups will solve each problem step by step. When done, each group will come forward and explain the word problem and its solution. The group with the best presentation and accurate solution will be the winner.

Sum Up: (3 mins)

Sum up the lesson by repeating the main points of the concept as given in “notable notes” on page 14 and 15.

Assessment: (5 mins)

Read statement of “Quick check” from page 15. Ask them to solve it in their notebooks.

Homework: (2 mins)

Solve Q3, Q4, Q5 and Q6 of Learning Check 1.4 at page 17.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **Topic:** subtraction (up to 5 digits) **Date**: _____

Objective(s):

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

Subtract numbers up to 5 - digit.

Solve real life situations involving subtraction of numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18 and 20, Wallchart of subtraction clue words

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 random 4-digit numbers on the board. Call one student to the board and ask him/her to subtract these. Also ask him/her to explain the steps of subtraction. Appreciate him/her and help if required.

Main Activities/Concept Building: (22 mins)

Activity 1:

Have students open page 18 of their textbooks. Tell students when we subtract two numbers, the first number from which the other number is to be subtracted is called minuend. And the number to be subtracted is called subtrahend. After subtraction of two numbers the result is called difference. Read the statement of the given example. Talk about the importance of charity and the reward of participating in building a masjid. Next, explain the statement of the example. Refer to the clue words by pasting the wallchart of subtraction clue words (or by simply writing them on the board). Tell them that here we need to find the difference between the salaries of Salma and Hina. For this we need to subtract. Now, tell students when we subtract two numbers, first we line up the numbers, ones under ones, tens under tens, hundreds under hundreds, thousands under thousands and so on. After this, we subtract the same place digits together. If there is a need of regrouping, we regroup and borrow. Solve the example step by step. Label the subtrahend, minuend and difference as well. Encourage them to ask questions if they want.

Sum Up: (3 mins)

Sum up the lesson by explaining the steps of subtraction and repeating the terms associated with these operations.

Assessment: (8 mins)

Ask them to solve Q1 (a-h) and Q2 of Learning Check 1.5 at page 20.

Homework: (2 mins)

Solve Q1 (i-o) of Learning Check 1.5 at page 20.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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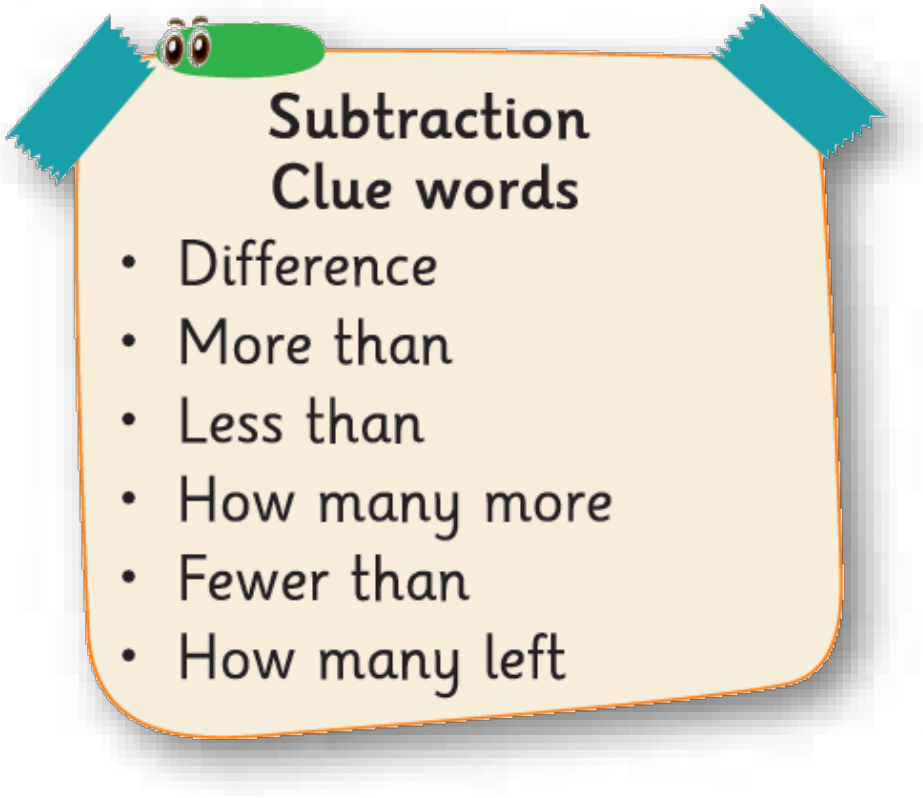
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **Topic:** subtraction (up to 5 digits) **Date**: _____

Objective(s):

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

Subtract numbers up to 5 - digit.

Solve real life situations involving subtraction of numbers up to 5-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18, 19 and 21

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 one subtraction sum (solved) on the board. Point towards each term of the sums and ask students to name that term (subtrahend, minuend and difference). Appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 19 of their textbooks. Read the statement of the given example. Explain the statement of the example. Refer to the clue words by pasting the wallchart of subtraction clue words (or by simply writing them on the board). Solve the example step by step. Label the subtrahend, minuend and difference as well. Encourage them to ask questions if they want. Ask them to write two 5-digit numbers in their notebooks and then subtract the smaller number from the greater one. Roam around the class, check their work and guide them if required.

Activity 2:

Divide students into 3 groups. Give them blank papers and ask them to create word problems involving subtraction. After they are done, exchange the papers with other groups. The groups will solve each problem step by step. When done, each group will come forward and explain the word problem and its solution. The group with the best presentation and accurate solution will be the winner.

Sum Up: (3 mins)

Sum up the lesson by repeating the main points of the concept as given in “notable notes” page 18 and 19.

Assessment: (5 mins)

Read statement of “Quick check” from page 18. Ask them to solve it in their notebooks.

Homework: (2 mins)

Solve Q3, Q4, Q5 and Q6 of Learning Check 1.5 at page 21.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **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 and subtraction (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21-23

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”.
Tell students that they are going to recall all the concepts of the Unit “Addition and Subtraction”.
Ask them a few questions to let them revise the basic concepts:

- What is meaning of terms addend and sum.
- How can we add two numbers?
- What are clue words that we used for addition?

Main Activities/Concept Building: (30 mins)

Activity 1:

Have students open page 22-23 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 1.2” 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 21.

Assessment: (0 mins)

N/A

Homework: (2 mins)

Revise classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **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 and subtraction (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21 and 23

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”.

Tell students that they are going to recall all the concepts of the Unit “Addition and Subtraction”.

Ask them a few questions to let them revise the basic concepts:

- What is meant by the terms subtrahend, minuend and difference?
- How can we subtract two numbers?
- What are the clue words used for subtraction?

Main Activities/Concept Building: (30 mins)

Activity 1:

Have students open page 23 of their textbooks. Ask them to solve Q4 and Q5 of “Unit Check 1.2” 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 21.

Assessment: (0 mins)

N/A

Homework: (2 mins)

Solve Q6 of “Unit Check 1.2” given at page 23.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Multiplication **Date:** _____

Objective(s):

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

Multiply numbers up to 5-digit by numbers up to 3-digit.

Solve real life situations involving multiplication of numbers up to 5-digit by 3 - digit.

Resource Material:

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

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 and two 3-digit numbers on the board. Call a random student and ask him/her to select any two numbers from the numbers written and multiply on the board. Encourage students to explain the steps of multiplication.

Main Activities/Concept Building: (25 mins)

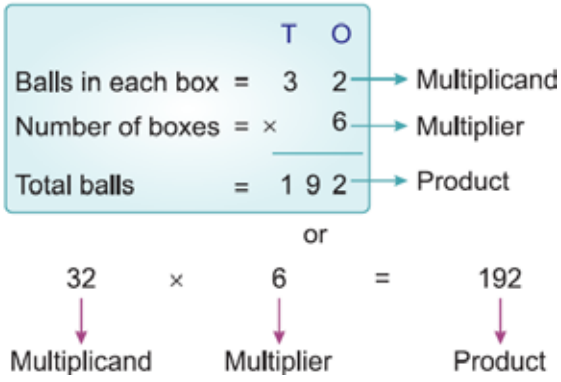
Activity 1:

Ask them to open their textbooks to page 24. 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.

Have students open page 25 of their textbooks. Read the statement of the given example. Explain the statement of the example. Refer to the clue words by pasting the wallchart of multiplication clue words (or by simply writing them on the board). Tell them that here we need to find the total number of balls in 6 boxes. For this, we need to multiply 32 by 6. Label the multiplicand, multiplier and product as well.

Tell them that the multiplication steps are the same as we did in the previous grade; just be careful with the digits. Multiply the multiplicand (32) by the multiplier (6). Encourage them to ask questions if they want.

Ask them to solve example 2 step by step in their notebook (multiply 112 by 4). Roam around the class, check their work and guide them if required.



Sum Up: (3 mins)

Sum up the lesson by explaining the terms related to multiplication and the algorithm for multiplying numbers. Also discuss with them about the answer of question given on page 24.

Assessment: (5 mins)

Read statement of "Quick check" from page 26. Ask them to solve in their notebooks.

Appreciate them for their correct answers.

Homework: (2 mins)

Solve Q1 (a, b, c, d, e) of Learning Check 1.6 at page 28.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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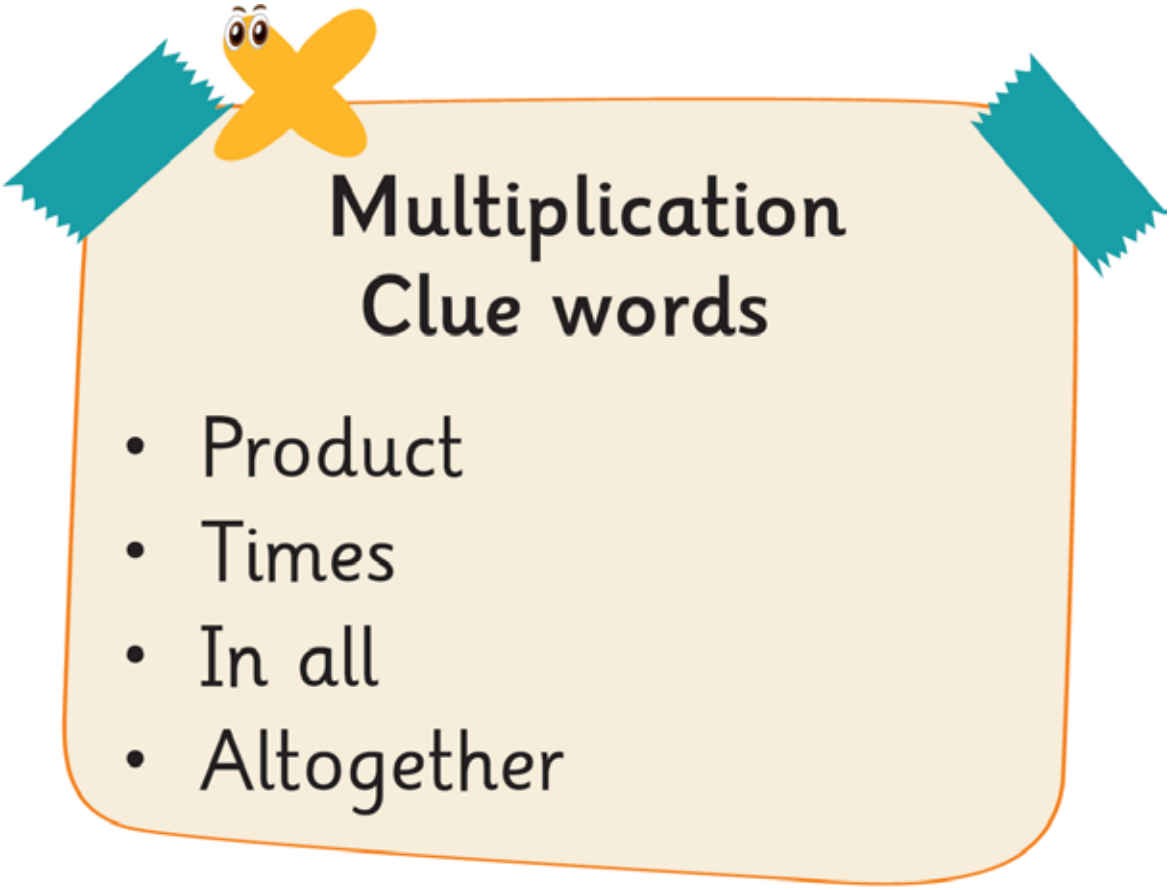

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Multiplication **Date:** _____

Objective(s):

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

Multiply numbers up to 5-digit by numbers up to 3-digit.

Solve real life situations involving multiplication of numbers up to 5-digit by 3 - digit.

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”.

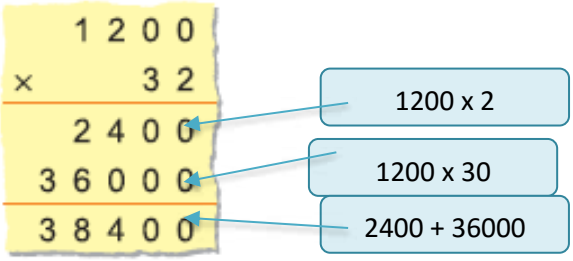
Write 3-digit numbers, 2-digit numbers and some 1-digit numbers on the board. Call a random student and ask him/her to select any two numbers from the numbers written and multiply on the board. Encourage students to explain the steps of multiplication and also tell about terms that are used for multiplication of two numbers.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 26 of their textbooks. Read the statement of the given example. Explain the statement of the example. Refer to the clue words by pasting the wallchart of multiplication clue words (or by simply writing them on the board). Tell them that here we need to find the total number pearls in all necklaces. For this, we need to multiply 1200 by 32. Label the multiplicand, multiplier and product as well. Tell them that the multiplication steps are the same as we did in the previous grade, just be careful with the digits.

First, multiply the multiplicand (1200) by each digit (2 and 3) of the multiplier (32) separately and then add the results. Similarly, write any other two numbers and multiply on the board by explaining each step. Encourage them to ask questions if they want.



Sum Up: (3 mins)

Sum up the lesson by explaining the terms related to multiplication of numbers and step by step explain how we multiply two numbers.

Assessment: (5 mins)

Read statement of “Quick check” from page 26. Ask them to solve it in their notebooks.

Appreciate them for their correct answers.

Homework: (2 mins)

Solve Q1 (f-l) of Learning Check 1.6 at page 28.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Multiplication **Date**: _____

Objective(s):

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

Multiply numbers up to 5-digit by numbers up to 3-digit.

Solve real life situations involving multiplication of numbers up to 5-digit by 3 - digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 24-29, 2 baskets, 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”.

Write two 2-digit and two 4-digit numbers on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it. Then ask them to label the terms as “multiplicand, multiplier and product”.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 27 of their textbooks. Solve examples (multiply 3745 by 126/42585 by 371) by explaining each step on the board. Retell them that to multiply two numbers, split the multiplier in expanded form. Then multiply each digit of the multiplicand by each value of the multiplier separately. Finally add the results.

Activity 2:

Put two baskets on the table. One basket will have 4 and 5-digit number cards and the other basket will have 2 and 3-digit number cards. Call students one by one and ask them to pick one card from each basket randomly and multiply them step by step on the board. Remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 mins)

Sum up the lesson by explaining the terms related to multiplication and the algorithm for multiplying numbers.

Assessment: (5 mins)

Read statement of “Quick check” from page 27. Ask them it in their notebooks.

Appreciate them for their correct answers. Ask them to solve Q2 of Learning check 1.6 at page 28 of their textbook in their notebook.

Homework: (2 mins)

Solve Q3, 4, 5 and 6 of Learning Check 1.6 at page 28 and 29.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Division **Date**:

Objective(s):

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

Divide numbers up to 4-digit by numbers up to 2-digit.

Solve real life situations involving division of numbers up to 4 – digit by a number up to 2-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29-31, Division clue words wallchart

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”.

Have students open their textbooks to page 29. Ask them to read the statement of the example. Talk about what we have to find in this statement. Tell them that we have to find the number of stickers pasted on each page and how many stickers are left.

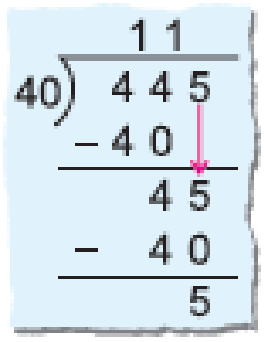
Ask them to copy it in their notebooks and solve. Check their work and correct them if needed.

Tell them about the terms that are associated with division.

Main Activities/Concept Building: **(20 mins)**

Activity 1:

Have students open page 30 of their textbooks. Read the statement of the given example. Talk about the importance of dates in Ramadan. Explain the statement of the example. Refer to the clue words by pasting the wallchart of division clue words (or by simply writing them on the board). Tell them that here the total stock of dates and the number of people in which it is distributed is given. We need to find the dates that each person will get. For this, we need to divide 445 by 40.



Tell them that the division steps are the same as we did in the previous grade, just be careful with the digits. Solve the example on the board by explaining each step. Take the first digit of the dividend. Then divide it by the divisor and write the answer on top as the quotient. Subtract the result from the digit and write the difference below. Bring down the next number (if present). Repeat the same process until all digits are done and the remainder is less than the divisor. Encourage them to ask questions if they need to. Label the dividend, divisor, and quotient and remainder as well.

Sum Up: **(3 mins)**

Sum up the lesson by explaining the terms related to division and the algorithm for dividing numbers.

Assessment: **(5 mins)**

Read statement of “Quick Check” at the end of page 30. Ask them to solve it in their notebooks. Appreciate them for their correct answers.

Homework: **(2 mins)**

Solve Q1 of Learning Check 1.7 at page 31.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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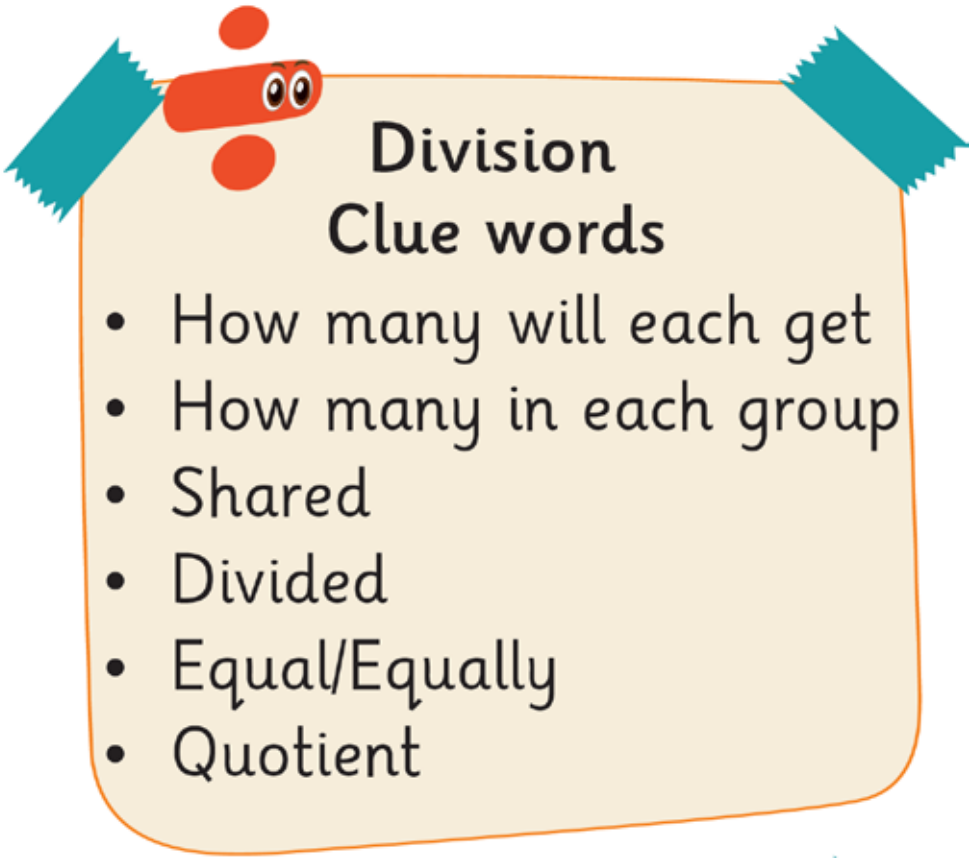
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Division **Date**:

Objective(s):

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

Divide numbers up to 4-digit by numbers up to 2-digit.

Solve real life situations involving division of numbers up to 4 – digit by a number up to 2-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30 -32, 2 baskets, 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 them to write a division sum on their notebooks and label its associated division terms.

Write a division sentence on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it. Then ask them to label the terms as dividend, divisor, quotient and remainder.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 30 and 31 of their textbooks. Solve examples by explaining each step on the board. Keep dividing and bringing down the next number until all digits are done and the remainder is less than the divisor.

Activity 2:

Put two baskets on the table. One basket will have multiple 3 and 4-digit number cards and the other basket will have 1 and 2-digit number cards. Call students one by one and ask them to pick one card from each basket randomly and divide them step by step on the board. Remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 mins)

Sum up the lesson by explaining the terms related to division.

Assessment: (5 mins)

Read statement of “Quick Check” from page 31. Ask them to solve part (a) in their notebooks. Appreciate them for their correct answers.

Homework: (2 mins)

Solve Q2 of Learning Check 1.7 at page 32.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Division **Date**:

Objective(s):

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

Divide numbers up to 4-digit by numbers up to 2-digit.

Solve real life situations involving division of numbers up to 4 – digit by a number up to 2-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 31-32

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 a division sentence on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it. Then ask them to label the terms as dividend, divisor, quotient and remainder.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 32 of their textbooks. Solve Q3 on the board two times. Each solution must have at least two mistakes. Divide the class into pairs. Ask them to point out the mistakes in both solutions (students must solve the questions in order to figure out the mistake). Then ask each pair to come to the front and explain the mistakes to other students till all pairs have their turns. Appreciate for their correct responses.

Sum Up: (3 mins)

Sum up the lesson by explaining the mistakes and their solutions again.

Assessment: (5 mins)

Read statement of “Quick Check” from page 31. Ask them to solve part (b-c) in their notebooks.

Homework: (2 mins)

Solve Q4, 5 and 6 of Learning Check 1.7 at page 32.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Mixed Operations **Date**:

Objective(s):

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

Solve real life situations using appropriate operations of addition, subtraction, multiplication and division of numbers up to 2-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33 and 34

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 terms that we used for addition of two numbers?

What are the terms that we used for subtraction of two numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 33 of their textbooks. Read the statement of the given example. Explain the statement of the example. As they are already familiar with addition and subtraction clue words, ask them to verbally explain how to solve this example. Take random responses and write them on the board. After this, point out the correct responses written on the board. Tell them that we have to find in part a, how many more electric switches are there than fuses for this we have to subtract these.

Then solve it on the board step by step and explain it to students.

Now tell them that in “part b” we have to find the total number of fuses and electric switches are manufactured altogether. Tell them that for this we have to add the number of switches and fuses. Then solve step by step on the bard and explain each step to students.

Sum Up: (3 mins)

Sum up the lesson by explaining the basic associated terms and clue words that are used for addition and subtraction.

Assessment: (5 mins)

To check their understanding ask them about the terms related to addition and subtraction of numbers and ask them to write a word problem for addition and subtraction mixed form and them share it with their fellows.

Homework: (2 mins)

Solve Q1 and Q3 of Learning Check 1.8 at page 34.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Mixed Operations **Date**:

Objective(s):

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

Solve real life situations using appropriate operations of addition, subtraction, multiplication and division of numbers up to 2-digit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33 and 34

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 terms that we used for multiplication of two numbers?

What are the terms that we used for division of two numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 33 of their textbooks. Read the statement of the given example. Explain the statement of the example. As they are already familiar with addition, subtraction, multiplication and division clue words. Ask them to verbally explain how to solve this example. Take random responses and write them on the board. After this, point out the correct responses written on the board. Tell them that we have to find in “part a”, total quantity of oil in 15 containers. For this we have to multiply 255 by 15. Then step by step to multiply it on the board and explain it.

Tell the students to find the remaining amount of oil we have to subtract it and then to find the quantity of oil in 86 smaller containers.. Then solve step by step on the board and explain each step to students.

Sum Up: (3 mins)

Sum up the lesson by explaining the basic associated terms and clue words that are used for addition, subtraction, multiplication and division.

Assessment: (5 mins)

Solve Q2 of Learning check 1.8 given on page 34 of textbook in their notebook. Roam around the class, check their work and guide if required.

Homework: (2 mins)

Solve Q4 of Learning Check 1.8 at page 34.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers **Topic:** Revision (Numbers) **Date**:

Objective(s):

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

Revise the concept of numbers up to 100,000 of 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 them a few questions relevant to numbers up to 100,000.
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 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:

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Worksheet

Name: _____ **Date: _____**

1. Write the following numbers in words.

a) 567,345

_____

_____

b) 739.682

_____

_____

c) 178,985

_____

_____

2. Write these numbers in figures.

a) Five hundred and eighty-two thousand, one hundred and thirteen.

_____

b) Four hundred and thirty-nine thousand and three

_____

c) Nine hundred and nine thousand, four hundred and twenty-six

_____

3. Write the value of the underlined digit in each of these numbers.

a) 6̲84320 _____

b) 7̲43282 _____

c) 549̲112 _____

4. Write the following numbers in ascending and descending order.

a) 78,342 ; 78,113 ; 78,981

b) 86,530 ; 84,350 ; 81,530

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **Topic:** Revision (Addition) **Date**:

Objective(s):

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

Revise the concept of Addition of the unit "Addition and Subtraction".

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 them a few questions relevant to Addition.
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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. **Add the following.**
   a) 64,374 + 56,391 b) 45,118 + 76,487

2. **Find the sum of the greatest 5-digit number and the smallest 4-digit number. Also label addends and sum.**

3. **A toy factory produced 45,320 toys in one month and 48,999 toys in the next month. How many toys produced in both months?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Addition and Subtraction **Topic:** Revision (Subtraction) **Date**:

Objective(s):

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

Revise the concept of Subtraction of the unit "Addition and Subtraction".

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 them a few questions relevant to Subtraction.
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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. **Subtract the following.**
   a) 84,034 – 57,385 b) 72,137 – 36,752

2. **Find the difference of the greatest 5-digit number and the smallest 5-digit number. Also label subtrahend, minuend and difference.**

3. **In a twon 56,876 votes are given in election. There are 25,621 are women. How many men give their votes?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Revision (Multiplication) **Date**:

Objective(s):

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

Revise the concept of Multiplication of the unit "Multiplication and 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 them a few questions relevant to Multiplication.
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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. **Multiply the following.**

a) 458 x 24 b) 6981 x 11 c) 67981 x 8

d) 7452 x 37 e) 38,002 x 78 f) 49,486 x 845

2. **There are 7452 pencils in one box. How many pencils are there in 452 boxes?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Multiplication and Division **Topic:** Revision (Division) **Date**:

Objective(s):

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

Revise the concept of Division of the unit "Multiplication and 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 them a few questions relevant to Division.
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 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:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. Divide the following.

a) 142 ÷ 2

b) 5687÷ 32

c) 6584 ÷ 9

d. 421 ÷ 13

e) 7458 ÷ 49

f) 5735 ÷ 25

b) **Amir wants to put 7845 candies in 34 jars. How many candies are in each jar and how many candies are left?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Whole Numbers and Operations **Topic:** Revision (Mixed operations) **Date**:

Objective(s):

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

Revise the concept of mixed operations of the unit "Whole Numbers and operations".

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 them a few questions relevant to mixed operation.
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 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:

_____

_____

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Worksheet

Name: _____ **Date: _____**

1. There are 6459 birds and 1123 animals in Zoo. How many birds and animals are in the Zoo? How many more birds are there than animals in the zoo?

2. Ali has Rs 9566. He wants to distribute this amount among 22 needy people.

a) **How much each of get?**

b) **If his friend contribute Rs 2512. The find how much does each person get?**

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3. A carpenter has 21 bags of nails. There are 3114 nails are in each bag. How many nails are there in all bags? If he used 455 nails. Then find how many nails are left?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Whole Numbers **Topic: Number** Patterns **Date**:

Objective(s):

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

Recognize a given increasing and decreasing pattern by stating a pattern rule.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35, 36 and 37

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask the students: How are you? Encourage them to say, "Alhamdulillah".
Ask students: Do you know what a number pattern is? Take their responses and tell them that today we are going to learn about number patterns.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell them that in previous classes we learnt about colours, shapes, symbols, etc. patterns. In these patterns, there are some rules. In colour patterns the colours are repeated in specific patterns. Now we will learn about number patterns. Have students open page 35 of their textbooks. Read the statement of the given example. Talk about the importance of reciting the Holy Quran daily. Explain the statement of the example. Tell them that we have to find the number of verses Ahad recited on Thursday and Friday. Instruct them to observe the numbers of verses are 3, 6 and 9 that he read on Monday, Tuesday and Wednesday. There is a specific rule in these numbers. Tell them that when we add 3 to 3, we get 6 and when we add 3 to 6, we get 9. Tell them that verses are increasing in a pattern as each day there is an increase of 3 verses daily. So we get the next terms of the pattern by adding 3 in the previous terms. The rule of this pattern is adding 3.

Explain the method to find the next terms of the pattern. Repeat the definitions and terms associated with patterns (pattern, terms, rule, and increasing pattern) by using the given example. Similarly, write a few more patterns of addition on the board. Explain that first we need to find the rule of the pattern and then find the next terms with the help of that rule. Complete the patterns and encourage them to ask questions if they need to.

Sum Up: (3 min)

Sum up the lesson by explaining the basic associated terms and the method to find the terms of an increasing pattern by solving example 2 on the board. Tell them that every number in a pattern is called the term of the pattern.

Assessment: (5 min)

To check their understanding asks them: What is a pattern? How do you find the next term in an increasing pattern? Appreciate them for their correct answers. Ask them to solve "Quick Check part a" at page 36.

Homework: (2 min)

Solve Q1 (a, b) of Learning Check 1.9 at page 37.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Whole Numbers **Topic:** Number Patterns **Date**:

Objective(s):

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

Recognize a given increasing and decreasing pattern by stating a pattern rule.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 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 them about the worksheet they got for homework.
Write the following patterns on the board.

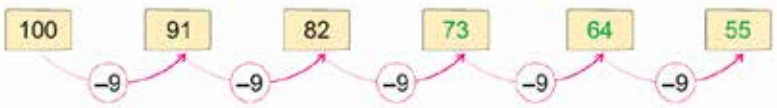
a) 13, 16, 19, ____, _____, ____
b) 16, 21, 26, ____, _____, ____

Ask them to complete these patterns in their notebooks. When they are done, call them randomly and ask about the rules of these patterns. Take their responses and appreciate them for their effort.

Main Activities/Concept Building: (25 min)

Activity:

Read the statement of the given example (100, 91, 82, ____, ____, ____) on page 36 of their textbooks. Ask them to tell if they know how to solve this example. Take random responses and write them on the board. After this, point out the correct responses written on the board. Solve it and tell them that this pattern is not an addition pattern. Tell them that this is a subtraction pattern as every next term is obtained by subtracting the previous term by 9. Write another subtraction pattern and solve it by explaining each step. Tell them that when a pattern is obtained by subtracting numbers from the previous term then that pattern is called a decreasing pattern.



Write an example of a decreasing pattern on the board, complete the patterns and encourage them to ask questions if they need to.

Activity 2:

Give them worksheet and ask them to follow the instruction given and solve it. Roma around the class, check their work and guide if required. Point out their common mistakes and guide them.

Sum Up: (3 min)

Sum up the lesson by explaining the Notable Note given on page 36 of their textbooks.

Assessment: (5 min)

To check their understanding, ask them to solve "Quick Check part b" given on page 36 of their textbooks.

Homework: (2 min)

Solve Q1 (c, d, e) of Learning Check 1.9 at page 37.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Identify and write the missing terms in the given patterns.

6, 17, 28, _____, _____, _____, _____

87, 85, 83, _____, _____, _____, _____

24, 29, 34, _____, _____, _____, _____

16, 31, 46, _____, _____, _____, _____

167, 177, 187, _____, _____, _____, _____

650, 690, 730, _____, _____, _____, _____

773, 770, 767, _____, _____, _____, _____

318, 300, 282 _____, _____, _____, _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

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

Objective(s):

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

Complete the given increasing and decreasing number sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Rule cards

Teaching & Learning Activities:

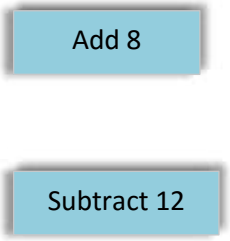
Opening Activities/Warm-up: (5 min)

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 is an increasing pattern? What is a decreasing pattern?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Put a basket of cards on the table. The cards will have the rules of addition and subtraction patterns written on them. Call students one by one and ask them to pick one card from each basket randomly. Then ask him/her to go back to his/her seat and make a pattern according to that rule in his/her notebook. For example, if he/she picks the card with the rule "Adding 8", he/she will have to create a pattern satisfying this rule. Repeat this activity till all students have their turns. Next, call them to the front to show their rule card and the pattern they created. Clap for their correct patterns and correct it if needed.



Sum Up: (3 min)

Sum up the lesson by explaining the basic associated terms and the method to find the terms of patterns.

Assessment: (5 min)

Write some number patterns with missing terms on the board and ask them to find the rule of these patterns and complete them.

Homework: (2 min)

Write five patterns of addition and subtraction in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

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

Objective(s):

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

Complete the given increasing and decreasing number sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Patterns of number cards

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. Write an addition pattern on the board with some missing terms. Call a student to the front of the class and ask him/her to complete the pattern. Take his/her response and appreciate him/her for their good work.

Main Activities/Concept Building: (25 min)

Activity 1:

Distribute cards of patterns of numbers with missing terms to each student of the class. Instruct them to observe the rule of the pattern given to them and write the rule of that pattern and then complete the pattern. Roam around the class, check their work and guide them if required. Ask them to raise their hands when finished. Now call each student one by one to the front and ask them to present their work to class. Have them tell the rule of the pattern card that he/she has. Appreciate them for their active participation.

Activity 2:

Call a student to the front of the class and ask him/her to write one increasing pattern and one decreasing pattern on the board. Ask the rest of the class to check and correct the mistake if required.

Repeat the same activity to other students of the class randomly.

Sum Up: (3 min)

Sum up the lesson by explaining to them about increasing and decreasing patterns of numbers.

Assessment: (5 min)

To assess the students learning, ask them to make different patterns of the rule: adding 22.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

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

Objective(s):

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

Describe the pattern found in a given table or chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 36, 37 and 38

Teaching & Learning Activities:

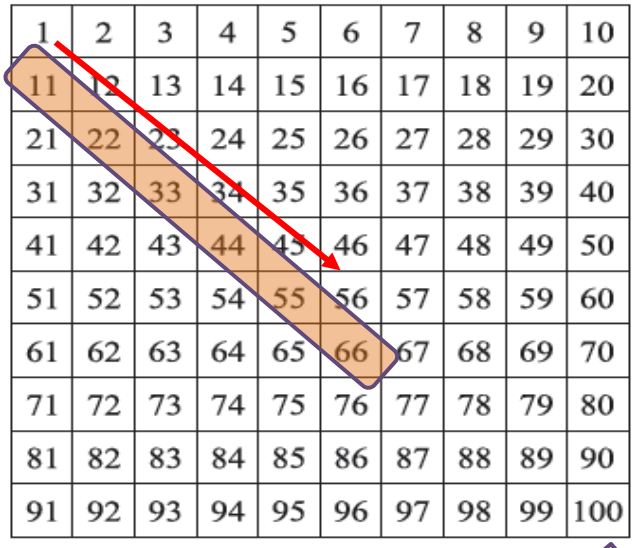
Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Write the following patterns on the board.
1, 12, 23, ____, _____, ____
93, 83, 73, _____, _____, ____
Ask them to complete the patterns in their notebooks. When they are done, call them randomly and ask about the rules of these patterns. Also ask if they are increasing or decreasing patterns.

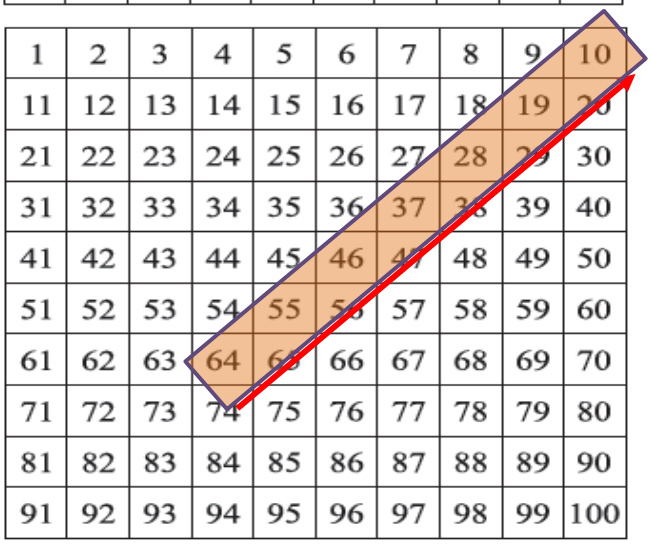
Main Activities/Concept Building: (25 min)

Activity 1:

Hang the laminated hundreds wallchart on the board or wall. Use an erasable marker and encircle the given numbers as shown in the image. Ask students to observe the numbers and tell what they notice. Take their responses. If someone notices a pattern, appreciate him/her. Then tell them that a pattern of addition has been encircled (which was asked in the warm-up activity).
11, 22, 33, ____, _____, ____.
Tell them that it's an increasing pattern of addition. Ask them to tell the rule of this pattern. Take their responses and tell them that the rule here is to add 11 and write the next three terms of the pattern on the board.
11, 22, 33, 44, 55, 66.
Again, encircle the given numbers as shown in the image. Ask students to observe the numbers and tell what they notice. Take their responses. If someone notices a pattern, appreciate him/her. Then tell them that a pattern of subtraction has been encircled (which was asked in the warm-up activity).
64, 55, 46, 37 ____, _____, ____.
Tell them that it's a decreasing pattern of subtraction. Ask them to tell the rule of this pattern. Take their responses and tell them that the rule here is to subtract 9 and write the next three terms of the pattern on the board.
64, 55, 46, 37, 28, 19, 10.
Similarly, highlight a few other patterns on the hundreds chart and ask students to identify the rules. Encourage them to ask questions if they need to.



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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Sum Up: **(3 min)**

Sum up the lesson by explaining the patterns and their rules in the hundreds chart given on pages 36 and 37.

Assessment: **(5 min)**

To assess the students, ask them to find the one addition and one subtraction pattern in the 100 number chart.

Homework: **(2 min)**

Solve Q2 of "Learning Check 1.9" given on textbook page 38.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

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

Objective(s):

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

Describe the pattern found in a given table or chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37 and 38, Plastic jar or bowl, Candies

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 related to number patterns.
“What is a pattern?”
“What is the difference between increasing and decreasing patterns?”
“How do you figure out the rule of any pattern?”
Take their responses and appreciate them for their effort.

Main Activities/Concept Building: (22 min)

Activity 1:

Put a transparent bowl or plastic jar on the table with 5 erasers in it. Make sure it is clearly visible to all the students. Draw a t-chart on the board as shown in the figure. Label one column as “Number of students” and the other one as “Number of erasers”.

Call 4 students to the front and ask them to bring their eraser with them. Ask 1 student to put his/her eraser in the jar. Ask the remaining class, “How many students put their eraser in the jar?” They will probably say “1”. Write 1 in the first column. Again ask, “How many erasers are there now?” They will probably say “6”. Write 6 in the second column. Similarly, ask the second student to put his/her eraser in the jar. Ask students, “How many students have put their erasers in the jar?” They will probably say “2”. Write 2 in the first column. Again ask, “How many erasers are there now altogether?” They will probably say “7”. Write 7 in the second column.

Number of students	Number of erasers
1	6
2	7
3	8
4	9

Repeat this activity till all 4 students have their turns. Ask them, "How many erasers will there be if 8 students each put one eraser in the jar? Ask students to explain how they know. Take their responses. Explain to the class that this is an example of an addition pattern. Then, define the pattern’s rule. Write “Add 3” on the board. Encourage them to ask questions if they need to.

Sum Up: (3 min)

Sum up the lesson by repeating the method to find the rules of patterns given in tables of examples on page 37 of their textbooks.

Assessment: (8 min)

Ask them to solve Q3 (a, b) of “Learning Check 1.9” at page 38 of their textbooks.

Homework: (2 min)

Solve Q3 (c, d) of “Learning Check 1.9” at page 38 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Multiplication and Division **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 (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 39 and 40

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 “Multiplication and Division”.
Ask them the following questions to let them revise the basic concepts:

- What terms are used for multiplication?
- What terms are used for division?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 39 and 40 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 1.3” 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 39.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q4 and Q5 of “Unit Check 1.3”at page 40 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Multiplication and Division **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 (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 39, 40 and 41

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 “Multiplication and Division”.
Ask them the following questions to let them revise the basic concepts:

- What is a pattern?
- What is meant by increasing and decreasing patterns?
- How we can find patterns in a hundreds chart?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 40 and 41 of their textbooks. Ask them to solve Q6, Q7 and Q8 of “Unit Check 1.3” 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 39.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q9 and Q10 of “Unit Check 1.3”at page 41 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Rules of Divisibility **Date**: _____

Objective(s):

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

Identify divisibility rules for 2.

Use divisibility tests for 2 numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 42 and 43

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 any 5-digit number on the board and ask them if they can you tell without dividing if it is divisible by 2 or not. Take their responses and tell them that today we are going to learn the divisibility rule for 2.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask them to open their textbooks to page 42. 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.

Have students open their textbooks to page 44. Tell them that for bigger numbers it is a very lengthy process to divide a number by some other number and find if it is divisible by that number or not. Tell them that there are some rules that help us to tell which number is divisible by another number or not without dividing. These rules are called divisibility rules.

Now write the number 408 on the board and ask students: Is this number divisible by 2 or not? Take their responses and tell them to observe the ones place digit of the number that is 8. Tell them that if numbers have the digit 0, 2, 4, 6 or 8 at the ones place or the ones place digit is divisible by 2 then that number is divisible by 2. So the number 408 is divisible by 2. Tell them that all even numbers are divisible by 2.

Write some numbers on the board. Call a student to the front of the class and ask him/her to observe the numbers and tell which numbers are divisible by 2 or not. Take their responses and appreciate them for their correct answers. Ask them to observe the example of the divisibility rule for 2 on page 40 of their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students about the divisibility rule. Discuss the answer of the question given on page 42 of their textbooks.

Assessment: (8 min)

To assess the students learning, ask them to tell if 4982 and 3441 are divisible by 2 or not. Ask them to solve Quick Check given on page 44 of their textbooks.

Homework: (2 min)

Write ten 5-digit numbers that are divisible by 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Divisibility Rules **Date**: _____

Objective(s):

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

Identify divisibility rules for 3.

Use divisibility tests for 3 numbers up to 5 digits.

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 is meant by divisibility rule? How can we tell without dividing if a number is divisible by the number 2 or not? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Now write the number 92331 on the board and ask students: Is this number divisible by 3 or not? Take their responses and tell them it is difficult to tell without division if this number is divisible by 3 or not. Tell them there is a divisibility rule for 3 that tells us this number is divisible by 3 or not. Tell them first we find the sum of all digits of the number 92331 that is: 9 + 2 + 3 + 3 + 1 = 18. Tell them that if the sum of the digits of the numbers is divisible by 3 then that number is divisible by 3. As 18 is divisible by 3 so 92331 is divisible by 3.

Write some numbers on the board. Call a student to the front of the class and ask him/her to observe the numbers and tell which numbers are divisible by 3 or not. Take their responses and appreciate them for their correct answers. Ask them to observe the example of the divisibility rule for 3 on page 43 of their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students the divisibility rule for 3 by solving examples given on textbook page 43.

Assessment: (8 min)

To assess the students learning, ask them to tell if 34552 is divisible by 3 or not.

Homework: (2 min)

Solve Q4 of Learning Check 2.1 on page 45 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Divisibility Rules **Date**: _____

Objective(s):

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

Identify divisibility rules for 5.

Use divisibility tests for 5 numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44

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 some numbers up to 5 digits on the board and ask them to tell which numbers are divisible by 3. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Have students open their textbooks to page 44. Write the number 7245 on the board and ask students: Is this number divisible by 5 or not? Take their responses and tell them to observe the ones place digit of the number that is 5. Tell them that if the numbers have the digits 0 and 5 at the ones place or the ones place digit is divisible by 5 then that number is divisible by 5. So the number 7245 is divisible by 5.

Write some numbers on the board. Call a student to the front of the class and ask him/her to observe the numbers and tell which numbers are divisible by 5 or not. Take their responses and appreciate them for their correct answers. Ask them to observe the example of the divisibility rule for 5 on page 44 of their textbooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students the rule of divisibility of 5 by giving different examples.

Assessment: (8 min)

To assess the students learning, ask them to write four 5-digit numbers and tell which numbers are divisible by 5.

Homework: (2 min)

Solve Q1 of Learning Check 2.1 on page 44 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Divisibility Rules **Date**:

Objective(s):

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

Identify divisibility rules for 10.

Use divisibility tests for 10 numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 44 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 about their homework. Ask them: What is the divisibility rule for 5? Ask them to tell 5 even numbers that are divisible by 5. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open their textbooks to page 41. Write the number 92450 on the board and ask students: Is this number divisible by 10 or not? Take their responses and tell them to observe the ones place digit of the number that is 0. Tell them that if numbers have the digit 0 at the ones place then that number is divisible by 10. So the number 92450 is divisible by 10.

Write some numbers on the board. Call a student to the front of the class and ask him/her to observe the numbers and tell which numbers are divisible by 10 or not. Take their responses and appreciate them for their correct answers. Ask them to observe the example of the divisibility rule for 10 on page 44 of their textbooks.

Sum Up: (3 min)

Sum up the lesson by explain the Notable Notes given on textbook pages 44.

Assessment: (5 min)

To assess the students learning, ask them to tell what is rule of divisibility of 10 and ask them to solve Q2 of “Learning Check 2.1” at page 45 of their textbooks.

Homework: (2 min)

Solve Q3 and Q5 of “Learning Check 2.1” at page 45 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Divisibility Rules **Date**:

Objective(s):

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

Identify divisibility rules for 2, 3, 5, and 10.

Use divisibility tests for 2, 3, 5 and 10 on numbers up to 5 digits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 45 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 about their homework.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students according to class strength. Give each group number cards with up to 5-digit numbers. Ask them to separate out the number cards that are divisible by 2, 3, 5 and 10. Roam around the class and check their work. Ask them to raise their hands when finished. Call one group to the front and ask them to present their work to the whole class. Instruct the rest of the class to check and correct it if required. Repeat the same activity with all students.

Sum Up: (6 min)

Sum up the lesson by explaining to students what is meant by divisibility rules of 2, 3, 5, and 10 by giving examples.

Assessment: (5 min)

To assess the students, ask them to solve Q6 of “Learning Check 2.1” at page 45 of their textbooks.

Homework: (2 min)

Solve Q7 of “Learning Check 2.1” at page 46 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Prime and Composite Numbers **Date**: _____

Objective(s):

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

Identify and differentiate 2-digit prime and composite numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 46 and 47

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 divisibility rules? How can we find if a number is divisible by another number not? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the numbers 2 and 4 on the board. Ask students: How many numbers are there that divides the number 2? Take their responses and tell them the number 2 has two divisors only, the number 1 and number 2 itself. Tell them that when a number has only two divisors then that number is called a prime number. Now ask students to find the divisor of 4. Tell them that the numbers 1, 2 and 4 divides the number 4 without any leftover by dividing the number 4 by 1, 2 and 4 on the board. Tell them that as the number 4 has more than two divisors then the number 4 is not a prime number. Tell them that when a number has more than 2 divisors then that number is called a composite number. So the number 4 is a composite number.

Have students open their textbooks to page 46 and with the help of examples tell them about the difference between prime numbers and composite numbers.

Sum Up: (3 min)

Sum up the lesson by explaining the Notable Note given on page 46 of their textbooks.

Assessment: (8 min)

Ask them to solve "Quick Check" given on page 46 of their textbooks.

Homework: (2 min)

Solve Q1 of 'Learning Check 2.2" at page 47 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Prime and Composite Numbers **Date**: _____

Objective(s):

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

Identify and differentiate 2-digit prime and composite numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 47 and 48

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: What are prime numbers? What are composite numbers? What is the difference between prime numbers and composite numbers?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (20 min)

Activity 1:

Make pairs of students. Give each pair some number cards. Instruct them to find the divisors of these numbers and then separate out the prime numbers and the composite numbers. Roam around the class and check their work. Ask them to raise their hands when finished. Now call each pair one by one to the front and ask him/her to represent their work. Ask the rest of the class to check their work and point out mistakes and correct them. Take their responses and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students about prime numbers and composite numbers and their differences.

Assessment: (10 min)

Ask them to solve Q2 and Q3 of "Learning Check 2.2" given on textbook page 47.

Homework: (2 min)

Solve Q4, Q5 and Q6 of 'Learning Check 2.2" at pages 47 and 48 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Factors **Date**: _____

Objective(s):

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

Find factors of a number up to 50.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 48 and 51

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 students about their homework. Ask them to tell about prime numbers and composite numbers. Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we are going to learn about factors of numbers. Ask them: Do you know about factors? Take their responses and tell them that a factor of any number is the number which divides the number exactly without leaving any leftover. Have students open their textbooks to page 45. Ask them to observe the number of books that are 8. Now instruct them to divide the books into two groups equally. Take their responses and then divide the books into two groups and tell them that there are 4 books in each group. Again instruct them to divide the books into four groups equally. Take their responses and then divide the books into four groups and tell them that there are 2 books in each group. Tell them that as 2 and 4 both divides 8 equally into groups then 2 and 4 are the factors of 8. Tell them that 1, 2, 4 and 8 are the factors of 8 as these divide 8 without any leftover.

Ask them to find and write the factors of 10 in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (8 min)

Sum up the lesson by explaining to students about what factors are of any number and explain the Notable Note given on textbook page 48.

Assessment: (5 min)

Read the statement of "Quick Check" from page 48. Ask them to solve it in their notebooks.

Homework: (2 min)

Solve Q1 of "Learning Check 2.3" at page 51 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Factors **Date**: _____

Objective(s):

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

Find factors of a number up to 50.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 49 and 51

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 is meant by factors of any numbers? Take their responses and instruct them to find the factors of 6.

Main Activities/Concept Building: (22 min)

Activity 1:

Call a student to the front of the class and ask him/her to find the factors of 12. Take his/her response and ask the rest of the class to check their work and correct it if required. Repeat the activity with all students of the class. Appreciate them for their good work.

Activity 2:

Instruct each student to write any five numbers up to 50 and find the factors of these numbers. Roam around the class, check their work and guide them if required. Now call each student one by one to the front and ask them to present their work to the whole class. Also explain how we can find the factors of these numbers. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining how we can find the factors of a number by solving examples given at textbook page 49.

Assessment: (8 min)

Read the statement of "Quick Check" from page 49. Ask them to solve it in their notebooks.

Homework: (2 min)

Solve Q3 and Q4 of "Learning Check 2.3" at page 51 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and multiples **Topic:** Multiples **Date**: _____

Objective(s):

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

List the first ten multiples of a 1-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 46 and 48

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

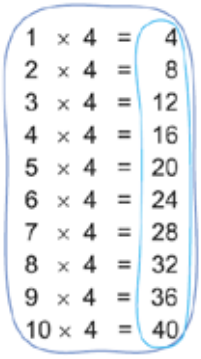
Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework. Ask them to find the factors of 9. Take their responses and appreciate them for their good response.

Main Activities/Concept Building: (20 min)

Activity 1:

Have students open their textbooks to page 49. Ask them: Do you know what multiples are? Take their responses and write the factors of 8 as $2 \times 4 = 8$. Tell them that 2 and 4 are the factors of 8. When we multiply 2 by 4, we get 8 so 8 is the multiple of 2 and 4. Tell them that a multiple of any number is the number that is obtained by multiplying that number by some other number. Tell them to find the multiples of 4, we recall the table of 4. The numbers 4, 8, 12, 16, 20, 24, 28, 32 and 40 are the first ten multiples of 4.

Now ask them to recall the table of 6 and write the first 10 multiples of 6 in their notebooks. Roam around the class, check their work and guide them if required.



Sum Up: (3 min)

Sum up the lesson by repeating the main points of the concept as given in "Notable Note" on page 49.

Assessment: (10 min)

Read the statement of "Check Point" from page 49. Ask them to solve it in their notebooks.

Homework: (2 min)

Solve Q2 (a, b, c) of 'Learning Check 2.3" at page 51 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Multiples **Date**: _____

Objective(s):

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

List the first ten multiples of a 1-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 48 and 51

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". What is meant by multiples of a number? Take their responses and tell them that multiples of any number is obtained by multiplication of that number by some other numbers.

Main Activities/Concept Building: (22 min)

Activity 1:

Divide students into 3 groups. Give them blank papers and instruct first group to write the first ten multiples of 2 and 5, second group to write the first 10 multiples of 6 and 9, third group to write the multiples of 7 and 3. After they are done, they come forward one by one to the front of the class and present their work. The group with the best presentation and accurate working will be the winner.

Activity 2:

Put multiples of 2, 3, 4, 5, 6, 7, 8, and 9 cards on the table. Call a student to the front of the class and ask him/her to separate out the multiples of 2 in these cards. Instruct them to paste those cards on the board in sequence. Ask the rest of the class to check whether it is correct or not.

Sum Up: (8 min)

Sum up the lesson by explaining how we can find the multiples of numbers by recalling the multiplication tables of those numbers.

Assessment: (5 min)

Ask students to solve "Quick Check" given at page 48 of the textbook in their notebooks.

Homework: (2 min)

Solve Q2 (d, e, f) of 'Learning Check 2.3" at page 51 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Factors and Multiples **Date**:

Objective(s):

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

Differentiate between factors and multiples.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50 and 51

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 is meant by factors of a number? What is a multiple of a number? Take their responses and appreciate them for correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell them that today we are going to learn about the difference between factors and multiples.

Write $5 \times 6 = 30$ on the board. Tell them that 5 and 6 are the factor of 30 and 30 is the multiples of 5 and 6. Call a student to the front of the class and ask him her to write the factors of 8 and multiples of 8 on the board. Take their response and then write the factors of 8 that are 1, 2, 4, 8 and the multiples of 8 are: 8, 16, 24, 32, 40, 48, 56, 64,… . Tell them that factors of a number are limited whereas the multiples of the numbers are not limited.

Activity 1:

Have students open their textbooks to page 47. Tell them that factors of a number are those numbers that can be multiplied together to get the number where as the multiples of the number are obtained by multiplying it by another number. Discuss with them the difference given in the textbook by giving examples to them.

Ask students to discuss with each other the difference between factors and multiples and also give examples.

Sum Up: (3 min)

Sum up the lesson by explaining to students about the difference between factors and multiples as given in Notable Note on page 51 of their textbooks.

Assessment: (5 min)

Ask them to tell any three differences between factors and multiples.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Prime factorization **Date**:

Objective(s):

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

Factorize a number by using prime factors.

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 them: What is the difference between factors and multiples? What are prime numbers and composite numbers?

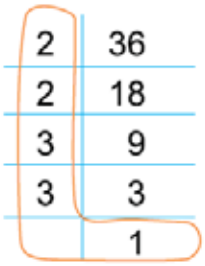
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: **(25 min)**

Activity:

Have students open their textbooks to page 52. Tell them that we can find the factors of any numbers by prime factorization method. If the factors are prime, then the factors are called prime factors. Tell them that we can find the prime factors of 36. For this, first we break the number 36 into its factors as 2 × 18. Now we break the 18 into its factors as 2 × 9. Then we break the 9 into its factors 3 × 3. As 3 and 3 are prime factors so we stop here. Tell them that 2, 2, 3, 3 are the prime factors of 36.

Ask student to solve example 1 again and example 2 in their notebooks. Roam around the class, check their work and guide them if required.



Sum Up: **(3 min)**

Sum up the lesson by explaining to students how we can find the prime factors of any number by prime factorization method.

Assessment: **(5 min)**

To assess the students learning, ask them to find the factors of 20 by using prime factorization.

Homework: **(2 min)**

Solve Q1 of "Learning Check 2.4" at page 53 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Prime factorization **Date**: _____

Objective(s):

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

Factorize a number by using prime factors.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

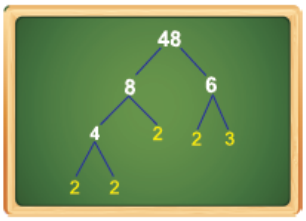
Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students: What is meant by prime factorization? Take their responses and tell them that the process in which we write a given number as the product of its factors is called factorization of that number.

Main Activities/Concept Building: (25 min)

Activity 1:



Have students open their textbooks to page 52 and tell them that we can also find the prime factors of any numbers by factor tree method. Solve example 3 given in the textbook by factor tree method on the board. Tell them that in this method we can find the factors of any number in branches of tree form and then explain how we can find the prime factors of 48 by factor tree method step by step.

Activity 2:

Make small groups of students. Give each group number cards and instruct them to find the prime factors of the given numbers by prime factorization method. Roam around the class and check their work. Now instruct them to come one by one to the front and show their working to the whole class. Check their work and discuss the common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining what is meant by prime factorization and Notable Note given on page 52 of their textbooks.

Assessment: (5 min)

Read the statement of "Quick Check" from page 52. Ask them to solve it in their notebooks. Appreciate them for their correct answers.

Homework: (2 min)

Solve Q2 of "Learning Check 2.4" at page 53 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Common factors **Date**: _____

Objective(s):

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

Determine common factors of two or more 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 53-55

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 find the prime factors of 16 by prime factorization method. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open page 53 of their textbooks. Tell them that today we are going to find the common factors of the numbers 12 and 15. Tell them that first we find the factors of 12 and then we find the factors of 15. Then circle the factors of 12 and 15 that are common in both. Tell them that if the factors of two or more numbers are common then the factors are called common factors. Explain each step by solving it on the board.
Ask them to write 20 and 25 in their notebooks and find their common factors. Take their responses and appreciate them for their correct answers.

Sum Up: (3 min)

Sum up the lesson by explaining the common factors of two or more numbers by solving examples on the board.

Assessment: (5 min)

Write the numbers 40 and 80 and ask them to find the factors of these numbers and then find the common factors. Ask them to solve it in their notebooks. Appreciate them for their correct answers.

Homework: (2 min)

Solve Q1 (a, b, c) of "Learning Check 2.5" at page 52 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Common factors **Date**: _____

Objective(s):

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

Determine common factors of two or more 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 53 and 54, Numbers and factors of that numbers cards

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”.
Write three numbers 6, 8 and 12 and ask them to find the factors of these numbers. Then write the common factors of these numbers. Take their responses and appreciate them for their good response.

Main Activities/Concept Building: (22 min)

Activity 1:

Have students open page 54 of their textbooks. Solve examples by explaining each step on the board. Ask them to find the factors of these numbers and then find their common factors.

Activity 2:

Put two baskets on the table. One basket will have numbers up to 2 digits and the other basket will have factors of those numbers. Call students one by one and ask them to pick two cards from the first basket and then find out the factors of those numbers in the second basket and to stop searching when they find all the factors of those numbers. Then ask them to separate out the common factors of those numbers. The remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 min)

Sum up the lesson by explaining how we can find common factors of two or more numbers.

Assessment: (5 min)

Read the statement of “Quick Check” from page 54. Ask them to solve it in their notebooks. Appreciate them for their correct answers.

Homework: (2 min)

Solve Q1 (d, e, f) of “Learning Check 2.5” at page 55 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Common Multiples **Date**:

Objective(s):

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

Determine common multiples of two or more 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 54-55

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".

Have students open their textbooks to page 26. Ask them to read the statement of the example. Talk about what we have to find in this statement. Tell them that we have to find the number of stickers pasted on each page and how many stickers are left.

Ask them to copy it in their notebooks and solve it. Check their work and correct them if needed.

Tell them about the terms that are associated with division.

Main Activities/Concept Building: (20 min)

Activity 1:

Have students open their textbooks to page 54. Tell them that today we are going to find the common multiples of two or more numbers. Write the numbers 2 and 4 on the board and call a student to the front of the class and ask him/her to write the first 10 multiples of 2 and 4. Take his/her response and then write the multiples on the board. Now tell them that 4, 8, 12 … are common multiples in 2 and 4. So 4, 8 and 12 are common multiples of 2 and 4.

Ask them to write 5 and 8 in their notebooks and find their common multiples. Take their responses and appreciate them for their correct answers.

Sum Up: (3 min)

Sum up the lesson by explaining to them that a common multiple is a number that is a multiple of two or more numbers.

Assessment: (5 min)

Ask them to find the common multiples of 3 and 5. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q2 (a, b, c) of "Learning Check 2.5" at page 55 of the textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: Factors and Multiples **Topic:** Common Multiples **Date**:

Objective(s):

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

Determine common multiples of two or more 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 54-55

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 to write a division sum in their notebooks and label its associated division terms.

Write a division sentence on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it. Then ask them to label the terms as dividend, divisor, quotient and remainder.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open page 54 of their textbooks. Solve the examples by explaining each step on the board. Ask them to find the multiples of these numbers and then find their first common multiples.

Activity 2:

Put two baskets on the table. One basket will have numbers up to 2 digits and the other basket will have multiples of those numbers. Call students one by one and ask them to pick two cards from the first basket and then find out the multiples of those numbers in the second basket and to stop searching when they find one common multiple of those numbers. The remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 min)

Sum up the lesson by explaining to them about common multiples.

Assessment: (5 min)

Read the statement of “Quick Check” from page 54. Ask them to solve it in their notebooks. Appreciate them for their correct answers.

Homework: (2 min)

Solve Q2 (d, e, f) of “Learning Check 2.5” at page 55 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 6

Unit Name: Factors and Multiples **Topic:** Revision **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55-56

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”.

Tell students that they are going to recall all the concepts of the Unit “Factors and Multiples”.

Ask them the following questions to let them revise the basic concepts:

- What is meant by divisibility rules?
- What are the divisibility rules for 2, 3, 5 and 10?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 55 and 56 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 2” 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 and Q4 of “Unit check 2”at page 56 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 7

Unit Name: Factors and Multiples **Topic:** Revision **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55-56

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”.
Tell students that they are going to recall all the concepts of the Unit “Factors and Multiples”.
Ask them the following questions to let them revise the basic concepts:

- What is the difference between prime numbers and composite numbers?
- What is the difference between factors and multiples?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 56 of their textbooks. Ask them to solve Q5, Q6 and Q7 of “Unit Check 2” 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 Q8 and Q9s of “Unit Check 2”at page 56 of the textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Whole Numbers **Topic:** Revision (Numbers Patterns) **Date**:

Objective(s):

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

Revise the concept of Number patterns of the topic "Multiplication and 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 numbers up to number patterns.
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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Identify and write the missing terms in the given patterns.

a) 5, 12, 19, _____, _____, _____

b) 18, 22, 26, 30, _____, _____, _____

c) 110, 100, 90, 80, _____, _____, _____, _____

d) 155, 152, 149, _____, _____, _____, _____, _____

2. Identify and write the rule for the given patterns.

Rule: _____	
Number (In)	**Result (Out)**
14	10
16	12
18	14
20	16

Rule: _____	
Number (In)	**Result (Out)**
34	40
55	61
83	89
91	97

Rule: _____	
Number (In)	**Result (Out)**
17	20
103	106
272	275
20	23

Rule: _____	
Number (In)	**Result (Out)**
12	2
23	13
18	8
29	19

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Revision (Divisibility rules) **Date**:

Objective(s):

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

Revise the concept of rule of divisibility of the unit "Factors and Multiples".

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 rules of divisibility.
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 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:

_____

_____

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Worksheet

Name: _____ **Date: _____**

1. **Write 10 odd numbers that divisible by 5.**

2. **Write three 5-digit numbers that are divisible by 3.**

3. **Write five numbers that are divisible by 2 and 3.**

4. **Write four 5-digit numbers that are divisible by 10.**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Revision (Prime and Composite Numbers) **Date**:

Objective(s):

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

Revise the concept of addition of the unit “Factors and Multiples”.

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 prime numbers and composite numbers.

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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date:** _____

1. **Colour all the prime numbers.**

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

2. **Write the first 10 composite numbers.**

3. Circle the composite numbers.

4	16	7	9	11	15
45	21	19	23	12	29

4. **What is the difference between prime numbers and composite numbers?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 4

Unit Name: Factors and Multiples **Topic:** Revision (Factors and Multiples) **Date**:

Objective(s):

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

Revise the concept of the unit "Factors and Multiples".

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 factors and multiples.

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 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:

_____

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Worksheet

Name: _____ **Date: _____**

1. Find the factors of the following numbers.

a) 12

b) 16

c) 24

d) 30

2. Find the first 10 multiples of the following numbers.

a) 5

b) 3

c) 9

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Factors and Multiples **Topic:** Revision (prime factorization method) **Date**:

Objective(s):

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

Revise the concept of prime factorization of the unit "Factors and Multiples".

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 prime factorization.

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 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:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Find the factors of the given numbers by prime factorization method.

a) 15

b) 56

c) 24

d) 32

2. Find the factors of the following numbers by factor tree method.

a) 18

b) 42

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 6

Unit Name: Factors and Multiples **Topic:** Revision (Common factors) **Date**:

Objective(s):

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

Revise the concept of common factors of the unit "Factors and Multiples".

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 common factors.
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 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:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Find the common factors of 27 and 45.**

2. **Find the 2 common factors of 8 and 18.**

3. **Find the common factors of 42 and 14.**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 7

Unit Name: Factors and Multiples **Topic:** Revision (Common Multiples) **Date**:

Objective(s):

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

Revise the concept of common multiples of the unit "Factors and Multiples".

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 common multiples.
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 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:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Find the common multiples of 2 and 7.**

2. **Find the first 2 common multiples of 5 and 10.**

3. **Find the first common multiples of 20 and 4.**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic: Number** Like and Unlike Fractions **Date**:

Objective(s):

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

Recognise like and unlike fractions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 57 and 58, Flash cards of fractions

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask the students: How are you? Encourage them to say, "Alhamdulillah".
Ask students:
Do you know about fractions? How we can represent fraction by using figures?
What are the types of fractions?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

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 responses and tell them that they will get to know the answer after completing this topic.
Instruct students to open their textbook page 58 and read the statement. Tell them that Hadi and Shazia each have pizza of the same size. They cut each pizza into 3 equal parts. Hadi ate 1 slice out of 3 slices of his pizza and Shazia ate 2 slices out of 3 slices of her pizza. By drawing circle on the board and show this by shading the parts of the circle. As Hadi ate 1 slic out of 3 slices so, we can show this by fraction as 1/3 and Shazia ate 2 slices out of 3 slices so we can show this in fraction as 2/3. Ask them to observe the fractions as the denominators of the fractions are same and numerator are different in these fractions. Tell them that when two or more fractions that have different numerator but same denominators. Then that fractions are called like fractions. Ask them to observe the examples of like fractions given on textbook page 55.

Activity 2:

Make pairs of students and give each pair some flash cards of fractions. Instruct them to separate out the like fractions. Take round and check their working. Ask them to raise hand when finished. Call one by one each pair to the front of the class and ask them to paste their fractional card that are like fractions on the board in front of whole class. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by explaining students about like fractions that two or more fractions with same denominators are called like fractions (Notable note) and by giving examples explain it. Also discuss with the answer of the question given on textbook page 57.

Assessment: (5 mins)

To check their understanding, write some fractions on the board and ask students to tell which fractions are like fractions. Take their responses and appreciate them for their correct answer.

Homework: (2 mins)

Write 5 examples of like fractions in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Like and Unlike Fractions **Date**:

Objective(s):

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

Recognise like and unlike fractions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 mins)**

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

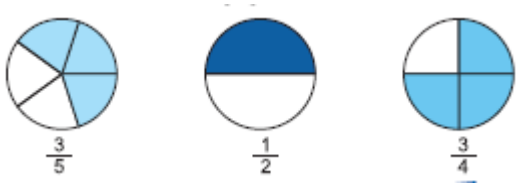
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students to tell what is like fractions? Take their responses and appreciate them for their correct answer. Call a student to the front of the class and ask him/her to write some like fractions on the board.

Main Activities/Concept Building: **(25 mins)**

Activity 1:

Ask students to open their textbook to page 59 and read the statement of the example. Tell them that Ahmad spent 3/5 hours, Tahir spent ½ hours and Subhan spent ¾ hours in the library. Then draw 3 circles on the board and divide first circle into 5 equal parts and shade 3 parts. Divde the second circle into two equal parts and shade one part. Divide the third circle into 4 equal parts and shade 3 parts. Instruct them to look at the circle and their fractions. Tell them that in these fraction numerators and denominators both are different. Tell them that when two or more fractions with different denominators are called unlike fractions. Now ask them to observe the examples given on textbook page 56.



Activity 2:

Make pairs of students and give each pair some flash cards of fractions. Instruct them to separate out the unlike fractions. Take round and check their working. Ask them to raise hand when finished. Call one by one each pair to the front of the class and ask them to paste their unlike fractional card on the board in front of whole class. Appreciate them for their good work.

Sum Up: **(3 mins)**

Sum up the lesson by explaining students that two or more fractions with different denominators are called unlike fractions (notable Note).

Assessment: **(5 mins)**

To check their understanding ask them to solve the “Quick check” given on textbook page 59.

Homework: **(2 mins)**

Solve Q1 of “Learning Check 3.1” at page 59 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Comparing Unlike fractions **Date**: _____

Objective(s):

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

Compare two unlike fractions by converting them to equivalent fractions with the same denominator.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 60, 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 what is the difference between like and unlike fractions?
Call a student to the front of the class and ask him/her to write some examples of like and unlike fractions. Take his/her response and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Write two fractions 2/3 and 1/5 on the board. Ask students: how we can compare these fractions. Take their responses and tell them that observe the denominator of both fraction that is 3 and 5. So these are unlike fractions. Now tell them that to compare these unlike fractions first convert them to like fractions. To convert these unlike fractions to like fractions first we find the common multiple of 3 and 5.
Multiple of 3: 3, 6, 12, 15, 18, 21, 24
Multiples of 5: 5, 10, 15, 20, 25, 30
By observing the multiples of 3 and 5 we find that 15 is the first common multiple of 3 and 5. To convert them to like fraction we make the denominators same

$$\frac{2}{3} = \frac{2\times5}{3\times5} = \frac{10}{15}$$
$$\frac{1}{5} = \frac{1\times3}{5\times3} = \frac{3}{15}$$

Now observe the fractions $\frac{10}{15}$ and $\frac{3}{15}$. In these fractions denominators are same. Tell them that in like fractions, the fractions with greater numerator is greater so the fraction $\frac{10}{15}$ is greater than $\frac{3}{15}$ or $\frac{2}{3}$ is greater than $\frac{1}{5}$.

Activity 2:

Ask students to write two unlike fractions in their notebook and then by converting them to like fractions compare and tell which one is greater and which one is smaller. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining students that when we compare two like fractions with same denominators then that fraction with greater numerator is greater (Notable Note).

Assessment: (5 mins)

To check the understanding of the students ask them to solve the "Quick check" given at page 60 of their textbook.

Homework: (2 mins)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

Compare the given fractions by converting them to like fractions.

$\frac{3}{4}, \frac{1}{2}$

$\frac{5}{8}, \frac{3}{11}$

$\frac{2}{7}, \frac{5}{9}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Comparing Unlike fractions **Date**: _____

Objective(s):

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

Compare two unlike fractions by converting them to equivalent fractions with the same denominator.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60 and 62

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. What is unlike fractions? How we can compare two unlike fractions? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put flash card of unlike fractions on the table. Call a student to the front of the class and instruct him/her to choose two cards of your own choice. Then write that fractions on the board. Instruct him/her by converting that unlike fraction to like fraction compare and tell which one is smaller. Ask him/her to solve and explain each step to whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity to all students of the class.

Activity 2:

Ask students to open their textbook to page 60 and read the statement of the example that Dania and Ahad ordered their favourite pancakes. Dania ate ½ of her pancake and Ahad ate 1/3 of his pancake. Now by comparing these fraction we have to find who ate more pancake. Ask them to solve the given example in their notebook. Roam around the class and check their work. After completing this ask them who ate more pancake. Take their responses and appreciate them for their correct response.

Sum Up: (3 mins)

Sum up the lesson by explaining them we can compare two unlike fractions by converting them to like fractions. Ask them to observe the example 2 that is given on textbook page 60 and 61 of their textbook and solve it in their notebooks.

Assessment: (5 mins)

To assess the students learning ask them to write any two unlike fractions in their notebook and then compare them by converting them into like fractions. Roam around and check their work and guide if needed.

Homework: (2 mins)

Solve Q1 of "Learning Check 3.2" given at page 62 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Ordering Fractions **Date**: _____

Objective(s):

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

Arrange fractions in ascending and descending order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61 and 62

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 compare two unlike fractions. Call a student to the front of the class and ask him/her to write two unlike fractions on the board and then by converting them to like fractions tell which one is smaller? Take his/her response and appreciate them for their correct answer.

Main Activities/Concept Building: (22 mins)

Activity 1:

Write three fractions ½, 1/10 and 1/5 on the board. Tell them that these fractions are unlike fractions and we have to compare and arrange these fractions in order. Tell them to compare these fractions first we convert them into like fractions by converting them into their equivalent fractions with same denominator.

$$\frac{1}{2}=\frac{1\times5}{2\times5}=\frac{5}{10}\ ,\qquad \frac{1}{5}=\frac{1\times2}{5\times2}=\frac{2}{10}\ ,\qquad \frac{1}{10}=\frac{1\times1}{10\times1}=\frac{1}{10}$$

After finding equivalent fraction with same denominator we compare these fractions. When denominators of the fractions are same then the fraction with greater numerator is greater so, $\frac{5}{10}$ is the greatest fraction and $\frac{1}{10}$ is the smallest fraction. Now we arrange these fractions from smallest to greatest or in ascending order.

$$\frac{1}{10},\frac{2}{10},\frac{5}{10} \text{ or } \frac{1}{10},\frac{1}{5},\frac{1}{2}$$

Tell them that now we arrange the fractions in descending order.

$$\frac{5}{10},\frac{2}{10},\frac{1}{10} \text{ or } \frac{1}{2},\frac{1}{5},\frac{1}{10}$$

Activity 2:

Ask students to open their textbook page 61 and look at the watermelon slices and their fractions. Tell them that these are unlike fractions. Now ask them to solve this example in their notebook and arrange the given unlike fractions by converting them to like fractions. Roam around the class, check their working and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining students how we can compare and order unlike fractions by converting them into like fractions by solving examples on the board.

Assessment: (8 mins)

To assess the students learning ask them to solve the "Quick check" given at page 62 of their textbook in their notebook.

Homework: (2 mins)

Solve Q2 of Learning check 3.2 on page 62 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Simplifying Fractions **Date**: _____

Objective(s):

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

Simplify fractions to the lowest form.

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 about their homework. Ask them to tell: how we can compare two unlike fractions? How we can arrange unlike fractions in ascending and descending order?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Tell students today we will learn about how to simplify a fraction. Instruct students to pen their textbook page 62. Ask them to read the statement of the example that is Amir has water bottle of capacity $\frac{2}{3}$ litres. We have to simplify $\frac{2}{3}$ if possible. Ask them to look at the number 2 and 3, as these are prime numbers and have no common factor other than 1 which can divide them further. So 2/3 is the simplest form and can not be further simplified.

Now write another fraction $\frac{6}{18}$ on the board and ask students can you tell: is these number have some common factors. Take their responses and tell them that 6 is the common factor of 6 and 18. So to simplify $\frac{6}{18}$ we will divide both numerator 6 and denominator 18 by 6.

$$\frac{6}{18} = \frac{6 \div 6}{18 \div 6} = \frac{1}{3}$$

Now 1 and 3 cannot be further simplified. So 1/3 is the simplest form of 6/18.

Now ask students to solve the example 2 and 3 given at page 63 of their textbook in their notebook. Roam around the class, check their work and guide them if required. Appreciate them for their active participation and good work.

Sum Up: (3 mins)

Sum up the lesson by explaining students simplifying fractions means to write a fraction in a form where its numerator and denominator cannot be further divided be any number except 1 or their common factor is 1.

Assessment: (0 mins)

To assess the students ask them to solve the "Quick Check" given at page 63 of their textbook in their notebook.

Homework: (2 mins)

Solve Question of "Learning Check 3.3" given on textbook page 63 of their textbook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Types of Fractions **Date**: _____

Objective(s):

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

Identify (unit, proper, improper) fractions and mixed numbers.

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".

Write a fraction on the board and call a student to the front of the class and ask him/her to write that fraction in their simplest form. Take his/her response and appreciate them for their correct answer.

Main Activities/Concept Building: (22 mins)

Activity 1:

Tell students today we will learn about types of fractions. Draw a circle on the board and divide it into two equal parts and then shade its one part. Ask them to tell how we can represent this in form of fraction. Take their responses and tell them that as one part is shaded out of 2 parts so, 1/2 of the circle is coloured. Now tell them that when numerator of any fraction is 1 then that fraction is called unit fraction. As in ½ numerator is 1 so ½ is a unit fraction. Explain unit fractions by drawing different shapes and by shading one part of these shapes.

Now draw a rectangle and divide it into 6 equal parts and shade it 5 parts on the board. Now ask them to tell what fraction shown by this rectangle. Take their responses and tell them that as 5 parts are shaded out of 6 parts so 5/6 parts are shaded. Now ask students to observe the numerator and denominator of this fraction. Tell them that as numerator is not 1 so it is not a unit fraction. Tell them that when numerator is smaller than denominator so that fraction is called proper fraction. As 5 is smaller than 6 so 5/6 is the proper fraction.

Explain the proper and improper fraction by giving different examples. Now ask them to open their textbook page 64 and look at the examples of unit and proper fraction that is given on textbook page 64 and 65. Roam around the class and ask them to solve the examples in their notebook and write about unit and proper fractions.

Sum Up: (3 mins)

Sum up the lesson by re-telling students that a fraction with the numerator of 1 is called unit fraction by writing examples of unit fractions on the board.

Assessment: (8 mins)

To assess the students learning ask them to write three unit fractions in their notebook. Roam around and check their work and appreciate for the good work.

Homework: (2 mins)

Solve Q1 of "Learning Check 3.4" at page 66 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Types of Fractions **Date**: _____

Objective(s):

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

Identify (unit, proper, improper) fractions and mixed numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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 about their homework. Ask them what is unit fraction? What is meant by proper fractions? Take their responses and also ask them to give one example of unit and proper fraction.

Main Activities/Concept Building: (30 mins)

Activity 1:

Tell students today we will learn about improper and mixed numbers.
Draw a rectangle on the board with 8 equal parts and shade all its parts. Now ask them to tell how we can represent this in form of fraction. As 8 parts out of 8 parts are shaded. So, we can represent win from of fraction as 8/8. Tell them that when numerator is equal to numerator then that fraction is called improper fraction. Now draw two rectangles on the board with 5 equal parts. Shade one whole rectangle and 2 parts of the second rectangle. Now ask students to observe the rectangles and tell how we can represent this in form of fraction. Take their responses and tell them that one whole rectangle is shaded and 2 parts of the other rectangle is shaded. We can write it in form of fraction as 7/5. Ask them to look at the fractions as the numerator is greater than the denominator so this is an improper fraction.
Now draw two squares and divide it into four equal parts. Shade one whole square and shade 1 one part of the second square. Tell them that one whole square is shaded and 1 part of the second square is shaded so we write it in mixed form as 1 1/4 . Tell them that this fraction is a combination of whole number and proper fraction so it is called mixed number.
Have students to open their textbook page 65 and 66. Ask them to observe the examples of improper fraction and mixed numbers and solve that examples in their notebook and tell about improper and mixed numbers.

Sum Up: (3 mins)

Sum up the lesson by re-telling students about unit, proper, improper and mixed number by giving examples. Explain students “Notable note given on textbook page 65 and 66.

Assessment: (5 mins)

To assess the students learning ask them to write two examples of each type of fraction in their notebook.

Homework: (2 mins)

Solve Q2 of “Learning Check 3.4”at page 66 of their textbook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Conversion of Improper fractions to Mixed Number **Date:** _____

Objective(s):

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

Convert improper fractions to mixed numbers and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 67 and 68, worksheet

Teaching & Learning Activities:

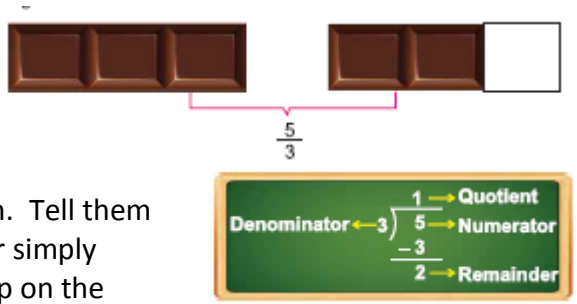
Opening Activities/Warm-up: (5 mins)

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. Write some fractions on the board and call a student to the front of the class and ask him/her to separate out unit, proper, improper and mixed number. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity 1:

Tell students today we will learn how to convert improper fraction to mixed number. Ask students to open their textbook page 67 and observe the chocolate pieces that Wali has.



Instruct them to observe the fraction 5/3 as numerator 5 is greater than denominator 3 so it is an improper fraction. Tell them that we can convert the improper fraction to mixed number simply dividing numerator 5 by denominator 3. Solve it step by step on the board and explain each step to them then write the mixed form of 5/3 on the board as:

$$\text{Mixed number} = \text{Quotient}\ \frac{\text{remainder}}{\text{denominator}} = 1\frac{2}{3}$$

Ask students to open their textbook page 67 and solve the example 2 in their notebook. Roam around 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 convert the improper fraction to mixed number by solving examples on the board.

Assessment: (5 mins)

To assess the students learning ask them to complete the given worksheet. Roam around and check their work and guide them if required.

Homework: (2 mins)

Solve Q1 of "Learning Check 3.5"at page 68 of their textbook in their notebooks.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

Convert these improper fractions to mixed numbers.

$\frac{7}{4}$

$\frac{13}{2}$

$\frac{11}{5}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Conversion of Mixed Numbers to improper fractions **Date**: _____

Objective(s):

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

Convert improper fractions to mixed numbers and vice versa.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68 and 69, 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 students how we can convert an improper fraction to mixed number? Take their responses and then ask them to write an improper fraction in their notebook and then convert it into mixed number.

Main Activities/Concept Building: (22 mins)

Activity 1:

Tell students today we will learn about conversion of mixed number to improper fraction.

Write a fraction $3\frac{3}{4}$ on the board and ask student to tell what type of fraction it is. Take their responses and appreciate them for their correct responses that is mixed number. Now tell them that we convert this mixed number to improper fraction. Tell them to convert it into improper fraction first multiply the denominator 4 by whole number 3 that is $4 \times 3 = 12$

After this add numerator 3 to the product of denominator and whole numbers. $12 + 3 = 15$.

So the mixed number $3\frac{3}{4}$ can be written in form of fraction as 15/4.

Ask students to open their textbook page 68 and solve the examples 1 and 2 in their notebook. Roam around the class, check their work and guide them if required.

Activity 2:

Give them worksheet and ask them to solve the given worksheet by following instructions. Roam around and check their work. Discuss with them about their common mistakes.

Sum Up: (3 mins)

Sum up the lesson by explaining to students how we can convert improper fraction to mixed number and mixed number to improper fraction by solving examples on the board.

Assessment: (8 mins)

To assess the students learning ask them to solve "Quick check" given at page 68 of their textbook in their notebook.

Homework: (2 mins)

Solve Q2 of "Learning Check 3.5"at page 69 of their textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

Convert these mixed numbers to improper fractions

$3\frac{5}{8}$

$2\frac{1}{7}$

$8\frac{5}{12}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Addition of Fractions **Date**: _____

Objective(s):

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

Add fractions with like denominators.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 69 and 71

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

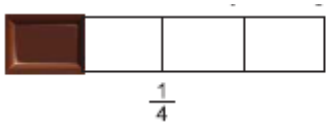
Ask students: How are you? Encourage them to say, "Alhamdulillah".

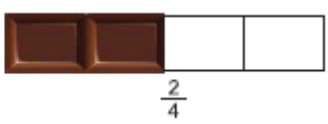
Ask students about their previous day homework. Write an improper fraction and mixed number on the board and ask them to convert the mixed number to improper and improper fraction to mixed number. Roam around and check their work and appreciate them for their correct work. Ask them what is like fractions take their responses and tell them that the fraction with same denominator is called like fractions.

Main Activities/Concept Building: (22 mins)

Activity 1:

Have student to open their textbook page 69. Tell them that today we will learn about how to add two like fractions. Instruct them to read the statement of the example that is Sara are ¼ of her chocolate and Zara ate 2/4 of her chocolate of the same size. We have to find the chocolate that both have eaten. For this we have to add ¼ and 2/4. Observe the fractions as their denominators are same so these are like fractions. We simply add their numerators and denominators remains the same.





$\frac{1}{4} + \frac{2}{4} = \frac{1+2}{4} = \frac{3}{4}$

Now ask students to solve the example 2 in their notebook step by step. Call a student to the front of the class and ask him/her to solve the example 2 on the board step by step and explain each step to them. Ask rest of the class check their work and correct if needed. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by explaining to students how we can add the like fractions by giving examples.

Assessment: (8 mins)

To assess the students learning ask them write two like fractions in their notebook and then add them.

Homework: (2 mins)

Solve Q1(a-d) of Learning check 3.6 on page 71 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Addition of Fractions **Date**:

Objective(s):

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

Add fractions with like denominators.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71, Flash cards of like fractions, 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 students: How we can add two like fractions? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 mins)**

Activity 1:

Put flash cards of like fractions on the table. Call a student to the front of the class and ask him/her to choose two cards and then write that fraction on the board and add these fractions step by step and explain each step to them. Instruct the rest of the class to check their work and correct if needed. Repeat this activity to each student of the class.

Activity 2:

Give worksheet to students. ask them to complete the given worksheet by following instruction. 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 explaining student the addition of two like fractions by adding two like fractions on the board and tell them that we add the numerators and denominators remains the same.

Assessment: **(5 mins)**

To assess the students learning ask them to tell the steps to add like fractions. Also write two like fraction in their notebook and add them.

Homework: **(2 mins)**

Solve Q1(e-h) of Learning check 3.6 on page 71 of their textbook in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

1. Add the following fractions.

$\frac{5}{8} + \frac{1}{8}$

$\frac{3}{11} + \frac{5}{11}$

2. Hadi has 2/7 of the cake and Fahd has 3/7 of the cake. Find how much cake they both have altogether?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

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 like denominators.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 70 and 71

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 mins)**

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

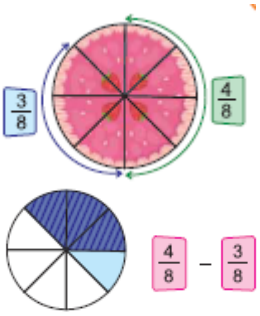
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their previous day homework. Write two fractions on the board and ask students to add these fractions. Roam around the class, check their work and guide them if required.

Main Activities/Concept Building: **(22 mins)**

Activity 1:

Have student to open their textbook page 70. Tell them that today we will learn about how to subtract two like fractions. Instruct them to read the statement of the example that is Imran ate 3/8 of cake and Adnan ate 4/8 of the same cake. We have to find how much more cake Adnan ate than Imran. For this we have to subtract 3/8 from 4/8. Observe the fractions as their denominators are same so these are like fractions. We simply add their numerators and denominators remains the same.



$\frac{4}{8} - \frac{3}{8} = \frac{4-3}{8} = \frac{1}{8}$

Tell them that Adnan ate 1/8 of more cake than Imran.

Now ask students to solve the example 2 in their notebook step by step. Call a student to the front of the class and ask him/her to solve the example 2 on the board step by step and explain each step to them. Ask rest of the class check their work and correct if needed. Appreciate them for their good work.

Sum Up: **(6 mins)**

Sum up the lesson by explaining students how we subtract the like fractions by solving examples on the board and tell them that always subtract the smaller fraction from the greater one.

Assessment: **(5 mins)**

To assess the students ask them write any two like fractions and subtract these fractions.

Homework: **(2 mins)**

Solve Q2(a-d) of "Learning check 3.6" at page 71 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

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 like denominators.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70 and 71, flash cards of like fractional numbers

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 what is divisibility rules? How we can find a number is divisible by another number not. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 mins)

Activity 1:

Activity 1:

Put flash cards of like fractions on the table. Call a student to the front of the class and ask him/her to choose two cards and then write that fraction on the board and subtract these fractions step by step and explain each step to them. Instruct the rest of the class to check their work and correct if needed. Repeat this activity to each student of the class.

Activity 2:

Give worksheet to students. ask them to complete the given worksheet by following instruction. 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 explaining student the subtraction of two like fractions by subtracting two like fractions on the board and tell them that we subtract the numerators and denominators remains the same.

Assessment: (8 mins)

Ask them to solve "Quick Check" given on textbook page 70 of their textbook.

Homework: (2 mins)

Solve Q2(e-h) of "Learning check 3.6" at page 71 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

1. Subtract the following fractions.

$\frac{7}{10} - \frac{2}{10}$

$\frac{10}{13} + \frac{7}{13}$

2. Asim walk 5/6 kilometres on Monday and 3/5 kilometres on Tuesday. On which day he walks more and by how much?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Multiplying a Fraction by a Whole number **Date**: _____

Objective(s):

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

Multiply a fraction (proper, Improper) and mixed number by a whole number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71, 72 and 73, 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 previous day homework. Write two like fractions on the board. Call a student to the front of the class and ask him/her to add these fractions. Call another student to front of the class and ask him/her to subtract these fractions. Take their responses and appreciate them for their correct response.

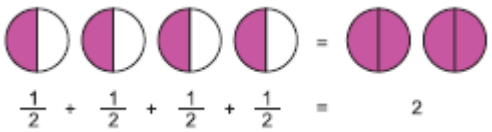
Main Activities/Concept Building: (20 mins)

Activity 1:

Tell students today we are going to learn about multiplication of fraction by a whole number. Instruct them to open their textbook to page 71. Ask 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 a burger is divided into 4 equal pieces and he ate ½ of the cake. We have to find the number pieces he ate. For this we have to multiply 1/2 by 4.

$$\frac{1}{2} \text{ of } 4 = \frac{1}{2} \times 4 = \frac{1 \times 4}{2} = \frac{4}{2} = 2$$

Tell them that we can show this multiplication by repeated addition. Draw four circles on the board and shade one part of each circle.



Ask them to solve the examples given on textbook page 72 in their notebook. Roam around and check their work and guide if required.

Activity 2:

Give them worksheet. Instruct 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 explain students how we can multiply a fraction by a whole number by multiplying whole number by a fraction.

Assessment: (10 mins)

Ask them to solve the "Quick check" given at page 72 of their textbook in their notebook.

Homework: (2 mins)

Solve Q1 of 'Learning Check 3.7" at page 73 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

1. Multiply the given fractions by whole numbers.

$\frac{3}{5} \times 5$

$\frac{4}{7} \times 2$

$\frac{6}{9} \times 9$

$\frac{1}{8} \times 6$

2. Sadaf has 5 pieces of cloth. The length of one piece of cloth is 2/3 m. what the total length of all pieces?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Multiplication of a Fraction by another Fraction **Date**: _____

Objective(s):

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

Multiply two fractions (Proper, Improper) and mixed numbers

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 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 a student to the front of the class and ask him/her to write a fraction and a whole number and then multiply these fractions. Repeat this activity to some other students. take their responses and appreciate them for their good response.

Main Activities/Concept Building: (22 mins)

Activity 1:

Tell students today we are going to learn about multiplication of two fractions. Write two fractions ¾ and 2/5 on the board. Tell them that when we multiply two fractions, we always multiply numerator by numerator and denominator by denominator.

Now solve it step by step on the board and explain each step to them.

$$\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20}$$

Now call a student to the front of the class and ask him/her to write two proper fraction on the board and then multiply them. Ask the rest of the class, check their work and guide them if required. Repeat this activity to random students of the class. Appreciate them for their good response.

Activity 2:

Ask students to open their textbook page 72 and solve the example 1 in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (8 mins)

Sum up the lesson by explaining the students how we can multiply two proper fractions by solving examples on the board.

Assessment: (5 mins)

To assess the student understanding ask them to write two proper fractions in their notebook and multiply them.

Homework: (2 mins)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

1. Multiply the given fractions by whole numbers.

$\frac{1}{5} \times \frac{1}{3}$

$\frac{3}{8} \times \frac{5}{6}$

$\frac{2}{11} \times \frac{11}{12}$

$\frac{1}{8} \times \frac{2}{5}$

2. Asad has a piece of wire that has length $\frac{6}{7}$ m. he used $\frac{4}{5}$ m of the wire. How much wire has he used?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Multiplication of a Fraction by another Fraction **Date**: _____

Objective(s):

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

Multiply two fractions (proper, Improper) and mixed numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72 and 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".

Ask students about their previous day homework. Ask them to tell the steps to multiply a fraction by a whole number and proper fraction take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 mins)

Activity 1:

Tell students today we are going to learn about multiplication of two fractions. Write two fractions 4/7 and 8/5 on the board. Tell them that when we multiply two proper and improper fractions, we always multiply numerator by numerator and denominator by denominator.

Now solve it step by step on the board and explain each step to them.

$$\frac{4}{7} \times \frac{8}{5} = \frac{4 \times 8}{7 \times 5} = \frac{32}{35}$$

Now call a student to the front of the class and ask him/her to write a proper and improper fraction on the board and then multiply them. Ask the rest of the class, check their work and guide them if required. Repeat this activity to random students of the class. Appreciate them for their good response.

Activity 2:

Now write two mixed numbers on the board and tell students when we multiply two mixed numbers first we convert them into improper fractions and then multiply them with each other. Now solve that fractions step by step on the board and explain each step to them. Ask students to open their textbook page 72 and 73 and solve the example 2 and 3 in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining how we multiply proper, improper and mixed number with each other by solving examples on the board.

Assessment: (8 mins)

Ask students to solve the "Quick Check" at page 73. Roam around the class, check their work and correct if needed.

Homework: (2 mins)

Solve Q2 of "Learning Check 3.7" at page 73 of their textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Division of Fractions and Whole Numbers **Date**: _____

Objective(s):

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

Divide a fraction (proper, Improper) and mixed numbers by a whole number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 73 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 them about their previous day homework. Ask them: How we can multiply a proper and improper fraction? How we can multiply proper and mixed number? How we can multiply improper and mixed number? Take their responses and tell them the steps to multiply proper, improper and mixed numbers.

Main Activities/Concept Building: (20 mins)

Activity 1:

Tell students today we will learn about division of fraction by a whole number. Instruct them to open their textbook to page 74 and 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 wire that Naveed has is given that is $9\frac{3}{5}$ m and we have to divide it into 4 equal pieces. We have to find the length of each piece of the wire.

Now divide it step by step on the board and explain each step to them.

$9\frac{3}{5} \div 4 = \frac{48}{5} \div 4$ (first we convert them into improper fraction)

After this we replace the division symbol by multiplication symbol and use the reciprocal of the whole number 4 that is $\frac{1}{4}$.

$\frac{48}{5} \div 4 = \frac{48}{5} \times \frac{1}{4}$

$= \frac{48 \times 1}{5 \times 4} = \frac{48}{20} = \frac{12}{5} = 2\frac{2}{5}$

Call a student to the front of the class and ask her to write a fraction and a whole number and then divide fraction by a whole number. Ask the rest of the class to check the work and correct if needed. Repeat this activity to some other students of the class.

Sum Up: (3 mins)

Sum up the lesson by re-telling students how we can divide a fraction by a whole number by solving example on the board and also explain the notable note given on page 73 of their textbook.

Assessment: (10 mins)

Ask them to solve the "Check Point part a" at page 74 of their textbook in their notebook.

Homework: (2 mins)

Solve Question (a, b, c, d) of 'Learning Check 3.8" at page 74 of their textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Division of Fractions and Whole Numbers **Date**: _____

Objective(s):

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

Divide a fraction (proper, Improper) and mixed numbers by a whole number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 74

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 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 them: how we can divide a fraction by a whole number.
What is meant by reciprocal?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 mins)

Activity 1:

Divide students into 3 groups. Give them blank papers and ask them to write a fraction and a whole number on the paper. After they are done, exchange the papers with other groups. The groups will solve each step by step and find the result after division. When done, each group will come forward and explain the division of fraction by a whole number. The group with the best presentation and accurate solution will be the winner.

Ask students to open their textbook page 74 and solve the example 2 in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (8 mins)

Sum up the lesson by explaining the students by taking reciprocal of the whole number and changing the sign of division by multiplication and then we multiply a fraction by the reciprocal of the whole number.

Assessment: (5 mins)

Ask students to solve "Quick check part b" given at page 74 of their textbook in their notebooks. Also find the reciprocal of 10 in the given "Quick check" at page 74 of their textbook.

Homework: (2 mins)

Solve Question (f-l) of 'Learning Check 3.8" at page 74 of their textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Unit Name: Fractions **Topic:** Real-life Situations of fractions **Date**:

Objective(s):

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

Analyze real life situations involving fractions by identifying appropriate number operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75 and 76

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 and subtract two like fractions?
How we can multiply a fraction by a whole number and fraction? How we can divide a fraction by a whole number? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 mins)

Activity 1:

Tell them that today we are going to learn about word problem of addition and subtraction of fractions. Instruct them to open their textbook to page 75 and read the statement of the example 1 and tell what is given and what we have to find. Take their responses and tell them that sugar used by Sania on Monday and Sunday is given and we have to find the total quantity of sugar that she used on Sunday and one Monday. For this we have to add $\frac{4}{5}$ and $\frac{3}{5}$. Now solve it step by step on the board and explain each step to them.

Now call a student to the front of the class and ask him/her to read the statement of the example 2 and tell the whole class, what is given and what we have to find. Take his/her response n=and tell the class Saad had 8/9 of a chocolate bar. He ate 2/9 parts. And we have to find the chocolate bar left. For this we have to subtract them.

Now ask him/her to subtract the fraction and help him/her where needed.

Again ask students to solve example 1 and 2 given in the textbook in their notebook. Roam around the class, check their work and help if needed. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by explaining the about the clue words that are used for addition and subtraction.

Assessment: (5 mins)

To assess their understanding ask them to make their own word problem of addition and subtraction of like fractions and then share with their class-mates.

Homework: (2 mins)

Solve Q1, Q2 and Q3 of “Learning Check 3.9” given at textbook page 76 in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **Topic:** Real-life Situations of fractions **Date**:

Objective(s):

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

Analyze real life situations involving fractions by identifying appropriate number operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 75-77

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 them about their homework. Ask them: what are the clue words that are used for addition? What are the clue words that are used for subtraction? Take their responses and then ask them to make their own word problem of addition and subtraction of fraction and share it with whole class.

Main Activities/Concept Building: (25 mins)

Activity 1:

Tell them that today we are going to learn about word problem of multiplication and division of fractions. Instruct them to open their textbook to page 75 and read the statement of the example 3 and tell what is given and what we have to find. Take their responses and tell them that mass of a pack of gram flour is 1 ¾ kg is given and out of which 5/6 of the gram flour used. we have to find the quantity of gram flour that is consumed. For this we have to multiply $1\frac{3}{4}$ and $\frac{5}{6}$. Now solve it step by step on the board and explain each step to them.

Now call a student to the front of the class and ask him/her to read the statement of the example 4 given at page 76 of their textbook and tell the whole class, what is given and what we have to find. Take his/her response and tell the class 1 ½ metres long wire is to be divided equally into 3 pieces. And we have to find the length of each piece of wire. For this we have to divide 1 ½ by 3.

Now ask him/her to divide the fraction by a whole number and help him/her where needed.

Again ask students to solve example 3 and 4 given in the textbook in their notebook. Roam around the class, check their work and help if needed. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by explaining students how we can identify that the word problem is of multiplication or division by looking at the clue words.

Assessment: (5 mins)

To assess the students learning ask them to solve Q4 and Q5 of “Learning check 3.9” given at page 76 of their textbook in their notebook.

Homework: (2 mins)

solve Q6, Q7 and Q8 of “Learning check 3.9” given at page 76 and 77 of their textbook in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **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 (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77 and 78

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”.
Tell students that they are going to recall all the concepts of the Unit “Fractions”.
Ask them a few questions to let them revise the basic concepts:
Ask students: What is like and unlike fractions?
What is proper, improper and mixed numbers?
How we can convert improper fraction to mixed number and mixed number to improper fraction?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: **(30 mins)**

Activity 1:

Have student to open pages 77 and 78 of their textbooks. Ask them to solve Q1, Q2 and Q3 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 77.

Assessment: **(0 mins)**

N/A

Homework: **(2 mins)**

Solve Q4 to Q7 of “Unit check 3”at pages 78 and 79 of their textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Fractions **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 (Summary and Review Exercise).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77 and 79

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”.
Tell students that they are going to recall all the concepts of the Unit “Fractions”.
Ask them a few questions to let them revise the basic concepts:
What are clue words that are used for addition, subtraction, multiplication and division of fractions?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity 1:

Have student to open pages 79 of their textbooks. Ask them to solve Q8, Q9 and Q10 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 77.

Assessment: (0 mins)

N/A

Homework: (2 mins)

Solve Q11 to Q14 of “Unit check 3”at pages 79 of their textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Decimals **Topic:** Decimal numbers **Date:** _____

Objective(s):

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

Recognise a decimal number as an alternative way of writing a fraction.

Express a decimal number as a fraction whose denominator is 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80-87

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 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: What is fractions? If there are 10 apples and 3 eaten by Asad. How we can write in form of fraction. Take their responses and appreciate for their correct answer.

Main Activities/Concept Building: (22 mins)

Ask them to open their textbooks to page 80. 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.

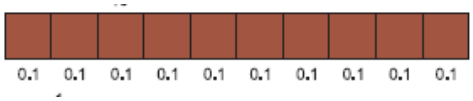
Activity 1:

Tell students today we will learn about decimal numbers. Write a whole numbers and fractions on the board and tell them that we have to know about fractions and whole number but there is another form of fraction that is called decimals. Now write a decimal number 12.5 on the board and tell them that 12 is the whole number part and "." Represent decimal point and the number right to the decimal point is called decimal part.

Activity 2:

Ask students to open their textbook to page 81 and look the chocolate bar that is divided into 10 equal parts. Each part of the chocolate bar is 1/10 of the whole bar. We can say that each part of the chocolate bar is called one-tenth of the whole.

One-tenth = $\frac{1}{10}$ One whole = ten tenths = $\frac{10}{10}$



Tell them that we can write the one tenth of $\frac{1}{10}$ in another way that is called decimal form 0.1 and we can read it as zero point one.

Tell them that we can also show this using number line then draw number line and show the fractions on the number line. Now explain the example 2 and 3 given at page 82 of their textbook and then ask them to solve all three examples in their notebook and tell what is the mean by one tenth. Take their responses and appreciate them for their correct answer.

Sum Up: (3 mins)

Sum up the lesson by explaining students that when we divide a square box into 10 equal parts, each part is called on tenth. Explain the notable notes given at pages 81 and 82. Discuss with them the answer of the question given at page 80 of their textbook.

Assessment: (5 mins)

Read statement of "Quick Checks" from page 82. Ask them to solve in their notebooks. Appreciate them for their correct answers.

Homework: (2 mins)

Solve Q1(a, b) on textbook page 85 and 86, Q2(a, -f) on notebook and Q5 of "Learning Check 4.1" at pages 86 and 87 of their textbook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Decimals **Topic:** Decimal numbers **Date**:

Objective(s):

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

Recognise a decimal number as an alternative way of writing a fraction.

Express a decimal number as a fraction whose denominator is 100.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 83, 84 and 87

Teaching & Learning Activities:

Opening Activities/Warm-up: **(10 mins)**

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

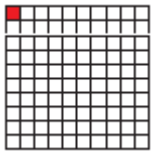
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Write a decimal number for example 9.8 on the board and ask them to tell the whole number, decimal point and decimal part in the given decimal number. Ask them what is meant by 3 tenths? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(20 mins)**

Activity 1:

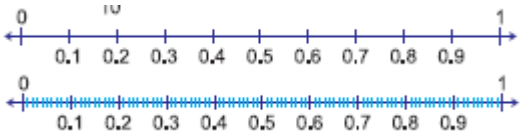
Ask students to open their textbook to page 83 and look the square box that is divided into 100 equal parts. Each part of the square box is 1/100 of the whole sqaure. We can say that each part of the square box is called one-hundredth of the whole.



One-hundredth = $\frac{1}{100}$

Tell them that we can write the one hundredth of $\frac{1}{100}$ in another way that is called decimal form 0.01 and we can read it as zero point zero one.

Tell them that we can also show this using number line then draw number line and show the decimal numbers on the number line. Tell them that when we divide each small interval into further smaller intervals then each smaller interval is one hundredths. Now explain the example 2, 3 and 4 given at page 83 and 84 of their textbook and then ask them to solve all three examples in their notebook and tell what is the mean by one tenth and hundredths. Take their responses and appreciate them for their correct answer.



Sum Up: **(3 mins)**

Sum up the lesson by explaining students that when we divide a square box into 100 equal parts, each part is called on hundredth.

Assessment: **(5 mins)**

Read statement of “Quick Checks” from page 84. Ask them to solve in their notebooks. Appreciate them for their correct answers.

Homework: **(2 mins)**

Solve Q1(c, d), Q2(c, g, h, j, k) and Q6 of “Learning Check 4.1” at page 87 of their textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 5

Unit Name: Decimals **Topic:** Decimal numbers **Date**:

Objective(s):

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

Recognise a decimal number as an alternative way of writing a fraction.

Express a decimal number as a fraction whose denominator is 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 84, 85 and 87

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 them write the fraction 12/100 into decimal number and then write that decimal number in words. Also show this decimal by drawing a square box with hundred equal parts in their notebook. Roam around the class, check their work and appreciate them for their correct work.

Main Activities/Concept Building: **(25 mins)**

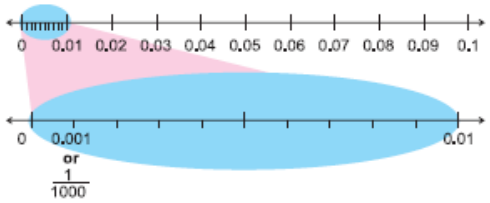
Activity 1:

Ask students to open their textbook to page 84 and look the cube box that is divided into 1000 equal parts. Each part of the cube box is 1/1000 of the whole. We can say that each part of the cube box is called one-thousandth of the whole.

One-thousandth = $\frac{1}{1000}$

Tell them that we can write the one thousandth of $\frac{1}{1000}$ in another way that is called decimal form 0.001 and we can read it as zero point zero zero one.

Tell them that we can also show this using number line then draw number line and show the decimal numbers on the number line.



Tell them that when we divide each small interval into further smaller intervals then each smaller interval is one hundredths.

When we divide the further 1/100 into 10 equal parts then each part will be equal to 1/1000 or 0.001.

Now explain the example 2 and 3 given at page 85 of their textbook and then ask them to solve all three examples in their notebook and tell what is the mean by tenths, hundredths and thousandths. Take their responses and appreciate them for their correct answer.

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Sum Up: **(3 mins)**

Sum up the lesson by explaining students that when we divide a cube into 1000 equal parts, each part is called on thousandth.

Assessment: **(5 mins)**

Read statement of “Quick Checks” from page 84 and 85. Ask them to solve in their notebooks. Appreciate them for their correct answers.

Homework: **(2 mins)**

Solve Q3, Q4 and Q7 of “Learning Check 4.1” at page 87 of their textbook in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 6

Unit Name: Decimals **Topic:** Place Value of Digits in Decimals **Date**:

Objective(s):

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

Identify and recognize the place value of a digit in decimals (up to 3-decimal places).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87-89

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 what is meant by tenths, hundredths and thousandths. Call one by one three students on the board randomly and ask them to write the examples of tenths, hundredths and thousandths.

Main Activities/Concept Building: **(30 mins)**

Activity 1:

Tell students today we will learn about place value of decimals. Write a decimal number fro example 12.409 on the board and then draw a place value table on the board with tens, ones,, decimal point, tenths, hundredths and thousandth place boxes. Now write 1 in the tens column, 2 in the ones column, decimal point in the decimal point column, 4 in the tenths column, 0 in the hundredths column and 9 in the thousandths column. Tell them that as 1 is in the tens place so its value is 10. 2 is in the ones place so, its value is 2, 4 is in the tenths place so its value is 0.4, the 0 is in the hundredths place so its value is 0.00, the 9 is in the thousandths place so its value is 0.009. tell them that a place value table tell us the position of each digit in a decimal number.

Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths
		.			

Activity 2:

Ask students to open their textbook page 87 and read the statement of the example 1. Then ask students to solve the example in their notebook by drawing place value table and tell the position of each digit in a number 18.23. tell them that about standard form and expanded form of the decimal number. Appreciate them for their good work.

Sum Up: **(3 mins)**

Sum up the lesson by re-telling students that place value table tell us the place and place value of each digit in a decimal number.

Assessment: **(5 mins)**

To assess the students ask them to solve the "Quick check" given at page 88 of their textbook.

Homework: **(2 mins)**

Solve Q1 of "Learning check 4.2"at page 89 of their textbook in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 7

Unit Name: Decimals **Topic:** Place Value of Digits in Decimals **Date**:

Objective(s):

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

Identify and recognize the place value of a digit in decimals (up to 3-decimal places).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87-89

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 them what is meant by place value of each digit in a number.
What is meant by expanded form of a decimal number.
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity 1:

Make pairs of students and instruct them to write any two decimal number on the notebook and then write that number in standard form and expanded form. Then draw a place value table and show that number in the place value table and write the place and place value of that numbers in their notebook. Instruct them to raise their hand when finished. Call one pair of students to the front of the class and ask them to show their working to the whole class. Ask the rest of the class to check their working and correct if needed. Appreciate them for their good work and the pair with accurate working in time is the winner.

Activity 2:

Instruct students to open their textbook page 88 and solve the example 2 in their notebook and tell the position of each digit in a number 34.578. Ask them to solve the example 2 in their notebook. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by re-telling student about notable note given at page 88 of their textbook.

Assessment: (5 mins)

To assess the students’ understanding ask them to solve Q2 of “Learning check 4.2” in their textbook page 89 in their notebook.

Homework: (2 mins)

Solve Q3 and Q4 of “Learning check 4.2” in their textbook page 89 in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Decimals **Topic:** Conversion of Fractions and decimals **Date**:

Objective(s):

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

Convert a given fraction to a decimal if denominator of the fraction is 10, 100 or 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86-88

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 write a decimal number in the notebook and then show that decimal number in the place value table and then write the place and place value of each digit of the decimal number. Also write that number in expanded and word form.

Main Activities/Concept Building: (30 mins)

Activity 1:

Instruct students to open their textbook page 86. Ask them to read the statement of the example that is Madiha has a cake which she cut into 10 equal parts. She ate 3/10 slices of it. Represent it in form of decimal.

Tell them that to convert a fraction with denominator 10, 100, and 100 we follow some steps that is first count the number of zeros after the 1 in the denominator that is 1. Then count an equal number of digits in the numerator starting from ones place or 3 the place the decimal point before it and remove the denominator.

3/10 = 0.3

Now explain example 2 and 3 to students that is given at page 87 of their textbook. Ask them to solve again example 1, 2 and 3 in their notebooks. Roam around the class, check their work and guide if required.

Activity 2:

Give them worksheet and instruct them to complete the given worksheet by following instructions. Roam around the class and check their work. Discuss with them about their common mistakes.

Sum Up: (5 mins)

Sum up the lesson by explaining students how we can convert a fraction whose denominator is 10, 100 and 1000 into decimal by solving examples on the board. Discuss with them notable note given at page 87 of their textbook.

Assessment: (0 mins)

To assess the students learning ask them to convert 27/100 and 23/1000 into decimal numbers in their notebook.

Homework: (0 mins)

Solve Q1(a, b, c, d, e) of “Learning check 4.3” in their textbook page 88 in their notebook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. Convert the following fraction into decimals.

$\frac{8}{10}$

$\frac{15}{100}$

$\frac{335}{1000}$

$\frac{175}{100}$

$\frac{5}{1000}$

$\frac{270}{100}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Decimals **Topic:** Conversion of Fractions and decimals **Date**:

Objective(s):

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

Convert a given fraction to a decimal if denominator of the fraction is not 10, 100 or 1000 but can be converted to 10,100 or 1000.

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 them about their homework. Write some fractions whose denominator is 10 or multiple of 10 on the board and ask students to convert that fractions into decimal. Roam around the class, check their work and guide them if required.

Main Activities/Concept Building: (30 mins)

Activity:

Tell students today we will learn about conversion of fraction to decimal whose denominator is not 10 or power of 10.

Write 3/5 on the board. Ask students to observe the denominator that is not 10 or power of 10. Now to convert this fraction into decimal first we make the denominator 10 or power of 10. When we multiply numerator and denominator by 2 we get 10 in the denominator.

$\frac{3}{5} = \frac{3 \times 2}{5 \times 2} = \frac{6}{10}$

Now observe the fraction the denominator become 10. As there is one zero after 1 in the denominator we move the one decimal place to the left and put the decimal point that is:

$\frac{6}{10}$ = 0.6

Call a student to the front of the class and write a fraction 22/25 on the board and ask him/her to convert it into decimal point by converting them into denominator of 10, 100 or 1000. Ask the rest of the class to observe their working and correct where needed. Appreciate him/her for their good work.

Sum Up: (5 mins)

Sum up the lesson by re-telling students about how we can convert the fractions whose denominator is not 10, 100 or 1000 into decimal by converting their denominators in to 10 or multiple of 10.

Assessment: (0 mins)

To assess the students' learning ask them to solve "Quick check" given at page 88 in their notebook. Roam around, check their work and correct if needed.

Homework: (0 mins)

Solve Q1(f-j) of Learning check 4.3" in their textbook page 88 in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Decimals **Topic:** Conversion of Fractions and decimals **Date**:

Objective(s):

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

Convert a given fraction to a decimal if denominator of the fraction is not 10, 100 or 1000 but can be converted to 10,100 or 1000.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 86-88, worksheets, flash cards of fraction with denominators not 10 or power of 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”.

Ask students about their homework. Ask students: how we can convert a fraction into decimal? Ask them to convert 4562/1000 into decimal number and tell where is the place of decimal point in this number. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 mins)

Activity 1:

Make small groups of students. Give each group five flash cards of fractions whose denominator is not 10 or power of 10. Instruct them to observe the numbers and then step by step convert the given fractions into decimals. Roam around the class and check their work and guide them where needed. Instruct them to share their working with each other. Appreciate them for their good work.

Activity 2:

Ask students to open their textbook page 88. Ask them to solve the example 1 and example 2 given at textbook page 87 and 88. Then call one by one two students on the board and ask them to solve example and example 2 on the board and explain each step to the whole class. Appreciate them for their good work.

Sum Up: (5 mins)

Sum up the lesson by re-telling students we can convert the fractions whose denominator in not 10, 100 and 100 by converting them into the denominator of 10, 100 or 1000.

Assessment: (8 mins)

Ask them to complete the given worksheet 1. Roam around the class, check their work and guide them if required.

Homework: (0 mins)

Solve the given worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Worksheet

Name: _____ **Date: _____**

1. Convert the following fractions to decimal number.

a) $\frac{2}{5}$

b) $\frac{8}{20}$

c) $\frac{4}{25}$

d) $\frac{13}{200}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. Convert the following fractions to decimal number.

a) $\frac{4}{50}$

b) $\frac{7}{250}$

c) $\frac{11}{5}$

d) $\frac{7815}{500}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 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 "Fractions".

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 them a few questions relevant to fractions.

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 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:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

1. Tick (✓) the proper, cross out (×) the improper fraction and circle the mixed numbers.

$\frac{1}{2}$	$\frac{4}{7}$	$\frac{3}{2}$	$2\frac{7}{8}$	$\frac{3}{7}$	$\frac{7}{4}$
$2\frac{6}{9}$	$7\frac{2}{3}$	$\frac{6}{11}$	$\frac{5}{2}$	$9\frac{2}{3}$	$\frac{1}{4}$
$\frac{7}{9}$	$\frac{6}{4}$	$1\frac{2}{5}$	$\frac{4}{6}$	$\frac{9}{5}$	$\frac{7}{2}$

2. Convert the mixed number $3\frac{7}{8}$ into improper fractions.

3. Convert the improper fraction $\frac{11}{5}$ into mixed number.

4. Compare $\frac{5}{8}$ and $\frac{4}{5}$. Tell which one is greater and which one is smaller.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

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

Unit Name: Factors and Multiples **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Fractions".

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 them a few questions relevant to addition and subtraction of fractions.

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 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:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. Solve the following fractions.

$$\frac{4}{7} + \frac{2}{7}$$

$$\frac{6}{13} - \frac{5}{13}$$

2. If Sara bought 7/8 litres of milk and 5/8 litres of juice. how much milk and juice she bought altogether. Which thing he bought more and by how much?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 6

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 "Fractions".

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 them a few questions relevant to multiplication and division of fractions.

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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date:** _____

1. **Multiply the following fraction by a whole number.**

$\frac{5}{6} \times 5$

$\frac{6}{13} \times 8$

2. **Divide the following fraction by a whole number.**

$\frac{3}{8} \div 6$

$\frac{4}{11} \div 4$

3. **Multiply the following fractions.**

$\frac{3}{5} \times \frac{7}{5}$

$\frac{1}{6} \times 2\frac{4}{7}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 7

Unit Name: Decimals **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Decimals".

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 them a few questions relevant to decimal numbers, place value and conversion of fractions to decimals.

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 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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	4		40 Mins

Worksheet

Name: _____ **Date: _____**

1. Show 4.763 in a place value table and then write the place and place value of each digit of the number.

2. Convert the fractions into decimals.

$\frac{3}{10}$

$\frac{5}{1000}$

$\frac{7}{250}$

$\frac{11}{500}$

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Conversion of Decimals to Fractions **Date**:

Objective(s):

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

Convert a decimal (up to 3-decimal places) to fraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91, Flash cards of decimal numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask the students: How are you? Encourage them to say, "Alhamdulillah".
Ask students: Do you know about fractions and decimals? How can we convert fractions into decimals? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about the conversion of decimal to fraction. Write the decimal number 4.511 on the board. Tell them that to convert 4.511 to fraction first we count the number of digits to the right of the decimal point. There are 3 digits after the decimal point. Now tell them to write 1 in the denominator in place of the decimal point and put 3 zeros according to the three digits to the right of decimal point. Then remove the decimal point.

$4.511 = \frac{4511}{1000} = 4\frac{511}{1000}$

This is the fraction form of the decimal number 4.511

Instruct students to open their textbooks to page 91 and read the statement of the example. Ask them to tell what is given and what we have to find. Take their responses and tell them that distance from Mahad's home to the masjid is given and we have to convert that distance into a fraction. Now ask them to convert the distance 5.25 kilometres into a fraction in their notebooks. Roam around the class, check their work and guide them if required. Appreciate them for their good response.

Activity 2:

Make pairs of students and give each pair five flash cards of decimal numbers up to 3-decimal places. Instruct them to convert these decimals to fractions. Take a round and check their working. Ask them to raise their hands when finished. Call each pair one by one 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 explaining how we can convert decimal numbers to fractions by solving examples on the board.

Assessment: (5 min)

To check their understanding, ask them to solve Q2 (a) of "Learning Check 4.3" given on page 91 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q2 (b-f) of "Learning Check 4.3" given on page 91 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Addition and Subtraction of Decimals **Date**:

Objective(s):

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

Add and subtract 3-digit numbers (up to 2-decimal places).

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 92 and 93

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 can we convert decimal numbers to fractions and fractions to decimals? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Write the following statement on the board: "Asma has 1.5 metres of blue ribbon and 0.4 metres of red ribbon". Explain to them that we have to find the total length of both. For this, we have to add the length of both ribbons to get the total length of both ribbons. Now solve it step by step on the board and explain each step to them. Tell them that to add the two decimal numbers to first line up the decimal numbers so that the decimal points of both numbers are aligned. First add the tenths in tenths and then the ones in ones. So, the total length of the ribbons is 1.9 metres.

1 . 5
0 . 4
1 . 9

Ask students to open their textbooks to page 92. Instruct them to read the statement of example 1 and tell what is given and what we have to find. Take their responses and tell them that the length of the two pieces of wool is given and we have to find the total length of both pieces. Instruct them to solve the given example in their notebooks. Roam around the class, check their work and guide them if required.

Activity 2:

Instruct students to work in pairs. Give each pair four flash cards of decimal numbers and ask them to select two cards at a time. Then add the decimal numbers. Roam around and check their working. Instruct them to raise their hands when finished. Now call each member one by one to the front of the class and ask them to show their working to the whole class. Ask the rest of the class to check and correct if needed.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students how we can add two decimal numbers by solving the example step by step on the board.

Assessment: **(5 min)**

To check their understanding, ask them to solve Q1 (a, b, c) of "Learning Check 4.4" given in the textbook on page 93 in their notebooks.

Homework: **(2 min)**

Solve Q1 (d, e, f) of "Learning Check 4.4" on page 93 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Addition and Subtraction of Decimals **Date**:

Objective(s):

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

Add and subtract 3-digit numbers (up to 2-decimal places).

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 92 and 93

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 steps to add the two decimal numbers. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Write the statement on the board: Yasir walked 5.29 km on Monday and 3.16 km on Tuesday. How much less did he walk on Tuesday? Instruct students to read the statement and tell what is given and what we have to find. Take their responses and tell them that distance that Yasir walked in two days is given and we have to find how much less he walked on Tuesday. For this we have to subtract 3.16 km from 5.29 km. Tell them that first line up the numbers vertically so that the decimal numbers are aligned. Tell them we start by subtracting the digits from the right or the smallest place value. Now subtract step by step and explain each step. So he walked 2.13 km less on Tuesday than on Monday.

5.29
– 3.16
2.13

Ask students to open their textbooks to page 92. Instruct them to read the statement of example 3 and tell what is given and what we have to find. Take their responses and tell them that distance from Saba's home to school and distance from Nida's home to school is given. We have to find whose home is farther from school and by how much for this we have to subtract 12.8 from 14.9. Instruct them to solve the given example in their notebooks. Roam around the class, check their work and guide them if required.

Activity 2:

Instruct students to work in pairs. Give each pair four flash cards of decimal numbers and ask them to select two cards at a time and then subtract the decimal numbers. Roam around and check their working. Instruct them to raise their hands when finished. Now call each member one by one to the front of the class and ask them to show their working to the whole class. Ask the rest of the class to check and correct if needed.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students how we can subtract two decimal numbers by solving the example step by step on the board. Tell them to always subtract the smaller value from the greater one.

Assessment: **(5 min)**

To check their understanding, ask them to solve Q2 (a, b, c) of "Learning Check 4.4" given in their textbooks on page 93 in their notebooks.

Homework: **(2 min)**

Solve Q2 (d, e, f) of "Learning Check 4.4" on page 93 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Addition and Subtraction of Decimals **Date**:

Objective(s):

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

Add and subtract 3-digit numbers (up to 2-decimal places).

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 92 and 93

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. What are unlike fractions? How we can compare two unlike fractions? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Place flash cards of decimal numbers of 3-digit numbers up to 2-decimal places on the table. Call a student to the front of the class and ask him/her to choose two cards of their own choice. Then instruct them to write the decimal numbers on the board and line them up vertically so that their decimal points are aligned. Then ask them to first add the decimal numbers and then subtract the decimal numbers. Ask the rest of the class to check their working and correct if needed. Repeat this activity for all students of the class. Check their work and appreciate them for their good work.

Activity 2:

Ask students to open their textbooks to pages 92 and 93. Ask them to solve example 2 and 4 in their notebooks. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students how we can add and subtract two decimal numbers and tell them the steps to add or subtract decimal numbers.

Assessment: (8 min)

To assess the students learning, ask them to complete the given worksheet

Homework: (2 min)

Solve Q3, Q4 and Q5 of "Learning Check 4.4" given on page 93 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Multiplication of Decimals **Date**:

Objective(s):

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

Multiply a 2-digit number (up to 1 decimal place) by 10, 100, and 1000.

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 93, 94 and 96

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: Can you tell the steps to add and subtract decimal numbers? Take their responses and appreciate them for their correct response. Tell them that today we are going to learn about the multiplication of decimals by 10, 100 and 1000. Ask them: Do you know how we multiply a decimal by 10, 100 or 1000? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement: "I want to wrap 10 gift boxes. If each box takes 1.4 m of ribbon, how much ribbon will be required altogether?" Instruct students to read the statement and tell what is given and what we have to find. Take their responses and tell them that the length of ribbon that is used to wrap one gift box is given. We have to find the length of the ribbon that is used to wrap 10 gift boxes. For this, we have to multiply 1.4 m by 10. Tell them that when we multiply 1.4 by 10, we move the decimal point one place to the right. Then multiply it on the board, solve it step by step and explain each step to them. Tell them that if we want to wrap 100 gift boxes, we have to multiply 1.4 by 100. To multiply 1.4 by 100, we move the decimal point two places to the right. If we want to wrap 1000 gift boxes, we have to multiply 1.4 by 1000. To multiply 1.4 by 1000, we move the decimal point three places to the right.

Activity 2:

Ask students to open their textbooks to pages 93 and 94. Instruct them to solve example 1, 2 and 3 in their notebooks. Roam around the class, check their work and guide them if required. Appreciate them for their correct working.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can multiply a decimal number by 10, 100 and 1000. Also explain to them the "Notable Note" given on page 94.

Assessment: (8 min)

To assess the students learning, ask them to solve the Q1 (a, b) of "Learning Check 4.5" given on page 96 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q1 (c, d) of "Learning Check 4.5" on page 96 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Multiplication of Decimals **Date**:

Objective(s):

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

Multiply a 2-digit number with 1-decimal place by a 1-digit number.

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 94, 95 and 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

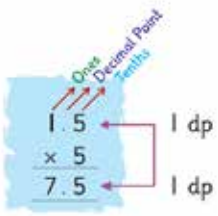
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework.

Ask students: How we can multiply a decimal by 10, 100 and 1000? Take their responses and appreciate them for their correct response. Ask them to write a decimal number in their notebooks and multiply that decimal number by 10, 100 and 1000. Roam around the class, check their work and guide them if required.

Main Activities/Concept Building: (25 min)

Activity 1:



Write the statement: "A piece of rope has a length of 1.5 m. What is the length of 5 pieces of rope having the same length?" Instruct them to read the statement and tell what is given and what we have to find. Take their responses and tell them that the length of one piece of rope is given and we have to find the length of five pieces of rope having the same length. For this, we have to multiply 1.5 by 5. Tell them that first we write the two numbers as whole numbers or without decimal numbers and then multiply. Tell them that after multiplying, count the number of digits in the multiplicand after the decimal point. There is one digit after the decimal point in 1.5. Count the same number of digits from the right to left in the product and place the decimal point exactly where it is in the multiplicand. So we place the decimal point before 5 as 7.5 as the result of multiplication of 1.5 and 5 is 7.5

Activity 2:

Ask students to open their textbooks to page 94. Ask students to read the statement of example 1 and tell what are given and what we have to find. Take their responses and appreciate them for their correct response. Now call a student to the front of the class and ask him/her to solve example 1 on the board. Have him/her explain each step to the whole class. Instruct the whole class to check his/her work and correct if needed. Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we multiply a decimal number by a 1-digit number and ask them to solve example 2 and 3 given on pages 94 and 95.

Assessment: (0 min)

To assess the students, ask them to solve Q1 (e-f) of "Learning Check 4.5" given in their textbooks on page 96 in their notebook.

Homework: (2 min)

Solve Q1 (g-h) of "Learning Check 4.5" given in their textbooks on page 96 in their notebook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Multiplication of Decimals **Date**:

Objective(s):

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

Multiply a 2-digit number with 1-decimal place by a 1-digit number.

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95 and 96, Flash cards of decimal numbers and 1-digit whole numbers

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 multiply a decimal by 10, 100 and 1000? Take their responses and appreciate them for their correct response. Ask them to write a decimal number in their notebooks and multiply that decimal number by 10, 100 and 1000. Roam around the class, check their work and guide them if required.

Main Activities/Concept Building: (25 min)

Activity 1:

Place two bowls on the table. Put decimal numbers in one bowl and 1-digit whole number in the other bowl. Call a student to the front of the class and ask him/her to choose one card from each bowl. Instruct them to write that number on the board and then multiply decimal number by a whole number step by step and explain each step to the whole class. Ask the rest of the class to check and correct if needed. Repeat this activity to each student t of the class. Appreciate them for their correct response.

Activity 2:

Ask students to work in pair. Instruct them to write the real life story of multiplication of whole number and decimal number. Roam around and check their working. Ask them to raise their hand when finished. Now call one by one each pair to the front of the class and instruct them to present their work to whole class.

Sum Up: (3 min)

Sum up the lesson by explaining to students the steps to multiply 2-digit number with one decimal place with 1-digit number. Explain the notable note given at page 95 of their textbook.

Assessment: (0 min)

To assess the students, ask them to solve the "Quick Check" given on page 95 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q3 of "Learning Check 4.5" given in their textbooks on page 96.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Division of Decimals **Date:**

Objective(s):

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

Divide a 2-digit number with 1-decimal place by a 1-digit number.

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 95 and 96

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".

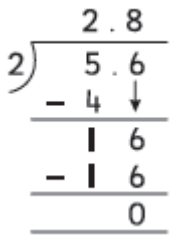
Ask students about their homework. Ask them: How we can multiply a decimal number by 10, 100, 1000 and a 1-digit number? Write the steps to multiply a decimal number by a 1-digit number. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Tell them that today they are going to learn about division of decimals. Write the statement on the board: "Sara has a ribbon 5.6 m long. She cuts it into 2 equal pieces. What is the length of each piece?" Instruct them to read the statement and tell what is given and what we have to find. Take their responses and tell them that the length of ribbon is given and that the ribbon is cut into two equal pieces. We have to find the length of each piece. For this, we have to divide 5.6 by 2. Now divide step by step and explain each step to them. Ask students to write a decimal number and a 1-digit number. Then divide the decimal number by a whole number. Roam around the class, check their work and guide them if required.

Total length	= 5.6 m
Number of equal pieces	= 2
Length of each piece	= 5.6 ÷ 2



Activity 2:

Ask students to open their textbooks to page 95 and 96. Instruct them to solve example 1 and 2 in their notebooks. 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 can divide a decimal number by a 1-digit number by solving examples on the board. Tell them how to place the decimal point in the quotient after division.

Assessment: **(8 min)**

To assess the students learning, ask them to solve "Quick Check" given on page 96 of their textbooks in their notebooks. Roam around, check their work and guide them if required.

Homework: **(2 min)**

Solve Q2 (a, b, c) of "Learning Check 4.5" on page 96 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Division of Decimals **Date**: _____

Objective(s):

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

Divide a 2-digit number with 1-decimal place by a 1-digit number.

Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 96

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 divide decimal numbers by whole numbers? Ask them to tell the steps of division of decimal number by whole number? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Make pairs of students. Place two bowls on the table. Put in one bowl, the decimal numbers and in the other bowl, the 1-digit whole number. Call a student to the front of the class and ask him/her to choose one card from each bowl. Instruct him/her to write that numbers on the board and then divide the decimal number by a 1-digit number. Divide and explain each step of division to the whole class. After completing, ask the rest of the class to check his/her work and correct if needed. Appreciate him/her for their good work. Repeat this activity with each member of the class.

Activity 2:

Give students the worksheet and instruct them to complete it by following instruction. Roam around the class and check their working. Discuss with them their common mistakes. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students the steps to divide a decimal number by a 1-digit number by ignoring the decimal point. Do this by solving an example on the board.

Assessment: (5 min)

To assess the students learning, ask them to solve Q2 (d-h) of "Learning Check 4.5"given on page 96 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q4 and Q5 of "Learning Check 4.5" on page 96 of their textbooks.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Solve the following.

2.4 ÷ 4	7.8 ÷ 2	8.4 ÷ 7

2. Hamid has a piece of pipe of length 3.6 m. He wants to cut it into 3 equal pieces. What will be the length of each piece of pipe?

3. Asma used 5.8 m of cloth to stitch two shirts of the same length. How much cloth was used to stitch each shirt?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Rounding off Decimal Numbers **Date**:

Objective(s):

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

Round off decimal (with 1- or 2-decimal places) to the nearest whole number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 96 and 97, 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. Write the number 1488 on the board. Ask students to round off the given number to the nearest 10, 100 and 1000. Roam around the class, check their work and appreciate them for their good work.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell student today we will learn about rounding off decimals to the nearest whole number.

Ask them: What is meant by rounding off? Take their responses and tell them that rounding off means to get an estimated value closer to the original one but easier to use in calculations.

Ask students to open their textbooks to page 97 and read the rules to round off whole number to the nearest whole number. Tell them that to round off a decimal to the nearest whole number, we look at the digit at the tenths place. If the digit at the tenths place of the decimal is less than 5, do not change the whole number part and only remove the decimal part. If the tenths place of the decimal is greater than or equal to 5, then add 1 to the whole number part and remove the decimal part.

Write 6.82 on the board. Ask students to observe the tenths place digit which is greater than 5. So we add 1 to the whole number 6 and remove the decimal part. That is $6.82 \approx 7$.

Ask students to open their textbooks to page 97 and solve the example 1 in their notebooks. Roam around the class, check their work and guide them if required.

Activity 2:

Give the worksheet to students. Ask them to complete the given worksheet 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 explaining to students the rules to round off decimals to the nearest whole number also tell them that the symbol '≈' is used for approximation.

Assessment: (5 min)

To assess the students learning, ask them solve the "Quick Check" given on page 97 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q1(a-e) of "Learning Check 4.6" on page 97 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Round off the following to the nearest whole number.

3.14

6.88

2. The length of a piece of rope is 5.99 m. Round off the given decimal number to the nearest whole number.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Rounding off Decimal Numbers **Date**:

Objective(s):

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

Round off decimal (with 1- or 2-decimal places) to the nearest whole number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97, Worksheet, Flash cards of decimal numbers

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: How can we round off whole numbers to the nearest 100? Take their responses and write the number 1165 and ask them to round off the given number to the nearest 100. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students. Give each group 10 cards of decimal numbers and instruct them to round off these decimal numbers to the nearest whole number. Roam around the class and check their work. Instruct them to raise hand when finished. Now call one by one each group to come forward and present their work. When one group presents their work, remaining students observe their working and correct if there is any mistake. Appreciate them for their good work.

Activity 2:

Ask students to open their textbooks to page 97. Instruct them to observe the example 2 and 3 given. Them call a student to the front of the class and ask him/her to solve the examples on the board and explain the steps to round off to whole class. Ask the rest of the class to check their work and correct if needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about the rules to rounding off decimal numbers to the nearest whole number. Tell them that rounding off means to keep the value of a number closer to its original value.

Assessment: (5 min)

To assess the students learning, ask them to complete the given worksheet. Roam around, check their work and guide them if required.

Homework: (2 min)

Solve Q1 (f-j) of "Learning Check 4.6"on page 97 of their textbooks.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Round off the following to the nearest whole number.

3.22

6.78

99.9

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **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 98 and 99

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 "Decimals".
Ask them a few questions to let them revise the basic concepts:
Ask students: How can we convert a decimal to a fraction and a fraction to a decimal?
How can we add and subtract decimal numbers?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students to open pages 98 and 99 of their textbooks. Ask them to solve Q1, Q2 and Q3 of "Unit Check 4" 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 page 98.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q4 and Q5 of "Unit Check 4"on pages 99 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **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 98, 99 and 100

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 "Decimals".
Ask them a few questions to let them revise the basic concepts:
Ask students: How we can multiply a decimal number by 10, 100 and 1000.
How can we multiply a decimal number by a whole number?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (30 min)

Activity 1:

Have student to open page 99 and 100 of their textbooks. Ask them to solve Q6, Q7 and Q8 of "Unit Check 4" 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 page 98.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q9 of "Unit Check 4"on page 100 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **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 98 and 100

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 "Decimals".
Ask them a few questions to let them revise the basic concepts:
Ask students: How can we divide a decimal number by a whole number?
How can we round off decimal number to the nearest whole number?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (30 min)

Activity 1:

Have student to open page 100 of their textbooks. Ask them to solve Q10, Q11 and Q12 of "Unit Check 4" 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 page 98.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q13 to Q15 of "Unit Check 4"on page 100 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 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 to measure the length of different objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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 them about their previous day homework. Ask students: Do you know how to measure the length of the table, classroom and book? Take their responses and appreciate if someone gives the right answer. Tell them that today we will learn the standard metric units that are used to measure the length of objects.

Main Activities/Concept Building: (20 min)

Activity 1:

Instruct students to look at the table. Ask them: How can we measure the length of the table? Ask them which unit is used to measure the length of the table. Take their responses and tell them that to measure the length of the table, we use the unit of length "metre". Tell them to measure the length of the table, we use a metre tape or a metre ruler. Now take the metre tape or metre ruler and call a student to the front of the class. Ask him/her to measure the length of the table with the help of a metre tape. Take his/her response and observe his/her measurement. Note the reading of his/her measurement on the board. Now call two to three more students one by one to the front of the class and ask them to measure the length of the table. Then match their measurements. Appreciate them for their correct measurement.

Activity 2:

Tell them to open their textbooks to page 102 and look at the metre tape or metre ruler that is used to measure the length of objects in metres. Tell them that we use "m" for metre in short form. Instruct them to observe the length of the sofa and the length of the swing. Ask students to observe the classroom objects and point out the objects whose length is in metres. Take their responses and appreciate them for their good responses.

Sum Up: (3 min)

Sum up the lesson by retelling students that metre is the standard unit of measurement that is used to measure long objects.

Assessment: (5 min)

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

Homework: (2 min)

Solve Q1 (a) of "Learning Check 5.1" in their textbooks on page 103.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Length **Date:** _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 102-104, Pencil, Pin, Ruler, Metre tape

Teaching & Learning Activities:

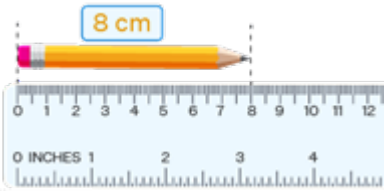
Opening Activities/Warm-up: (3 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework. Point towards the whiteboard of the classroom and ask them to tell which unit is used to measure the length of the whiteboard. Take their responses that must be metre. Appreciate them for their correct response.

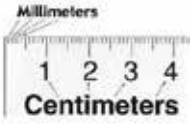
Main Activities/Concept Building: (22 min)

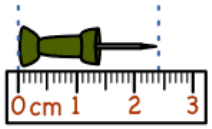
Activity 1:

Show students a pencil and ask students to tell how we can measure the length of the pencil. Take their responses and tell them that the length of the pencil is measured in centimetres. Tell them that to measure the length of short objects, we use centimetres. Now measure the length of the pencil with the help of ruler and show to students that the length of the pencil is 8 cm.



Tell them that the length of very short objects is measured in millimetres. Tell them to measure the length of the pin. Show the ruler to students and point towards the small lines. Tell them that these show millimetres and the long lines show centimetres. Now measure the length of pin with the help of the ruler and point towards the small lines and tell them that after the number 2 there are 4 small lines. So it shows that the pin is 2 cm and 4 mm long. Tell students that long objects are measured in metres, short objects are measured in centimetres and very small objects are measured in millimetres. Ask students which unit of length is used to measure the distance from one city to another. Take their responses and tell them that to measure very long distance, we use the unit kilometre.





Activity 2:

Tell them to open their textbooks to pages 102 and 103. Ask them to learn about metres, centimetre, millimetres and kilometres. Instruct them to observe the objects that are measure in metres, centimetres and millimetres. Tell them that the distance from the supermarket to the railway station is 3.4 km.

Sum Up: (3 min)

Sum up the lesson by retelling students that metre is the standard unit of measurement that is used to measure short objects, long objects and long distances.

Assessment: (5 min)

To check the understanding of students, ask them to solve Q(b) of "Learning Check 5.1" given on page 104 of their textbooks.

Homework: (2 min)

Solve Q2 of "Learning Check 5.1" in their textbooks on page 104.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Conversion of Units of Length **Date**: _____

Objective(s):

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

Convert larger to smaller metric units (kilometres into metres).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 104-106, Flash cards of objects of different length, 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. Show flash cards of different objects to students and ask them to tell which object is measured in metres and centimetres. Also ask which distance is measured in kilometres.

Main Activities/Concept Building: (20 min)

Activity 1:

Write the statement of the example: "A car covers a distance of 25 kilometres. How much is the distance covered by the car in metres?" Explain that we want to measure the distance in metres. Ask students: How many metres are in one kilometre? Take their responses and tell them that there are 1000 metres in one kilometre. Tell them that to convert kilometres to metres, we have to multiply the number of kilometres by 1000. So to convert 25 km to m, we have to multiply 25 by 1000.

$$25 \text{ km} = 25 \times 1000 \text{ m} = 25000 \text{ m}$$

Write different examples of conversion of km to m and explain to students how to convert km to m by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to pages 104 and 105. Instruct them to solve the examples given in the textbook in their notebooks. Roam around the and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert kilometres to metres, we multiply the number of kilometres by 1000.

Assessment: (10 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1 of "Learning Check 5.2" on page 106 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Convert the following lengths into metres.

4 km	216 km
9 km 405 m	15 km 644 m
67 km 600 m	14 km 341 m
40 km 4 m	87 km 61 m

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 4

Unit Name: Measurement **Topic:** Conversion of Units of Length **Date**:

Objective(s):

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

Convert larger to smaller metric units (metres into centimetres).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 105 and 106, 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 about their previous day homework. Ask students:
How can we convert a larger unit into a smaller unit?
How many metres are in one kilometre?
How many metres are in 12 km 203 m? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (20 min)

Write the statement of the example: "The length of the cupboard is 2 m 47 cm. What is the length of the cupboard in cm?" Explain that we want to measure the length of the cupboard in centimetres. Ask students: How many centimetres are in one metre? Take their responses and tell them that there are 100 centimetres in one metre. Tell them that to convert metres to centimetres, we have to multiply number of metres by 100. So to convert 2 m 47 cm to cm, we have to first multiply 2 m by 100 and then add 47 cm into it.

$$\begin{aligned} 2 \text{ m } 47 \text{ cm} &= 2 \times 100 \text{ cm} + 47 \text{ cm} \\ &= 200 \text{ cm} + 47 \text{ cm} \\ &= 247 \text{ cm} \end{aligned}$$

Write different examples of conversion of m to cm and explain to students how to convert m to cm by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to page 105. Instruct them to solve the examples given in the textbooks in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert larger units to smaller units, we always multiply. When we convert metres to centimetres, we multiply the number of metres by 100.

Assessment: (8 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q2 of "Learning Check 5.2" on page 106 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Convert the following lengths into centimetres.

20 m	114 m
1 m 45 cm	40 m 4 cm
98 m 98 cm	102 m 34 cm
200 m 18 cm	117 m 81 cm

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 5

Unit Name: Measurement **Topic:** Conversion of Units of Length **Date**:

Objective(s):

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

Convert larger to smaller metric units (centimetres into millimetres).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 105 and 106, 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 about their previous day homework. Ask students:
How can we convert a larger unit to a smaller unit?
How many centimetres are in one metre?
How many centimetres are in 71 metres? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (20 min)

Write the statement of the example: "The length of the notebook is 15 cm 3 mm. What is the length of the notebook in mm?" Explain that we want to measure the length of the notebook in millimetres. Ask students: How many millimetres are in one centimetre? Take their responses and tell them that there are 10 millimetres in one centimetre. Tell them that to convert centimetres to millimetres, we have to multiply the number of centimetres by 10. So to convert 15 cm 3 mm to mm, we have to first multiply 15 cm by 10 and then add 3 mm into it.

$$15 \text{ cm } 3 \text{ mm} = 15 \times 10 \text{ mm} + 3 \text{ mm}$$
$$= 150 \text{ mm} + 3 \text{ mm}$$
$$= 153 \text{ mm}$$

Write different examples of conversion of cm to mm and explain to students how to convert cm to mm by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to page 105. Instruct them to solve the examples given in the textbooks in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert centimetres to millimetres, we multiply the number of centimetres by 10.

Assessment: (8 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q3 of "Learning Check 5.2" on page 106 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Convert the following lengths into centimetres.

31 cm	60 cm
67 cm 2 mm	21 cm 9 mm
90 cm 9 mm	34 cm 1mm
17 cm 7 mm	56 cm 4 mm

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 6

Unit Name: Measurement **Topic:** Addition and Subtraction of Units of Length **Date:**

Objective(s):

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

Add and subtract measures of length in same units.

Solve real-life situations involving conversion, addition and subtraction of measures of length.

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

Main Activities/Concept Building: **(25 min)**

Activity 1:

Ask students to open their textbooks to page 106. 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 two wires is given and we have to find total length of both wires. For this, we have to add 45 cm 3 mm and 12 cm 8 mm. Tell them that to add these, first we write the lengths of both wires vertically and then add the millimetres first.

3 mm + 8 mm = 11 mm

As we know that there are 10 mm in one cm so we write 1 to the mm place and take 10 mm = 1 cm to the cm place. Now add the centimetres: 1 cm + 45 cm + 12 cm = 58 cm

Solve the example step by step on the board and explain each step.

Length of one wire	=	45 cm	3 mm
Length of the another wire	= +	12 cm	8 mm
Total length of both wires	=	58 cm	1 mm

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 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 length.

Assessment: **(5 min)**

To assess the students learning, ask them to solve Q1 (a, b) of "Learning Check 5.3" given on page 108 of their textbooks.

Homework: **(2 min)**

Solve Q1 (g, h) and Q2 of "Learning Check 5.3" given on page 108 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 7

Unit Name: Measurement **Topic:** Addition and Subtraction of Units of Length **Date:**

Objective(s):

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

Add and subtract measures of length in same units.

Solve real-life situations involving conversion, addition and subtraction of measures of length.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 107-108

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 home work.

Ask students: How can we add the units of length with carrying? Call a student to the front of the class and ask him/her to write the units of length in metres and centimetres. Then add that units of length. Tell them to always add metres in metres and centimetres in centimetres.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Ask students to open their textbooks to page 107. 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 height of an office building and height of a shop is given. We have to find how much higher the office building is than the shop. For this, we have to subtract 17 m 24 cm from 19 m 12 cm. First write the numbers vertically and subtract cm from cm. Point towards the 24 and tell them that we cannot subtract 24 from 12 so we borrow 1 m = 100 cm from 19 m. Now we have 100 + 12 = 112 cm.

		18	100
Height of the office building	=	~~19~~ m	12 cm
Height of the shop	=	17 m	24 cm
Difference	=	01 m	88 cm

Then subtract 24 cm from 112 cm.

112 cm – 24 cm = 88 cm

After subtracting centimetres, we subtract metres.

18 m – 17 m = 1 m

So the office building is 1 m 88 cm higher than the shop. Now we convert this height into cm. For this, we multiply 1 m by 100 and add 88 into it.

1 m 88 cm = 1 × 100 cm + 88 cm

= 100 cm + 88 cm = 188 cm

So, the office building is 188 cm higher than the shop.

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 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 length 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 (c, d) of "Learning Check 5.3" given on page 108 of their textbooks.

Homework: **(2 min)**

Solve Q1 (e, f, i) and Q3 of "Learning Check 5.3" given on page 108 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Addition and Subtraction of Units of Length **Date**:

Objective(s):

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

Add and subtract measures of length in same units.

Solve real-life situations involving conversion, addition and subtraction of measures of length.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 108 and 109

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 add the units of length? How can we subtract the units of length? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the addition and subtraction of units of length by using clue words. Instruct them to raise their hands when finished. Now call the first group to the front of the class and ask them to write the word problem of addition of units of length 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. Now instruct them to write the subtraction word problem on the board and solve it step by step on the board. Explain each step of subtraction to the whole class. Appreciate them for their good working. Repeat this activity with the other group. Appreciate them for their good work and also discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we add and subtract the units of length and also tell them that we always subtract the smaller unit from the greater one.

Assessment: (5 min)

To assess the students learning, ask them to solve Q4 and Q5 of "Learning Check 5.3" given on pages 108 and 109 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q6 and Q7 of "Learning Check 5.3" given on page 109 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Standard Units of Mass **Date**:

Objective(s):

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

Use standard metric units to measure the mass of different objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 101, 109, 110 and 111, Coconut, Weighing balance

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 previous day homework. Ask students: Do you know how we can measure the length of the table, the classroom and a book? Take their responses and appreciate if someone gives the right answer. Tell them that today we will learn the standard metric units that are used to measure the length of objects.

Main Activities/Concept Building: (20 min)

Activity 1:

Ask them to open their textbooks to page 101. 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.
Place a coconut on the table. Instruct students to look at the coconut. Ask them: How can we measure the mass of the coconut? Ask them: Which unit is used to measure the mass of the coconut? Take their responses and tell them that to measure the mass of the coconut, we use the unit of mass "kilogram". Tell them to measure the mass of the coconut, we use the weighing balance and weighing bars. Now place the weighing balance on the table and measure the mass of the coconut. Ask them to observe the measurement. Now call students one by one and ask them to measure the mass of their bags. Take his/her response and observe their measurements. Note the reading of each of the measurements on the board. Appreciate them for their correct measurements.

Activity 2:

Tell them that open their textbooks to page 110. Have them look at the weighing balance and weighing bars that are used to measure the mass of objects in kilograms. Tell them that we use "kg" for kilogram in short form. Show some flash cards of objects that have a mass in kilograms and instruct them to observe that objects. Ask students to observe the classroom objects and point out the objects whose mass is in kilograms. Take their responses and appreciate them for their good responses.

Sum Up: (3 min)

Sum up the lesson by retelling students that kilogram is the standard unit of measurement that is used to measure heavy objects. Discuss with them the answer of question given at page 101.

Assessment: (5 min)

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

Homework: (2 min)

Solve Q1 (a, c) of "Learning Check 5.4" in their textbooks on page 111.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 3

Unit Name: Measurement **Topic:** Standard Unit of Mass **Date**: _____

Objective(s):

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

Use standard metric units to measure the mass of different objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 110 and 111

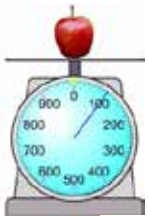
Teaching & Learning Activities:

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 students about their homework. Point towards the cupboard of the classroom and ask them to tell which unit is used to measure the mass of the cupboard. Take their responses that must be kilograms. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:



Show students an apple and ask students to tell how we can measure the mass of the apple. Take their responses and tell them that the mass of the apple is measured in grams. Tell them that to measure the mass of light objects, we measure in grams. Now measure the mass of the apple with the help of the weighing balance. Instruct them to observe the mass of the apple that is 100 g. Tell them that the mass of very light objects are measured in milligrams. Tell them that medicine, feathers and beads are very light objects and measured in milligrams. Ask them to tell the names of objects that are measured in kilograms, grams and milligrams. Take their responses and appreciate them for their correct response.

Activity 2:

Tell them to open their textbooks to pages 109 and 110. Ask them to learn about grams and milligrams. Instruct them to observe the objects that are measured in kilograms, grams and milligrams. Tell them that the mass of the bag is measured in kilograms and the mass of the lunch box is measured in grams.

Sum Up: (3 min)

Sum up the lesson by retelling students that gram is used to measure the mass of the light objects and milligram is the unit to measure the mass of very light objects.

Assessment: (5 min)

To check the understanding of students, ask them to solve Q (b) of "Learning Check 5.4" given on page 111 of their textbooks.

Homework: (2 min)

Solve Q2 of "Learning Check 5.4" in their textbooks on page 111.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Conversion of Units of Mass **Date**:

Objective(s):

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

Convert larger to smaller metric units (kilograms into grams).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 112 and 113, Flash cards of objects of different mass, 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. Show flash cards of different objects to students and ask them to tell which object is measured in kilograms, which are measured in grams and which one is measured in milligrams.

Main Activities/Concept Building: (20 min)

Activity 1:

Write the statement of the example: "Rabia bought a watermelon of mass 6 kg. What is the mass of the watermelon in grams?" Explain that we want to measure the mass of the watermelon in grams. Ask students: How many grams are in one kilogram? Take their responses and tell them that there are 1000 grams in one kilogram. Tell them that to convert kilograms to grams, we have to multiply the number of kilograms by 1000. So to convert 6 kg to gram, we have to multiply 6 by 1000.

$$6 \text{ kg} = 6 \times 1000 \text{ g} = 6000 \text{ g}$$

Write different examples of conversion of kg to g and explain to students how to convert kg to g by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to page 112. Instruct them to solve the examples given in their textbooks in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert kilograms to grams, we multiply the number of kilograms by 1000.

Assessment: (10 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1 of "Learning Check 5.5" on page 113 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Convert the following masses into grams.

52 kg	92 kg
9 kg 415 g	2 kg 99 g
67 kg 67 g	209 kg 9 g
39 kg 93 g	82 kg 309 g

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: Measurement **Topic:** Conversion of Units of Mass **Date**:

Objective(s):

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

Convert larger to smaller metric units (grams into milligrams).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 112 and 113, 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 about their previous day homework. Ask students:
How can we convert a larger unit to a smaller unit?
How many metres are in one kilometre?
How many metres are in 12 km 203 m? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (20 min)

Write the statement of the example: "The mass of a pack of chips is 6 g 120 mg. What is the mass of the pack of chips in mg?" Explain that the mass of chips is given in grams and milligrams and we have to measure the mass of the pack of chips in milligrams. Ask students: How many milligrams are in one gram? Take their responses and tell them that there are 1000 milligrams in one gram. Tell them that to convert grams to milligrams, we have to multiply the number of grams by 1000. So to convert 6 g 120 mg to mg, we have to first multiply 6 g by 1000 and then add 120 mg into it.

$$6\text{ g }120\text{ mg} = 6 \times 1000\text{ mg} + 120\text{ mg}$$
$$= 6000\text{ mg} + 120\text{ mg}$$
$$= 6120\text{ mg}$$

Write different examples of conversion of g to mg and explain to students how to convert g to mg by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to page 112. Instruct them to solve the examples of converting grams to milligrams given in their textbooks in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert grams to milligrams, we multiply the number of grams by 1000.

Assessment: (8 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q2 of "Learning Check 5.5" on page 113 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Convert the following masses into milligrams.

56 g	24 g
23 g 178 mg	98 g 34 mg
27 g 127 mg	208 g 208 mg
600g 6 mg	52 g 56 mg

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 6

Unit Name: Measurement **Topic:** Addition and Subtraction of Units of Mass **Date:**

Objective(s):

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

Add and subtract measures of mass in same units.

Solve real-life situations involving conversion, addition and subtraction of measures of mass

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 113, 114 and 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 homework. Ask them: How can we convert kg to g? How can we convert g to mg? How many grams are in one kilogram? How many milligrams are in one gram? 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 113. 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 crisps is given and a pack of cookies is given which 7 g 820 mg heavier than the pack of crisps. Tell them that we have to find the mass of the pack of cookies. For this, we have to add 52 g 240 mg and 7 g 820 mg. Tell them that to add these, first write the masses vertically and then add the milligrams.

		①	
Mass of the pack of crisps	=	52 g	240 mg
Mass of pack of cookies heavier	=	+ 7 g	820 mg
Mass of the pack of cookies	=	60 g	060 mg

240 mg + 820 mg = 1060

As we know that there are 1000 mg in one gram so we write 60 to the milligrams place and take 1000 mg = 1 g to the grams place. Now add the grams: 1 g + 52 g + 7 g = 60 g

Tell them that the mass of the pack of cookies is 60 g 60 mg. Now we have to find the mass of the cookies in mg that is:

$$60 \text{ g} \times 1000 + 60 \text{ mg} = 60000 \text{ mg} + 60 \text{ mg} = 60060 \text{ mg}$$

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 add 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 add the units of mass by solving examples on the board.

Assessment: **(5 min)**

To assess the students learning, ask them to solve Q1 (a, b) of "Learning Check 5.6" given on page 115 of their textbooks.

Homework: **(2 min)**

Solve Q1 (e, f, i) and Q2 of "Learning Check 5.6" given on page 115 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 7

Unit Name: Measurement **Topic:** Addition and Subtraction of Units of Mass **Date:**

Objective(s):

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

Add and subtract measures of mass in same units.

Solve real-life situations involving conversion, addition and subtraction of measures of mass.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114

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 can we add the units of mass with carrying? 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 the 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 114. 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 weights of Dania and Hadeed are given. We have to find how much more Hadeed weighs than Dania and we have to convert the answer into grams. For this, we have to subtract 10 kg 545 g from 12 kg 475 g. First write the numbers vertically and subtract grams from grams. Point towards the 545 and tell them that we cannot subtract 545 from 475 so we borrow 1 kg = 1000 g from 12 kg. Now we have 1000 + 475 = 1475 g. Then subtract 545 g from 1475 g: 1475 g – 545 g = 930 g

Hadeed weighs	=	12 kg (11)	475 g (1000)
Dania weighs	=	– 10 kg	545 g
Difference	=	1 kg	930 g

After subtracting grams, we have to subtract kilograms: 11 kg – 10 kg = 1 kg

So Hadeed's weight is 1 kg 930 g more than Dania's weight. Now we convert this into grams. For this, we multiply 1 kg by 1000 and add 930 into it.

1 kg 930 g = 1 × 1000 g + 930 g = 1000 g + 930 g = 1930 g

So, Hadeed's weight is 1930 g more than Dania's weight.

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 the students learning, ask them to solve Q1 (c, d) of "Learning Check 5.6" given on page 115 of their textbooks.

Homework: **(2 min)**

Solve Q1 (g, h, j) and Q3 of "Learning Check 5.6" given on page 115 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Addition and Subtraction of Units of Mass **Date**:

Objective(s):

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

Add and subtract measures of mass in same units.

Solve real-life situations involving conversion, addition and subtraction of measures of mass.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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 homework. Ask them: How can we add the units of mass? How can we subtract the units of mass? Take their responses and appreciate for their correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Make two groups of students. Ask each group to make a word problem of the addition and subtraction of units of mass by using clue words. Instruct them to raise their hands when finished. Now call the first group to the front of the class and ask them to write the word problem of addition of units of mass on the board. Then solve it step by step and explain each step to the whole class. Ask the rest of the class to check their working and correct if needed. Now instruct them to write the subtraction word problem on the board and solve it step by step on the board. Explain each step of subtraction to the whole class. Appreciate them for their good working. Repeat this activity with the other group. Appreciate them for their good work and also discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we add and subtract the units of mass and also tell them that we always subtract the smaller unit from the greater one.

Assessment: (5 min)

To assess the students learning, ask them to solve Q4 and Q5 of "Learning Check 5.6" given on page 116 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q6 and Q7 of "Learning Check 5.6" given on page 116 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Decimals **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Decimals".

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 conversion of decimals to fractions. How can we add and subtract decimals?

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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Convert 6.19 to a fraction.**

2. **Solve the following.**

4.15 + 6.13	8.12 – 3.34	0.19 + 7.02	6.45 – 1.17	5.21 + 2.28

3. The mass of a watermelon is 5.13 kg and the mass of another watermelon is 4.33 kg. What is the mass of both watermelons?

4. The length of one wire is 17.2 m and the length of another wire is 28.4 m. Which piece of wire is longer than the other and by how much?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 3

Unit Name: Decimals **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Decimals".

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 multiplication and division of decimals.

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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Multiply 1.4 by 10, 100 and 1000.**

2. **Solve the following.**

4.7×3	8.6×7	$8.2 \div 2$	$9.6 \div 8$

3. **If the capacity of a bucket is 9.8 litres. What is the capacity of 6 such buckets?**

4. **The length of a pipe is 6.3 m. If we divide the pipe into 3 equal pieces, then what is the length of each piece?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 4

Unit Name: Decimals **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Decimals".

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 rounding off whole numbers and decimal numbers to the nearest whole numbers.

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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Round off 1.11 to the nearest whole number.**

2. **Round off 54.4 to the nearest whole number.**

3. **Round off 91.5 to the nearest whole number.**

4. **Round off 2.77 to the nearest whole number.**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

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".

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 conversion of units of length and mass.

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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Convert the following.

6 km 230 m to m	109 m to cm
67 m 41 cm to cm	16 cm 4 mm to mm
188 kg to g	72 kg 515 g to g
89 g to mg	56 g 78 mg to mg

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 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 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 them a few questions relevant to addition and subtraction of units of length.

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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Solve the following.

3 km 262 m + 6 km 198 m	17 m 56 cm – 12 m 98 cm	84 cm 4 mm + 4 cm 9 mm

29 m 23 cm + 12 m 67 cm	29 km 301 m – 13 km 788 m

2. Yaseen covered a distance of 6 km 455 m in one day and 9 km 605 m on another day. How much distance did he cover in two days?

3. The length of one wire is 14 m 89 cm and the length of another wire is 15 m 67 cm. What is the difference between the lengths of both wires?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 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 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 them a few questions relevant to addition and subtraction of units of mass.

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:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. Solve the following.

2 kg 414 g + 4 kg 608 g	17 g 814 mg + 19 g 344 mg	18 kg 765 g – 11 kg 897 g

54 g 422 mg – 26 g 612 mg	7 kg 198 g – 5 kg 012 g

2. The mass of a basket of apples is 9 kg 562 g and the mass of another basket of apples is 7 kg 498 g. What is the mass of both baskets?

3. The mass of a toy train is 67 g 314 mg and the mass of a toy car is 55 g 765 mg. Which toy has more mass and by how much?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Standard Units of Capacity **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 116 and 117, jug, measuring 1-litre container

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 previous day homework. Ask students: Do you know how we can measure the capacity of different containers like jug, water bottle, water tank and tub. Take their responses and appreciate if someone gives the right answer. Tell them that today we will learn the standard metric units that are used to measure the capacity of the containers.

Main Activities/Concept Building: (20 min)

Activity 1:

Place a jug on the table. Instruct students to look at the jug. Ask them: How can we 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 the unit of capacity "litre". Tell them to measure the capacity of the jug, we use the standard 1-litre container. Now place the 1-litre standard container on the table and measure the capacity of the jug. Ask them to observe the measurement. Now call students one by one and ask them to measure the capacity of their water bottle. Take his/her response and observe their measurements. Note the reading of each of the measurements on the board. Appreciate them for their correct measurements.

Activity 2:

Tell them that open their textbooks to page 116. Have them look at the standard 1-litre container that is used to measure the capacity of the containers in litres. Tell them that we use "*l*" for litre in short form. Show some flash cards of objects that have a capacity in litres and instruct them to observe that objects. Ask students to recall the objects in their mind and tell which containers they see in surrounding that capacity has in litres. Take their responses and appreciate them for their good responses.

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 which unit is used to measure the capacity of the water tub. Take their responses and appreciate them for their correct answer.

Homework: (2 min)

Solve Q1 (a, b) of "Learning Check 5.7" in their textbooks on page 117.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Standard Units of Capacity **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 117 and 118, Flash card of big water tank, cup, mug, Millilitre standard container

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 students about their homework. Show a flash card of big tank of water and ask them to tell which unit is used to measure the capacity of the tank. Take their responses that must be litres. Appreciate them for their correct response.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Show students an apple and ask students to tell how we can measure the capacity of the cup. Take their responses and tell them that the capacity of the cup is measured in millilitres. Tell them that to measure the capacity of small containers, we use the unit of capacity millilitre. Now measure the capacity of the cup with the help of the standard millilitre container.

Instruct them to observe the capacity of the cup. Tell them that the capacity of very small container like spoon cup, glass, mug is measured in millilitres. Ask them to tell the names of objects that are measured litres and millilitres. Take their responses and appreciate them for their correct response.

Activity 2:

Tell them to open their textbooks to pages 117. Ask them to learn about standard unit of capacity millilitre. Instruct them to observe the objects that capacity are measured in millilitres. Tell them that the capacity of the bucket is measured in litres and the capacity of glass is measured in millilitres.

Sum Up: **(3 min)**

Sum up the lesson by retelling students that millilitre is used to measure the capacity of the small containers.

Assessment: **(5 min)**

To check the understanding of students, ask them to solve Q1 (c) of “Learning Check 5.7” given on page 117 of their textbooks.

Homework: **(2 min)**

Solve Q2 of “Learning Check 5.7” in their textbooks on page 118.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Conversion of Units of Capacity **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 118 and 119, Flash cards of container of different capacity, 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. Show flash cards of different container to students and ask them to tell which container has capacity in litres and which containers has capacity in millilitres. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (20 min)

Activity 1:

Write the statement of the example: “Rehan bought an oil bottle of capacity 5 litres. What is the capacity of the oil bottle in millilitres?” Explain that we want to measure the capacity of the oil bottle is millilitres. Ask students: How many millilitres are in one litre? Take their responses and tell them that there are 1000 millilitres are in one litre. Tell them that to convert litres into millilitres, we have to multiply the number of litres by 1000. So to convert 5litres to millilitres, we have to multiply 5 by 1000.

$$5\ \text{l} = 5 \times 1000\ \text{ml} = 5000\ \text{ml}$$

Write different examples of conversion of litres to millilitres and explain to students how to convert litres to millilitres by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to page 118. Instruct them to solve the examples given in their textbooks in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. When we convert litres to millilitres, we multiply the number of litres by 1000.

Assessment: (10 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1(a-d) of “Learning Check 5.8” on page 119 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date:** _____

Convert the following capacities into millilitres.

15ℓ

41ℓ

23ℓ

54ℓ

99ℓ

67ℓ

89ℓ

77ℓ

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Conversion of Units of Capacity **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 119, 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 about their previous day homework. Ask students:
How can we convert a larger unit to a smaller unit?
How many metres are in one litre?
How many metres are in 47 litres to millilitres? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (20 min)

Write the statement of the example: "The capacity of a bucket is 15 litres 150 millilitres. What is the capacity of the bucket in millilitres?" Explain that the capacity of bucket is given in litres and millilitres and we have to find the capacity in millilitres only. Ask students: How many millilitres are in one litres? Take their responses and tell them that as there are 1000 millilitres in one litre. Tell them that to convert litres to millilitres, we have to multiply the number of litres by 1000 and then add number of millilitres that are 150 into it.

$$15\ \ell\ 150\ m\ell = 15 \times 1000\ m\ell + 150\ m\ell$$
$$= 15000\ m\ell + 150\ m\ell$$
$$= 15150\ m\ell$$

Write different examples of conversion of litres and millilitres to millilitres only and explain to students how to convert them by solving it step by step on the board.

Activity 2:

Ask students to open their textbooks to page 119. Instruct them to solve the examples of converting given in their textbooks in their notebooks. Roam around and check their work. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining to students that when we convert a larger unit to a smaller unit, we always multiply. To convert litres and millilitres into millilitres we multiply the number of litres by 1000 and then add millilitres into it.

Assessment: (8 min)

To assess the students understanding, ask them to solve the given worksheet. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Solve Q1(e-h) of "Learning Check 5.8" on page 119 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Convert the following capacities into millilitres.

2ℓ 889 mℓ	34ℓ 444 mℓ
7ℓ 515 mℓ	65ℓ 99 mℓ
12ℓ 707 mℓ	4ℓ 45 mℓ
99ℓ 999 mℓ	16ℓ 117 mℓ

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Addition and Subtraction of Capacity **Date**:

Objective(s):

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

Add and subtract measure of capacity in same units.

Solve real life situations involving conversion, addition and subtraction of measures of capacity.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 119-122

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 many millilitres and in one litre? How can we convert litres in millilitres? How we can convert 5 litres 119 millilitres into millilitres Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Write the statement "A milk man sold 55 l 575 ml of milk on the first day and 40 litre 480 ml on the second day. What quantity of milk did he sell in two days in millilitre?" on the board. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that the capacity of milk that is sold on first and second day is given. Tell them that we have to find the quantity of the milk sold in two days. For this, we have to add 55 l 575 ml and 40 l 480 ml. Tell them that to add these, first write the capacities vertically and then add the millilitres. 575 ml + 480 ml = 1055 ml

Milk sold on the first day	=	55 ℓ 575 mℓ
Milk sold on the second day	=	+ 40 ℓ 480 mℓ
Total milk sold	=	96 ℓ 055 mℓ

As we know that there are 1000 ml in one litre so we write 55 to the millilitres place and take 1000 ml = 1 l to the litres place. Now add the litres: 1 l + 55 l + 40 l =96 l

Tell them that the total quantity of the milk sold in two days is 96 l 55 millilitres. Now we have to find the capacity milk in millilitres only:

$$96\ l \times 1000 + 55\ ml = 96000\ ml + 55\ ml = 96055\ ml$$

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 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. Ask them to open their textbook page 119 and 120 and solve the example 1 in their notebook.

Sum Up: **(3 min)**

Sum up the lesson by retelling students how to add the units of capacity by solving examples on the board.

Assessment: **(5 min)**

To assess the students learning, ask them to solve Q1 (a, b) of "Learning Check 5.9" given on page 121 of their textbooks.

Homework: **(2 min)**

Solve Q2, Q5 and Q6 of "Learning Check 5.9" given on page 121 and 122 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Measurement **Topic:** Addition and Subtraction of Capacity **Date**:

Objective(s):

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

Add and subtract measure of capacity in same units.

Solve real life situations involving conversion, addition and subtraction of measures of capacity.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 120-122

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 can we add the units of capacity with carrying? Call a student to the front of the class and ask him/her to write the units of capacity in litres and millilitres. Then add the units of capacity. Tell them to always add litres to litres and millilitres in millilitres.

Main Activities/Concept Building: (25 min)

Activity 1:

Write the statement "Zara has two containers. The capacity of container A is 45 l 175 ml and the capacity of container B is 26 l 200 ml. How much more capacity container A has than container B?" on the board. Instruct them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that the the capacities of two containers is given and we have to find how much more capacity container A has more than container B. For this, we have to subtract 26 l 200 ml from 45 l 175 ml. First write the numbers vertically and subtract millilitres from millilitres. Point towards the 200 and tell them that we cannot subtract 200 from 175 so we borrow 1 l = 1000 ml from 45 l. Now we have 1000 + 175 = 1175 ml. Then subtract 200 ml from 1175 ml: 1175 ml – 200 ml = 975 ml

Capacity of container A	=	45 ℓ 175 mℓ
Capacity of container B	=	– 26 ℓ 200 mℓ
Difference in capacities	=	18 ℓ 975 mℓ

After subtracting millilitres, we have to subtract litres: 44 l – 26 l = 18 l

Tell them that the container A has 18 l 975 ml of capacity more than container B.

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.

Ask them to open their textbook page 120and 121 and solve the example 2 in their notebook.

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 (c-f) of "Learning Check 5.9" given on page 121 of their textbooks.

Homework: **(2 min)**

Solve Q3, Q4 and Q7 of "Learning Check 5.9" given on page 121 and 122 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 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 122-124

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 “Measurement”.
Ask them the following to let them revise the basic concepts of measurements:
“What is the unit used to measure the length of long and short objects?”
“What is the unit used to measure the mass used to measure the heavy and light objects?”
“What is the unit used to measure the capacity of big and small containers?”

Main Activities/Concept Building: (30 min)

Activity:

Have students open pages 122 and 123 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 5.1” 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 textbook page 122.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q4, Q7 and Q8 given on page 124 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 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 122-124

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 “Measurement”.
Ask them the following to let them revise the basic concepts of Measurement:
“How we can add and subtract the units of length, mass and capacity?”

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 124 of their textbooks. Ask them to solve Q5 and Q6 of “Unit Check 5.1” 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 textbook page 122.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q9 and Q10 given on page 124of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Length **Date:** _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 125-127, Analog clock, 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 them about their homework. Show a analog and digital clock to students and ask them to tell the name of each clock and how the time shown by these clocks. Take their responses and appreciate them for their correct answer. tell them that analog shows time by hand and digital clock show time by digits.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask them to open their textbooks to page 125. 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 about read and write time using analog and digital clock. Show analog clock with hours, minute and second hand to

students. tell them that a clock is divided into 12 equal parts and between two parts there are 5 small divisions. When the second hand moves from one small division to another small division one second has passed. When second hand complete one round then one minute have passed. Ask them to look at the clock the hour hand is between 3 and 4 its means 3 o’clcok. The minute hand is at 8 which shows that 40 minutes and the second hand is at 29. So the time is 3:40:29. Now show digital clock to students that shows three parts of digit. Left side digit shows the hours, right side digit shows the second and the middle digit shows the minutes. Ask them to look at the clock that shows 6 hours 49 minutes and 23 seconds.

Ask students to open their textbook page 126 and 127 and observe the analog and digital clocks. Roam around the class and observe the students. call random students to the front of the class and ask them to show different times on analog and digital clocks. Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by re-telling students how to read and write time using analog and digital clocks. Explain notable note given at page 126 to students. Also discuss with them the answer of the question given on page 125.

Assessment: (5 min)

To assess the students, ask them to solve Q1 of “Learning Check 5.10” at page 129 of their textbooks.

Homework: (2 min)

Solve Q2 of “Learning Check 5.10” at pages 129 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Time (12-hour and 24-hours clock) **Date:** _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 127-128, 130-131, Analog clock and digital clock

Teaching & Learning Activities:

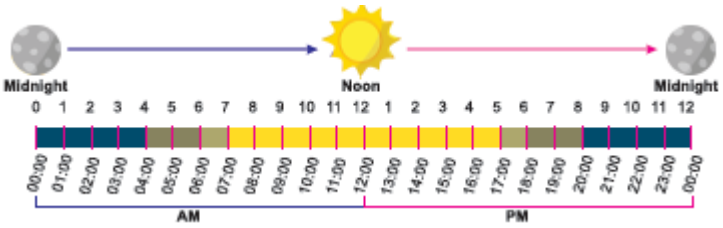
Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework. Ask students ssome questions related to clocks?
What is the difference between analog and digital clocks?
How many minutes are in one hour and how many seconds in one minute?
Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about 12-hour and 24-hour clock. Ask them: Do you know about 12-hour and 24-hour format of time. Take their responses and appreciate if someone gives the right answer. Now show the digital and analog clock to students. tell students in a day there 24 hours. First 12 hours is from 12 midnight to 12 noon and the next 12 hours is from 12-noon to 12 mid night. For first part of the day we use a.m. and for the second part of the day we use p.m.



In 12-hour format the time after 12 noon start repeating as 1 o’clock but in 24-hour clock after 12 is 13.when we show time in 12-hour format we use a.m. and p.m. In 24-hour format we do not use a.m. or p.m. show different time both in 12-hour format and 24-hour format. For more practice.

Activty 2:

Make groups of students. give one group flash card of 12-hour format and second group the flash cards of 24-hour format. Ask them to convert the 12-hour format to 24-hour format and 24-hour format to 12-hour format. Roam around the class, check their work and guide them if required. Appreciate them for good work and the group with accurate work is the winner.

Sum Up: (3 min)

Sum up the lesson by retelling students about 12-hour and 24-hour format. Tell them that in 12-hour format we a.m. and p.m. and in 24-hour format we do not use these terms.

Assessment: (5 min)

To assess the students, ask them to solve Q3 and Q4 of “Learning Check 5.10” at page 130 of their textbooks.

Homework: (2 min)

Solve Q5 and Q6 of “Learning Check 5.10” at pages 130 and 131 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Conversion of hours, minutes and seconds **Date**: _____

Objective(s):

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

Convert hours to minutes and minutes to seconds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 132 and 133

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. Write times in 12-hour format and 24-hour format and ask student to tell the time where we use a.m. and where we use p.m. take their responses and appreciate them for their correct working.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement: "Nida's family took 1 h and 50 min to buy groceries in a store. How many minutes did they spend shopping?" Now explain it for the students how to solve. Tell them that we know that there are 60 minutes in one hour and we want to convert 1 hour 50 min in minutes only, i.e.

1 h 50 min = 60 minutes + 50 min = 110 min

So, they spent 110 min shopping. For better understanding write another example on the board. Write the statement "Fatima travelled from Lahore to Islamabad with her parents to visit an ailing relative. They spent 4 hours 20 min travelling. How many minutes did they take to reach Islamabad?" Now explain it how we solve it. Tell the students that we want to convert 4 hour 20 min into minutes only, i.e.

4 h 20 min = 60 minutes + 60 minutes + 60 minutes + 60 minutes + 20 minutes

= 240 min + 20 min = 260 min

So, they take 260 minutes to reach Islamabad.

Activity 2:

Placed the placed cards with time (in hours or in hour and minutes) written on them. Call students one by one and ask them to pick them to any card. Then ask them to convert the time to minutes or hours and minutes. Later, ask the students to open their Textbook to Page 132 and solve the example given in textbook in their notebook.

Sum Up: (3 min)

Sum up the lesson by explaining that there are 60 minutes in one hour (Notable Note) given in their textbooks on page 132.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1(a-d) of "Learning Check 5.11" given at pages 133 of their textbooks. Also ask them to solve "Quick Check given at page 132 of their textbook.

Homework: (2 min)

Solve Q1(e-h) of "Learning Check 5.11" at page 133 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Conversion of hours, minutes and seconds **Date**: _____

Objective(s):

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

Convert hours to minutes and minutes to seconds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 132 and 133

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 many minutes are in one hour? How we can convert hours to minutes? Take their responses and appreciate them for their correct response

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement: "Dania do his Maths homework in 45 minutes. In how many seconds she complete her Maths homework?" Now explain it for the students how to solve. Tell them that we know that there are 60 seconds in one minutes and we want to convert 45 min in seconds only, i.e.

45 min = 45 × 60 sec = 2700 sec

For better understanding write another example on the board. Write the statement "Ahmad finished his lunch in30 minutes and 45 seconds. In how many seconds he finished his lunch?" Now explain it how we solve it. Tell the students that we want to convert 30min45 sec to seconds only, i.e.

30 min 45 sec = 30 × 60 sec +45 sec

= 1800 sec + 45 sec = 1845 sec

Activity 2:

Placed the placed cards with time (in hours or in minutes and seconds) written on them. Call students one by one and ask them to pick them to any card. Then ask them to convert the time to minutes or minutes and seconds into seconds and minutes. Later, ask the students to open their Textbook to Page 132 and solve the example given in textbook in their notebook.

Sum Up: (3 min)

Sum up the lesson by explaining that there are 60 seconds in one minutes (Notable Note) given in their textbooks on page 132.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2(a-d) of "Learning Check 5.11" given at pages 133 of their textbooks. Also ask them to solve "Quick Check given at page 132 of their textbook.

Homework: (2 min)

Solve Q2(e-h) of "Learning Check 5.11" at page 133 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Conversion of Years, Months and Weeks **Date**: _____

Objective(s):

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

Convert years to months, months to days, and weeks to days.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 133 and 134

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 seconds are in one minute? How we can convert minutes into seconds? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement: "Ehsan went to Dubai for 3 years. How many months he spends in Dubai?" Now explain it for the students how to solve. Tell them that we know that there are 12 months in one year and we want to convert 3 years to months only, i.e.

3 years $= 3 \times 12$ months $= 36$ months

For better understanding write another example on the board. Write the statement "Hania complete its project work in 1 year and 2 months. In how many month she complete her project?" Now explain it how we solve it. Tell the students that we want to convert 1 year 2 months to months only, i.e.

1 year 2 months $= 1 \times 12$months $+2$ months

$= 12$ months $+ 2$ months $= 14$ months

Activity 2:

Placed the placed cards with time (in years or years and months) written on them. Call students one by one and ask them to pick them to any card. Then ask them to convert the time to tears to months or years and months to months. Later, ask the students to open their Textbook to Page 133 and solve the example given in textbook in their notebook.

Sum Up: (3 min)

Sum up the lesson by explaining that there are 12 months in one year (Notable Note) given in their textbooks on page 133.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1(a-d) of "Learning Check 5.12" given at pages 134 of their textbooks. Also ask them to solve "Quick Check given at page 133 of their textbook.

Homework: (2 min)

Solve Q1(e-f) of "Learning Check 5.12" at page 134 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Conversion of Years, Months and Weeks **Date**: _____

Objective(s):

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

Convert years to months, months to days, and weeks to days.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 134 and 135, flash cards of conversion of months into days

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: How many months are in one year? How we can convert years or years and months to months only? Take their responses and appreciate them for correct answer. now ask them to convert 14 years to months. Roam around and check their work.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement: "Kamal went to Murree in holidays. He spends 2 months there. How many days he spends there?" Now explain it for the students how to solve. Tell them that we know that there are 30 days in one month and we want to convert 3 months to days only, i.e.

2 months = 2 × 30 sec = 60 days

For better understanding write another example on the board. Write the statement "Tahir spends 3 months and 15 days to his grandmother's home. How much days he spends in grandmother's home?" Now explain it how we solve it. Tell the students that we want to convert 3 months 15 days to days only, i.e.

3 months 15 days = 3 × 30 sec + 15 days

= 90 days +15 days = 105 days

Activity 2:

Placed the placed cards with time (in months or in months and days) written on them. Call students one by one and ask them to pick them to any card. Then ask them to convert the unit of months to days or months and days to days. Later, ask the students to open their Textbook to Page 134 and solve the example given in textbook in their notebook.

Sum Up: (3 min)

Sum up the lesson by explaining that there are 30 days in one month (Notable Note) given in their textbooks on page 134.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2(a-c) of "Learning Check 5.12" given at pages 135 of their textbooks. Also ask them to solve "Quick Check given at page 134 of their textbook.

Homework: (2 min)

Solve Q2(d-e) of "Learning Check 5.12" at page 135 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Conversion of Years, Months and Weeks **Date**: _____

Objective(s):

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

Convert years to months, months to days, and weeks to days.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 134 and 135, Flash card of conversion of weeks into 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 them about their homework. Show flash card of conversion of months to days or months and days to days. Ask them to convert these months to days. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement: "Sana complete its painting in two weeks. How many days she takes to complete the painting?" Now explain it for the students how to solve. Tell them that we know that there are 7 days in a week. To convert week into days we multiply it by 7.

2 weeks = 2 × 7 days sec = 14 days

For better understanding write another example on the board. Write the statement "Yasir has a plan for 4 weeks and 2 days to spends in northern areas? How many days he spends there" Now explain it how we solve it. Tell the students that we want to convert 4 weeks and 2 days to days only, i.e.

4 weeks 2 days = 4 × 7 days + 2 days

= 28 days + 2 days = 30 days

Activity 2:

Placed the placed cards with time (in weeks or in weeks and days) written on them. Call students one by one and ask them to pick them to any card. Then ask them to convert the number of week to days or number of weeks and days to days. Later, ask the students to open their Textbook to Page 134 and solve the example given in textbook in their notebook.

Sum Up: (3 min)

Sum up the lesson by explaining that there are 7 days in a week (Notable Note) given in their textbooks on page 134.

Assessment: (8 min)

To assess the students learning, ask them to solve Q3(a-c) of "Learning Check 5.12" given at pages 135 of their textbooks. Also ask them to solve "Quick Check given at page 134 of their textbook.

Homework: (2 min)

Solve Q2(d-f) of "Learning Check 5.12" at page 135 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Addition and Subtraction of measures of Time **Date**: _____

Objective(s):

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

Add measures of time without carrying and borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 135 and 136, Flash cards of units of time

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

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

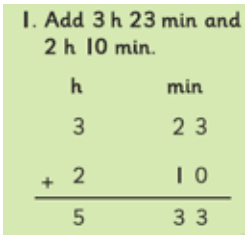
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework. Ask student: how we convert years to months, months to days and week to days? Write some question on the board and ask them to convert these units. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about addition of units of time without carrying and borrowing. Write units of time for example "Add 3 hours 23 minutes and 2 hours 10 minutes" on the board. Tell them that we add hours in hours and minutes in minutes. Now write vertically on the board and step by step add them and explain each step to them. Write different examples of addition of units of time and calendar and ask them to add these in their notebook.


1. Add 3 h 23 min and 2 h 10 min.

	h	min
	3	2 3
+	2	1 0
	5	3 3

Activity 2:

Place flash cards of units of time on table. Call a student to the front of the class and ask him/her to choose one card and then add that units of time vertically on the board and solve. Ask the rest of the class to check and tell whether he/she correct or not. Repeat this activity to random students of the class.

Ask students to open their textbook page 135 and solve the given examples in the notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by retelling students that how to add the units of time and calendar by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1(a-d) of "Learning check 5.13" given at textbook page 136.

Homework: (2 min)

Solve Q1(e-g) of "Learning Check 5.13" given at pages 136 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Addition and Subtraction of units of Time **Date**: _____

Objective(s):

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

Subtract measures of time without carrying and borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 136 and 137, flash cards of units of time and 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 them about their homework. Ask students how we can add the units of time and calendar? Write units of time on the board and ask them to add these units. Roam around the class and check their work and guide where needed.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about subtraction of units of time without carrying and borrowing. Write units of time for example "3 years and 5 months from 18 years and 7 months" on the board. Tell them that we subtract hours in hours and minutes in minutes. Now write vertically on the board and step by step subtract them and explain each step to them. Write different examples of subtraction of units of time and calendar and ask them to subtract these in their notebook.

years	months
18	7
− 3	5
15	2

Activity 2:

Place flash cards of units of time on table. Call a student to the front of the class and ask him/her to choose one card and then subtract that units of time vertically on the board and solve. Ask the rest of the class to check and tell whether he/she correct or not. Repeat this activity to random students of the class.

Ask students to open their textbook page 136 and solve the given examples in the notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by retelling students that how to subtract the units of time and calendar by solving examples on the board.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2(a-c) of "Learning check 5.13" given at textbook page 136 and 137 in their notebooks.

Homework: (2 min)

Solve Q2(d-g) of "Learning Check 5.13" given at pages 137 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Real-life Situation of Addition of units of Time **Date:** _____

Objective(s):

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

Solve simple real-life situations involving conversion, addition and subtraction of measures of time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 137 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: "How we can add the units of time?" Take their responses and then call a student to the front of the class and ask him/her to write the units of time and then add them. Ask the rest of the class to check his/her work and correct if needed. Repeat this activity with some other students of the class.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement "Saba took 2 hours 25 minutes to complete her science activity and 1 hour 20 minutes to complete her maths activity. Tell how much time she spent doing both activities in minutes?" on the board and explain the statement and ask the, to tell what is given and what we have to find. Take their responses and tell them that the time of both activities are given and we have to find the total time spent. For this, we have to add these. Now write the statements of the solution and explain each and every step to students.

	hours	min
Time spent for science activity =	2	25
Time spent for maths activity = +	1	20
Total spent time =	3	45

Activity 2:

Make two groups of students. Ask each group to make a word problem of the addition of units of time by using clue words. Instruct them to raise their hands when finished. Now call the first group to the front of the class and ask them to write the word problem of addition of units of 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.

Sum Up: (3 min)

Sum up the lesson by retelling students how to add the units of units. Ask them to open their textbook page 137 and solve the given example in their notebook.

Assessment: (5 min)

To assess the students learning, ask them to solve Q2 of "Learning Check 5.14" given on page 138 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q4(a) of "Learning Check 5.14" given on page 138 of their textbooks in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Time **Topic:** Real-life Situation of Addition of units of Time **Date:** _____

Objective(s):

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

Solve simple real-life situations involving conversion, addition and subtraction of measures of time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 137 and 138

Teaching & Learning Activities:

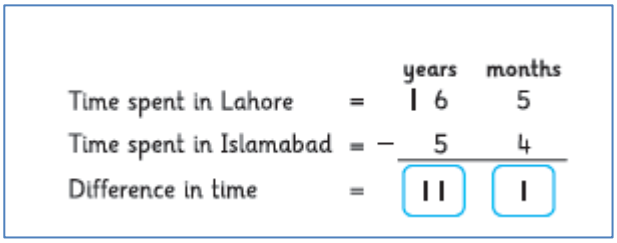
Opening Activities/Warm-up: (5 min)

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: “How we can add the units of time?” Take their responses and then call a student to the front of the class and ask him/her to write the units of time and then add them. Ask the rest of the class to check his/her work and correct if needed. Repeat this activity with some other students of the class.

Main Activities/Concept Building: (22 min)

Activity 1:

Write the statement “Fatima spent 5 years and 4 months in Islamabad and spent 16 years and 5 months in Lahore. How much more time she spent in Lahore in months ?” on the board and explain the statement and ask the, to tell what is given and what we have to find. Take their responses and tell them that the time that she spent in Lahore and Islamabad is given and we have to find how more time she spends in lahore. For this, we have to subtract these. Now write the statements of the solution and explain each and every step to students.



Activity 2:

Make two groups of students. Ask each group to make a word problem of the subtraction of units of time by using clue words. Instruct them to raise their hands when finished. Now call the first group to the front of the class and ask them to write the word problem of 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.

Sum Up: (3 min)

Sum up the lesson by retelling students how to subtract the units of units. Ask them to open their textbook page 137 and solve the given example in their notebook.

Assessment: (5 min)

To assess the students learning, ask them to solve Q1 of “Learning Check 5.14” given on page 138 of their textbooks in their notebooks.

Homework: (2 min)

Solve Q3, Q4(b) and Q5 of “Learning Check 5.14” given on page 138 of their textbooks in their notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **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 138-141,

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 many minutes are in one hour?”
“How many seconds are in one minute?”
“How many months in a year, days in months and days in week?”

Main Activities/Concept Building: **(30 min)**

Activity:

Activity 1:

Have students open pages 138, 139 and 140 of their textbooks. Ask them to solve Q1, Q2 and Q3 of “Unit Check 5.2” 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 textbook page 138.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q4 and Q5 given on page 140 and 141 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

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 138 and 141

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 add units of time?”

“How we can subtract units of time?”

“what is the uses of time in our daily life?”

Main Activities/Concept Building: (30 min)

Activity:

Activity 1:

Have students open pages 141 of their textbooks. Ask them to solve Q6, Q7 and Q8 of “Unit Check 5.2” 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 textbook page 138.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q9, Q10 and Q11 given on page 141 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Horizontal and Vertical Lines **Date**:

Objective(s):

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

Recognise and identify horizontal and vertical lines.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 142, 143 and145, wallchart of objects that show horizontal and vertical lines, Flash cards of vertical and horizontal lines

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 line? Take their responses and appreciate if someone gives the right answer. Tell them that a line has no endpoints. It moves on both directions. Draw line on the board and ask them to observe it.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask them to open their textbooks to page 142. 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 students today we will learn about parallel lines. Paste a wallchart of objects that show horizontal and vertical lines on the board to the front of the class. Point out towards the ladder and instruct them that observe the black board. The blue lines shows the horizontal lines and other sides of the board show vertical lines.

Activity 2:

Make groups of students and give them flash card of different lines. Ask them to separate out the lines that vertical and horizontal. Now call one by one each group to the front of the class and ask him/her to show that flash cards of parallel lines to the whole class. Ask students to open their textbook page 143 and observe the examples of vertical and horizontal lines.

Sum Up: (3 min)

Sum up the lesson by explaining to students, vertical line is the line that is up to down and horizontal lines is the line that is from left to right or right to left.

Assessment: (5 min)

To assess the students, ask them to solve Q1 of “Learning Check 6.1” given at page 145 of their textbook. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Solve Q2 of “Learning Check 6.1” given at page 145 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Lines **Date**:

Objective(s):

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

Recognise and identify parallel and non-parallel lines.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144, 145 and 146, wallchart of objects that show parallel and non-parallel lines, Flash cards of parallel and non-parallel lines, 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: What is the parallel lines? Take their responses and appreciate if someone gives the right answer. Tell them that parallel lines never meet each other they moves along each other.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Tell students today we will learn about parallel and non-parallel lines. Paste a wallchart of objects that show non-parallel lines on the board to the front of the class. Point out towards the ladder and instruct them that observe the steps of the ladder, the distance between them are same. Tell them that the steps of the ladder never meet each other. The lines that never meet each other are called parallel lines. Give different example of parallel lines to them. Point out towards the ladder and road and instruct them that observe the ladder and the road, the distance between them are not same. Tell them that the ladder when we extend both sides of the ladder they meet each other. The lines that meet each other at appoint are called non-parallel lines. Give different example of non-parallel lines to them.

Activity 2:

Make groups of students and give them flash card of different lines. Ask them to separate out the lines that are non-parallel. Now call one by one each group to the front of the class and ask him/her to show that flash cards of non-parallel lines to the whole class. Ask students to open their textbook page 144 and observe the examples of parallel and non-parallel lines.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students about parallel and non-parallel lines by giving different real life examples.

Assessment: **(5 min)**

To assess the students learning ask them to solve Q3 and Q4 of "Learning Check 6.1" given at page 145 and 146 of their textbook.

Homework: **(2 min)**

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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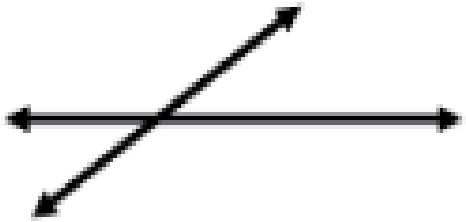
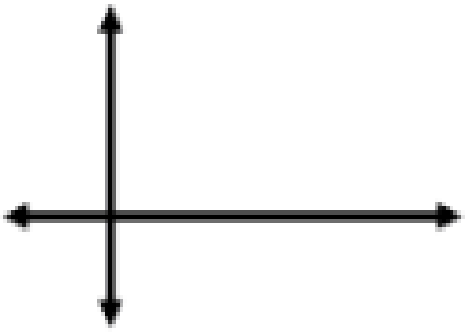
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **identify and write about the lines is it parallel or non-parallel lines.**

1. 

2. 

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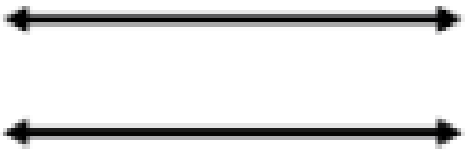
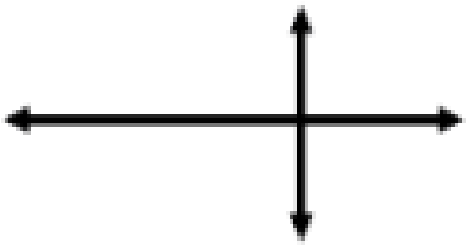
4. 

5. 

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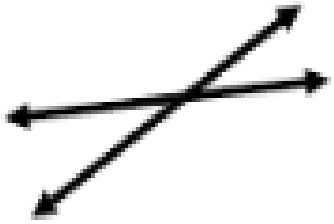
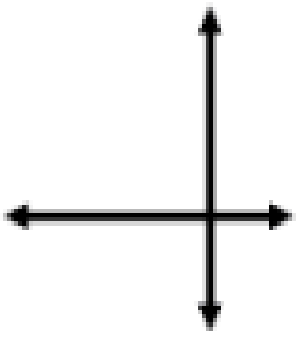
7. 

8. 

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Angles **Date**: _____

Objective(s):

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

Recognise an angle formed by intersection of two rays.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages146, 147 and 152

Teaching & Learning Activities:

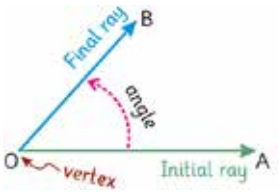
Opening Activities/Warm-up: (5 min)

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

Main Activities/Concept Building: (30 min)

Activity 1:

Tell students today we will learn about angles. Ask them: Do you know about angles? Take their responses and appreciate if someone gives the right answer. Now draw non-parallel lines on the board. And tell them that when two non-parallel lines meet each other they make an angle. Now show clock to students and tell them that the hands of the clock show the non-parallel lines.



Now draw two rays on the board that meet each other at point "o". tell them that the point where the two lines meet is called vertex and two rays are called initial and final rays. Tell them that the unit of angle is degree and it us represented by "^{o}". The full rotaion of hands of clock show 360o. this shows to move untill we reach the starting point.
Ask students to open their textbook page 146 and 147 and observe the angle and objects that shows angles. Also show full rotation by show two protractors.

Activity 2:

Sum Up: (3 min)

Sum up the lesson by retelling students that two non-parallel lines when meet each other is called the angle. Explain notable notes given at page 146 and 147 of their textbook.

Assessment: (8 min)

To assess the students, ask them to observe the classroom objects and tell which make angles? Take their responses and appreciate them for their correct answer. Ask them about the unit of angle.

Homework: (2 min)

Solve Q1 of "Learning Check 6.2" on page 152 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Types of Angles **Date:** _____

Objective(s):

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

Differentiate among acute, obtuse, and right angles.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 148, 149 and 153

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

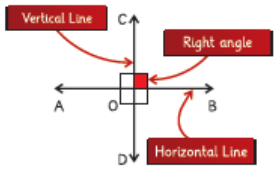
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: "what is meant by angle? How we can make angle by lines? What is the unit of the angle? How many degrees are in full rotation? 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 types of angles. Ask students: Do you know about types of angles. Take their responses and appreciate if someone gives the right answer. Now draw two lines perpendicular to each other. They meet at point o. tell them that when horizontal and vertical lines meet each other they make right angle or 90°. tell them that the angles less than 90o are called acute angle and the angles greater 90° but less than 180 are called obtuse angle.



Activity 2:

Ask students to work in pairs. Instruct them to draw a right, acute and obtuse angle in their notebook. Roam around the class, check their work and guide if required. Now ask them to show their working to other pairs of the class. Appreciate them for their good work.

Sum Up: **(3 min)**

Sum up the lesson by retelling students about right, acute and obtuse angle. Ask them to open their textbook page 148 and 149 and learn about different types of angle.

Assessment: **(8 min)**

To assess the students, ask them to tell what is the difference between acute, right and obtuse angle. Ask them to draw angles in their notebook.

Homework: **(2 min)**

Solve Q2 of "Learning Check 6.2" on page 153 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 5

Unit Name: Geometry **Topic:** Types of angles **Date**: _____

Objective(s):

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

Differentiate among acute, obtuse and right angles. Identify right angles in 2-D shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 148, 149 and 153, Flash card of triangles

Teaching & Learning Activities:

Opening Activities/Warm-up: **(10 min)**

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

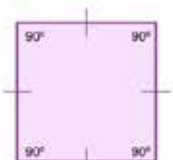
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask them to tell: What is acute angle? What is obtuse angle? What is right angle? Call a student to the front of the class and ask him/her to draw right angle on the board. Ask the rest of the class to check whether he/she correct or not. Repeat this activity to some other students of the class.

Main Activities/Concept Building: **(20 min)**

Activity 1:

Draw a square on the board. Tell students today we will learn to identify right angles in 2D shapes. Instruct them to observe the square shape. Tell them that all the sides of the square are equal and prependicular to each other. Tell them that when two prependicular lines meet each other athey make right angle. Now ask them to observe the square and tell how many right angles a square has? Take their responses and then point out towards the angles and tell them that by counting 1, 2, 3 and 4 right angles.



Now draw rectangle on the board and tell them that a rectangle also have right angles.

Now show flash cards of two types of triangle and point out towards the green triangle and tell them that it has one right angle and then point out towards the pink triangle and tell them that is has no right angle.

Now ask them to draw 2-D shapes that have right angles in their notebook. Roam around the class, check their work and guide them where needed.

Sum Up: **(3 min)**

Sum up the lesson by re-telling students about the shapes that have right angles. Also explain notable notes to students given at page 148 and 149.

Assessment: **(5 min)**

To assess students learning ask them to draw 2D shapes that have right angles. Roam around the class, check their work and guide them where needed.

Homework: **(2 min)**

Solve Q3 of "Learning Check 6.2" on page 153 of their textbooks

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 6

Unit Name: Geometry **Topic:** Measuring Angles using protractor **Date**: _____

Objective(s):

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

Measure angles in degree (˚) by using protractor.

Measure angles using protractor where

- Upper scale of protractor reads the measure of angle from left to right.
- Lower scale of protractor reads the measure of angle from right to left.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 149 and150, Protractor

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”.

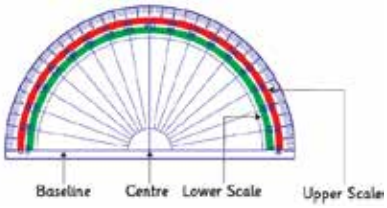
Tell Ask students about their homework. Ask students to tell what angle and types of angles?

Tell about acute, right and obtuse angles? 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 measure the angle using protractor. Ask students: Do you know about protract. Take their responses and then show a protractor to students. instruct them to look at the protractor. It is like half of the circle. Point out different parts of the protractor and explain each part to students. Tell them that red circle is the uper scale and green is the lower scale.



Tell them about the base line and centre point of the protractor.

Call a student to the front of the class and ask him/her to tell about the parts of protractor to the whole class. Take their responses 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 re-telling students about the protract and its uses. Explain the notable note given at page 150 of their textbook.

Assessment: **(5 min)**

To assess the students learning, give a paper with protractor drawn on it and ask them to labell its parts. Roam around the class, check their work and guide them if needed.

Homework: **(2 min)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 7

Unit Name: Geometry **Topic:** Measuring Angles using protractor **Date:** _____

Objective(s):

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

Measure angles in degree (˚) by using protractor.

Measure angles using protractor where

- Upper scale of protractor reads the measure of angle from left to right.
- Lower scale of protractor reads the measure of angle from right to left.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 150, 153 and 154, Flash card of different angles, Protractor

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

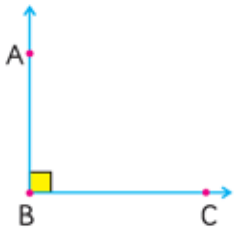
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them about protract and its parts. Ask them how we can measure angle using protractor. Take their responses and appreciate them for correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Tell students today we will learn about how to measure angle using protractor. Draw an angle on the board and tell them that now we measure the angle using protractor. Tell them that first place the centre point of the protractor to the vertex of the angle. Align the baseline of the protractor with the ray BC. Tell them that now we measure the angle by reading the inner scale of the protractor. Now read and tell it is the right angle of 90o. explain to measure of the angle by different example.



Activity 2:

Make pairs of students. give each student a flash card of angle. Instruct them to measure angle using protractor. Roam around the class and check their work. Discuss with them about their common mistake. Ask students to open their textbook page 150 and measure the angle that is given with the help of protractor. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by re-telling students the steps to measure the angle with the help of protractor by measuring different angles.

Assessment: (0 min)

To assess the students learning, ask them to solve Q4(c, d) of “Learning check 6.2” given at page 153 of their textbooks.

Homework: (2 min)

Solve Q4(c, d) and Q5 of “Learning check 6.2” given at page 153 and 154 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Drawing angle **Date**:

Objective(s):

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

Draw an angle of given measurement and use the symbol (∠) to represent it.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 150 and 154, Protractor

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

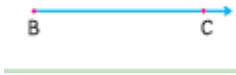
Ask students: How are you? Encourage them to say, "Alhamdulillah".

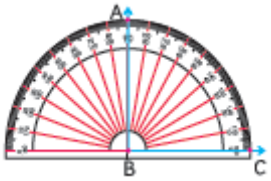
Ask students about their homework. Ask students: How we can measure angle using protractor. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: **(30 min)**

Activity 1:

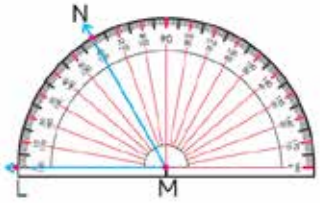
Tell students today we will learn about to draw an right angle with the help of protractor. Tell students first draw ray. Then place the protractor on the ray BC such the centre point of the protractor is at B. base line of the protractor is along the line BC. Now look at upper scale of the protract and mark a point at angle 90^{o}as this angle is right angle. Now remove the protractor and join B to C this is a right angle.

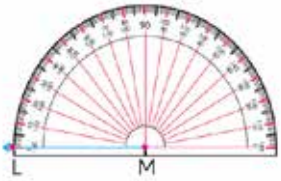




Activity 2:

Tell students today we will learn about to draw an acute angle with the help of protractor. Tell students first draw ray. Then place the protractor on the ray ML such the centre point of the protractor is at M. base line of the protractor is along the line ML. Now look at upper scale of the protract and mark a point at angle 60^{o}as this angle is less than 90^o so it is an acute angle. Now remove the protractor and join M to N this is an acute angle.





Sum Up: **(5 min)**

Sum up the lesson by re-telling students the steps to draw an acute angle with the help of protractor. Ask them to open their textbook page 150 and observe the steps to draw an angle.

Assessment: **(0 min)**

To assess the students learning ask them to draw an angle of 30 and 55 with the help of pprotractor in their notebook.

Homework: **(0 min)**

Solve Q6(a, b, d) of "Learning check 6.2" on page 154 of their textbook in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Drawing angles **Date**:

Objective(s):

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

Draw an angle of given measurement and use the symbol (∠) to represent it".

Resource Material:

Chalk/Marker, White/Blackboard, protractor, Textbook page 152 and 154

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

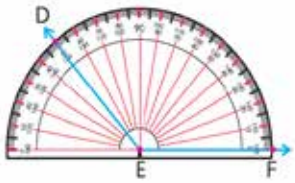
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask them to tell the steps to draw a right angle and acute angle with the help of protractor. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(22 min)**

Activity:

Tell students today we will learn about to draw an obtuse angle with the help of protractor. Tell students first draw ray. Then place the protractor on the ray EF such the centre point of the protractor is at E. base line of the protractor is along the line EF. Now look at lower scale of the protract and mark a point at angle 130^{o}as this angle is greater than 90^o so it is an obtuse angle. Now remove the protractor and join E to D this is an obtuse angle.



Now ask them to draw an angle of 160^o with the help of protractor in their notebook.

Roam around the class, check their work and guide them where needed. Discuss with them about their common mistakes.

Sum Up: **(5 min)**

Sum up the lesson by re-telling students about the steps to draw obtuse angle with the help pf protractor. Ask them to open their textbook page 152 and observe the steps to draw obtuse angle.

Assessment: **(8min)**

To assess the students learning ask them to draw an angle of 145 with the help of protractor in their notebook.

Homework: **(0 min)**

Solve Q6(c, e, f) of "Learning check 6.2" on page 154 of their textbook in their notebook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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

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 standard units of capacity.

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

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

1. **Solve the following.**

15 *l* 16 m*l* + 25 *l* 11 m*l*	78 *l* 76 m*l* – 17 *l* 66 m*l*	24 *l* 72 m*l* + 52 *l* 05m*l*

2. **If the capacity of a water tank is 43 litre and the other tank is 45 litres. What is the capacity of both tanks?**

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3. An oil container has 89 litres of oil. 43 litres of oil is used what is the remaining volume of liquid in the container?

Term: 3 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 4

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 conversion of units of time.
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

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

1. Solve the following.

Convert 56 hours to minutes.

Convert 32 minutes 14 second to seconds

Convert 7 years and 2 months to months.

Convert 6 months into days

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Convert 7 week and 1 day into days.

Convert 8 months and 19 days to days.

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

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 addition and subtraction of units of time.

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

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

1. **Solve the following.**

4 hours 34 min + 2 hours 12 min	16 years – 12 years	34 min 59 sec – 12 min 42 sec

2. **Umar spend 5 years 8 months in Dubai and 3 years and 2 months in England. How much more time he spend in Dubai than England?**

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3. **Asma take 2 hours and 15 minutes to complete one task and 3 hours and 23 minutes to complete another task. How much time she takes to complete both task in minutes?**

Term: [illegible] **Period/ Unit:** [illegible] **Week:** [illegible] **Lesson Plan:** 6

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 few question related to angles and its types.

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

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

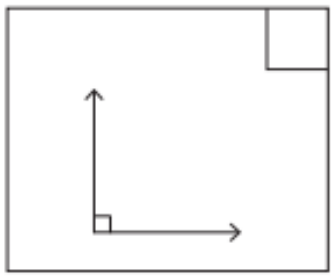
_____

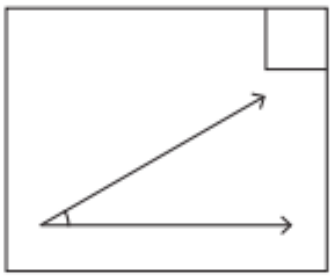
_____

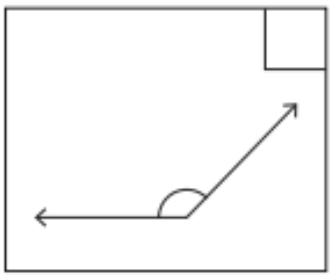
Worksheet

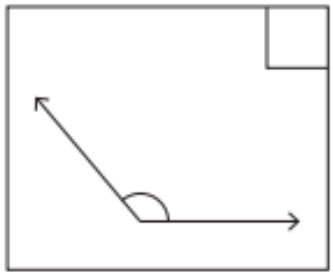
Name: _____ **Date: _____**

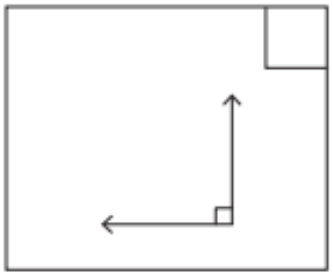
Differentiate between the angles and write the names of angles.

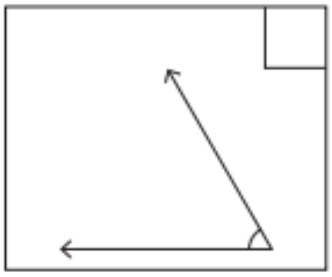
1) 

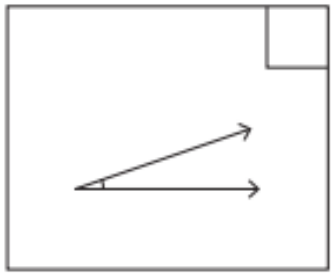
2) 

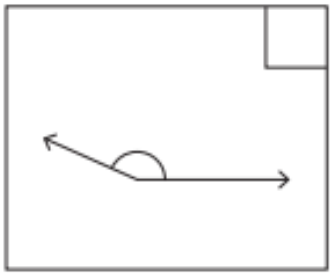
3) 

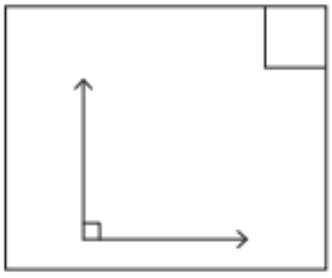
4) 

5) 

6) 

7) 

8) 

9) 

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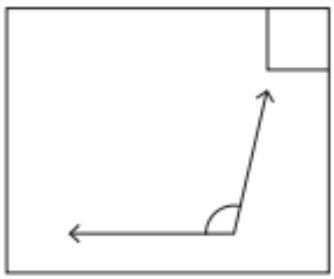
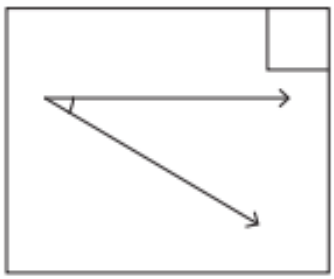
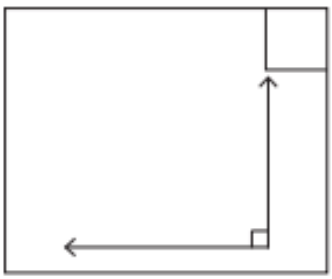
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

10) 

11) 

12) 

Term: 3 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 7

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 angles and how to measure angles by using protractor.

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

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

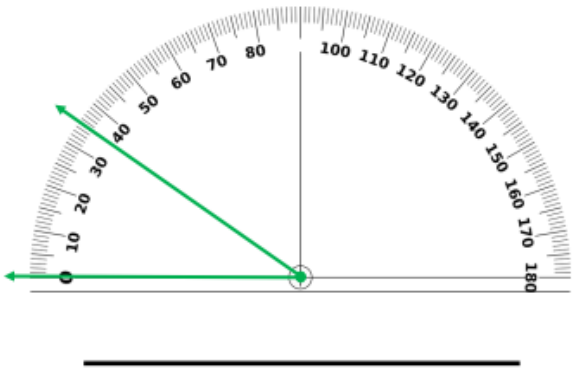
_____

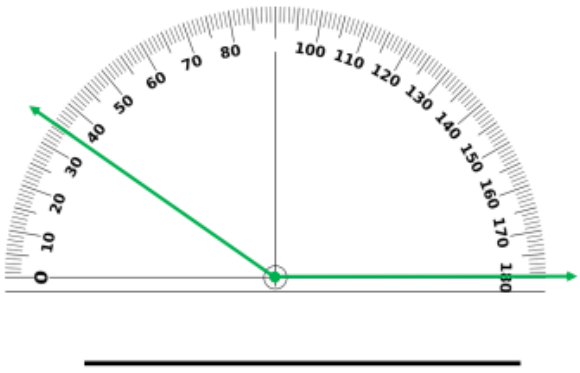
_____

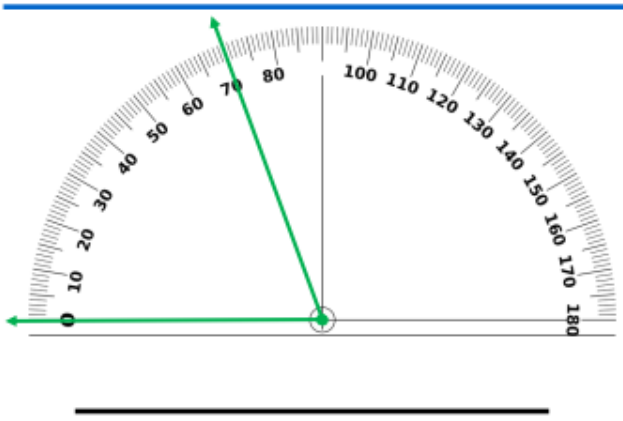
Worksheet

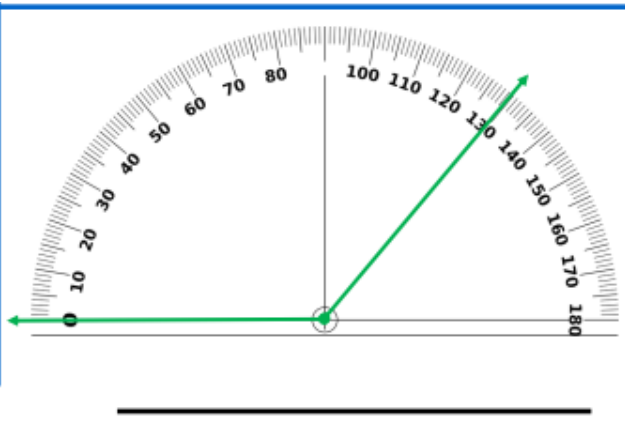
Name: _____ **Date:** _____

1. Measure and write the angles.









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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Circle and its parts **Date**:

Objective(s):

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

Describe radius, diameter and circumference of a circle.

Resource Material:

Chalk/Marker, White/Blackboard, blank paper, Scissor, Textbook page 155

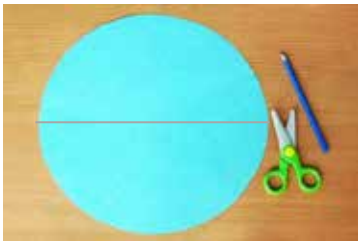
Teaching & Learning Activities:

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”.
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 retelling students about circle and its parts by drawing circle on the board and labelling its parts.

Assessment: (5 min)

To check the understanding of students, ask them to what is the circumference of the circle? What is the radius of the circle? Take their responses and appreciate them for their correct answers.

Homework: (2 min)

Solve Q1 of “Learning Check 6.3” given at page 155 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Circle and its parts **Date**:

Objective(s):

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

Describe radius, diameter and circumference of a circle.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 154 and 155, blank paper, Scissor

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

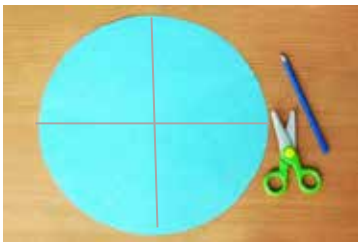
Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask 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. Ask students to open their textbook page 154 and 155 and learn about circle and its parts.

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.

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 155 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Perimeter and Area on a square Grid **Date**:

Objective(s):

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

Find perimeter of a 2-D figures on a square grid.

Recognise that perimeter is measured in units of length.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 158

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

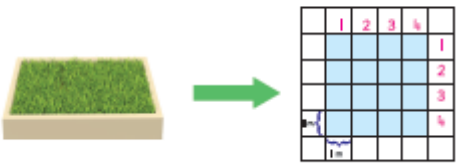
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their previous day homework. Tell students: Today we will learn about perimeter of 2-D shapes on the grid paper. Ask students: Do you know about perimeter? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Show a flash card of square shape grassy field and ask students to tell the shape of the grassy field. Take their responses and tell them that it is of square shape and as we know that all sides of square are equal in length. Now show the length of the grassy field on the square grid paper. Tell them that to find the perimeter of the grassy field we have to add length of all sides of square. By count the square of the square grid paper we find the length of one side of the square field that is 4 m. Now by adding all sides we get the perimeter.



Perimeter of square = 4 m + 4 m + 4 m + 4 m = 16 m

Tell them that we can find the perimeter using the units of length as metres, centimetres or km.

Activity 2:

Make small groups of students and give each group square grid paper. Ask students to draw a square on the paper and then find the perimeter of the square by counting the squares of the square grid paper and then adding the lengths of all sides. Roam around the class, check their work and guide then if required.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can find the perimeter of the square using square grid paper by solving different examples on the board.

Assessment: (10 min)

To assess the students understanding, paste a square grid paper on the board and draw a square on that grid paper and ask them to find the perimeter of that square.

Homework: (2 min)

Solve Q1(a-e) only find perimeter of “Learning Check 6.4” on page 158 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Perimeter and Area on a square Grid **Date**:

Objective(s):

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

Find perimeter of a 2-D figures on a square grid.

Recognise that perimeter is measured in units of length.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 157 and 158

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

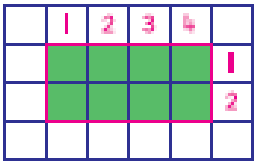
Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their previous day homework. Ask students how we can find the perimeter of the square by using square grid paper. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:



Show a flash card of rectangle on the square grid paper and ask students to tell the name of the shape that is on grid paper. Take their responses and tell them that it is of rectangle shape and as we know that opposite sides of the rectangle are equal in length. Tell them that to find the perimeter of the rectangle we have to add length of all sides of rectangle. By count the square of the square grid paper we find the length of one side of the rectangle and then by counting the square of the rectangle shape along its width we have to find the width of the rectangle. Now by adding all sides we get the perimeter.

Perimeter of rectangle = 4 m + 2 m + 4 m + 2 m = 12 m

Tell them that we can find the perimeter using the units of length as metres, centimetres or km.

Activity 2:

Make small groups of students and give each group square grid paper. Ask students to draw a rectangle on the paper and then find the perimeter of the rectangle by counting the squares and finding the length of its width and length of the square grid paper and then adding the lengths of all sides. Roam around the class, check their work and guide then if required. Ask students to open their textbook page 157 and solve the example "find the perimeter of the shaded shape on the grid" in their notebooks.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can find the perimeter of the rectangle using square grid paper by solving different examples on the board.

Assessment: (10 min)

To assess the students understanding, paste a square grid paper on the board and draw a rectangle on that grid paper and ask them to find the perimeter of that rectangle.

Homework: (2 min)

Solve Q1(f-i) only find perimeter of "Learning Check 6.4" on page 158 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Perimeter and Area on a square Grid **Date**:

Objective(s):

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

Find area of 2-D figures on a square grid.

Recognise that area of a square is measured in meter square (m^2) and centimeter square (cm^2).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 158, flash card of grassy field

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

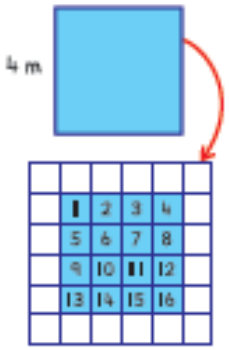
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask them: How we can find perimeter of square and rectangle on the square grid paper. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Show a flash card of square shape grassy field and ask students to tell the shape of the grassy field. Take their responses and tell them that it is of square shape and as we know that all sides of square are equal in length. Now show the length of the grassy field on the square grid paper. Tell them that to find the area of the grassy field we have to count all the square inside the boundary of the square that is 16. Total squares are 16 so the area of the grassy field is 16 m^2.



Tell them that we can find the area using the units of length as square metres, square centimetres or square kilometres.

Activity 2:

Make small groups of students and give each group square grid paper. Ask students to draw a square on the paper and then find the area of the square by counting the squares of the square grid paper that are enclosed by the square. Roam around the class, check their work and guide then if required.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students how we can find the area of the square using square grid paper by solving different examples on the board.

Assessment: **(10 min)**

To assess the students understanding, paste a square grid paper on the board and draw a square on that grid paper and ask them to find the area of that square.

Homework: **(2 min)**

Solve Q1(a-e) only find area of "Learning Check 6.4" on page 158 of their textbooks in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Perimeter and Area on a square Grid **Date**:

Objective(s):

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

Find area of 2-D figures on a square grid.

Recognise that area of a square is measured in meter square (m^2) and centimeter square (cm^2).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 156-158, flash card of rectangle on square grid paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

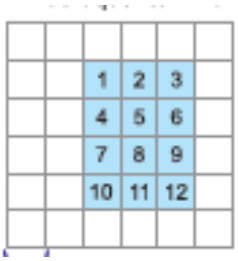
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them: How we can find area of square on the square grid paper. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Show a flash card of rectangle on the square grid paper and ask students to tell the name of the shape that is on grid paper. Take their responses and tell them that it is of rectangle shape and as we know that opposite sides of the rectangle are equal in length. Tell them that to find the area of the rectangle we have count all the square enclosed by the rectangle shape. By count the square of the square grid paper we find the area rectangle.



Tell them that we can find the area using the units of length as square metres, square centimetres or square kilometres.

Activity 2:

Make small groups of students and give each group square grid paper. Ask students to draw a rectangle on the paper and then find the area of the rectangle by counting the all the squares that are insides the rectangle shape. Roam around the class, check their work and guide then if required. Ask students to open their textbook page 156 and 157 and solve all the examples that are related to perimeter and area of different 2-D shapes.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can find the area of the rectangle using square grid paper by solving different examples on the board.

Assessment: (10 min)

To assess the students understanding, paste a square grid paper on the board and draw a rectangle on that grid paper and ask them to find the area of that rectangle.

Homework: (2 min)

Solve Q1(f-i) only find area of “Learning Check 6.4” on page 158 of their textbooks in their notebooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Symmetry **Date**:

Objective(s):

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

Recognise lines of symmetry in two-dimensional (2-D) shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 160, flash cards of different 2-D shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

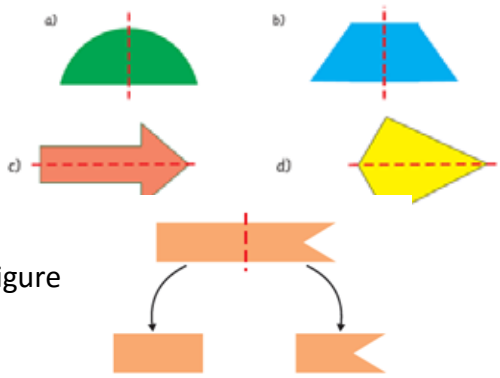
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

What is a circle? Ask students: What is the difference between perimeter and area of 2-D shapes. Ask them to draw a square and rectangle on the square grid paper and find the perimeter and area of square and rectangle. Roam around the class, check their work and appreciate them for their good work.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Tell them that today they are going to learn to recognise the line of symmetry of the 2-D 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’, ‘b’, ‘c’ and ‘d’ have a line of symmetry, explain to them that we can see in the following figures that both parts are the same and fit each other. Now point out towards the figure and tell them that as the line cut the figure by two parts are not look same so this line is not a line of symmetry.



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 line of 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 line of symmetry which one has not. Take their responses and appreciate them for their correct answer.

Homework: **(2 min)**

Solve Q1 of “Learning Check 6.5” given at page 160 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Symmetry **Date:**

Objective(s):

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

Recognise lines of symmetry in two-dimensional (2-D) shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 159 and 160

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

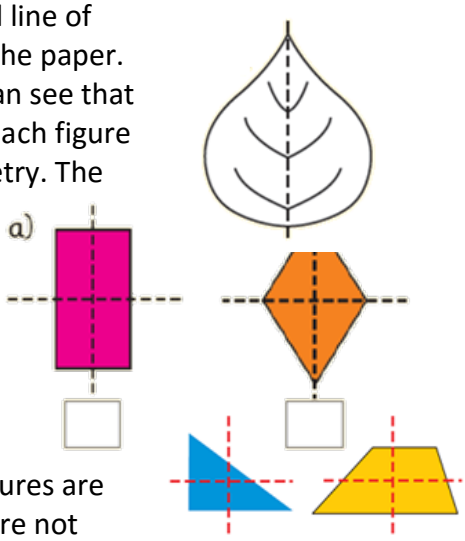
Ask students: How are you? Encourage them to say, "Alhamdulillah".

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 and line of symmetry that divides the figures into two equal halves. Draw a leaf on the paper. Ask the students to look at the leaf. When it folds its from the mid, 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 leaf shows line 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. Ask students to open their textbook page 159 and learn about symmetry and 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. Also explain notable note given at textbook page 159.

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 6.5" given at page 160 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Symmetry **Date**:

Objective(s):

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

Complete a symmetrical figure with respect to a given line of symmetry on square grid/dot pattern.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of symmetric figure on grid paper, Textbook page 161

Teaching & Learning Activities:

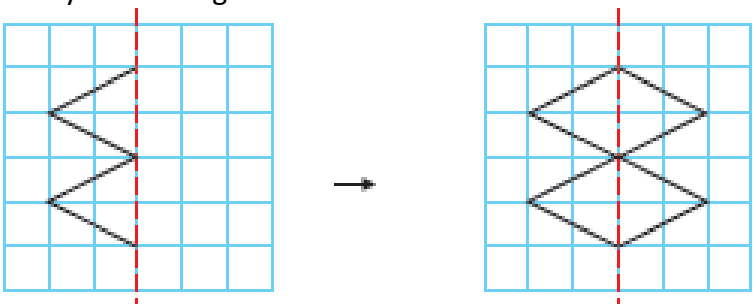
Opening Activities/Warm-up: (5 min)

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: What is meant by symmetric shape? What is the line of symmetry? Take their responses and ask them to draw a square in their notebook and then draw a line of symmetry that divides the square into equal halves. Take their responses and appreciate them for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn how to complete the symmetric figures. Show a flash card of the half symmetric figure and the line of symmetry. Instruct them to observe the figure. As the half of the figure and line of symmetry is given so we can easily draw the half of the figure. As we know that line of symmetry divides the shape into equal halves or the shape on both side of the line of symmetry looks same. So we draw the same half shape to the other sides of the grid paper.



Activity 2:

Make groups of students and give each group grid paper with half of the shape and line of symmetry. Instruct them to complete the figure. Roam around the class, check their work and guide them if required. Now call one by one each group to the front of the class and instruct them to paste their work to the front of the class on the board. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by re-telling students how to complete the symmetric figure on the other side of the line of symmetry by completing different figures on the grid paper.

Assessment: (5 min)

To assess the students, ask them to draw a half of the figures and the line of symmetry and then complete the figure to the other side of the line of symmetry.

Homework: (2 min)

Solve Q3(a, b) of “Learning Check 6.5” at pages 161 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Geometry **Topic:** Symmetry **Date**:

Objective(s):

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

Complete a symmetrical figure with respect to a given line of symmetry on square grid/dot pattern.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of half of the symmetric figure on the dot pattern, Textbook page 159-161

Teaching & Learning Activities:

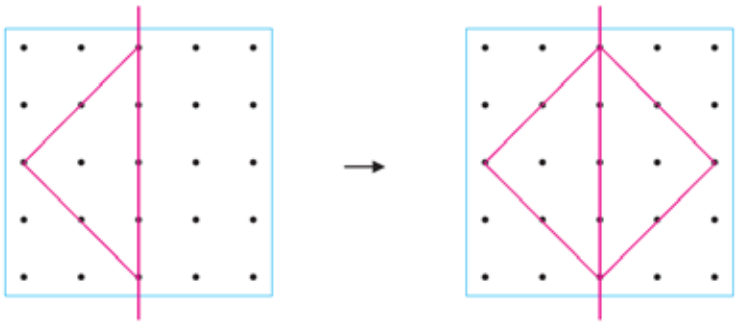
Opening Activities/Warm-up: (5 min)

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: what is the line of symmetry? Is the line of symmetry divides the figure into two equal halves? Ask them to draw a half square on the square grid paper and line of symmetry and then complete the figure to the other side of the grid paper. Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students today we will learn about the completing symmetric on the dot pattern. Paste the big flash card of half symmetric figure on the dot pattern. Instruct them to observe the figure. Tell them that as the figure to the other side of the line of symmetry are same as given. So draw the half of the figure to complete the figure and explain it to students.



Activty 2:

Ask students to open their textbook page 159 and 160 and observe the line of symmetry and half figure on the grid paper and doted pattern and then complete the figure. Give dot pattern with half figure and line of symmetry drawn on it. Ask sudents to complete the figure. Roam around the class and check their work and guide f required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students line of symmetry and how we complete the figure to the other side of the symmetric figure.

Assessment: (5 min)

To assess the students, ask them to solve Q3(c) of “Learning Check 6.5” at page 161 of their textbooks.

Homework: (2 min)

Solve Q3(d) of “Learning Check 6.5” at page 161 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 4

Unit Name: Geometry **Topic:** 3-D shapes **Date**:

Objective(s):

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

Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 161 -164

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

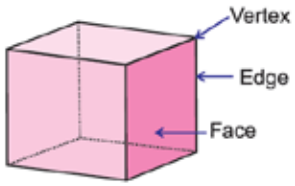
Say, “Assalaamu Alaikum” and start with the name of Allah.

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

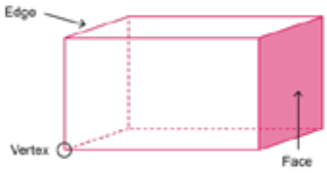
Ask them about their homework. Show flash cards of square, rectangle, triangle and circle to students and ask them to tell what type of shapes these are? Take their responses and tell them that these are 2-D shapes that have only length and width.

Main Activities/Concept Building: (22 min)

Activity 1:



Tell students today we will learn about 3-D shapes. Ask students: Do you know about 3-D shapes. Take their responses and tell them that 3-D shape have length, width and height. Now shaow a cube shape box to students and ask them what is the shape of the box. Take their responses and tell them that this box is of cube shape. Now paste a big flash card of cube shape on the board and labelled its vertex, face and edges and tell them about it to them. Point out towards the face of the cube and tell them the shape of the face is of square and move the box and count the faces of the cube and tell them that it has 6 faces. Now count the edges by pointing that it has 12 edges and 8 vertices. Tell them that as cube has only flat faces and not curved face so it can only silde not roll. Now show a cuboid shape to students and tell them that a cuboid shape has alos 6 faces and 8 vertices and 12 edges. But the only difference between cube and cuboid is cube has square face and cuboid has rectangular faces.



Activity 2:

Instruct students to work in pairs and raw a cube and cuboid shape in their notebook and then compare and tell what is the difference between these two shapes. Take their responses and appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by explaining about cube and cuboid shape and tell them the difference between these two shapes. Ask them to open their textbook page 161 and 162 and learn about 3-D shapes and cube and cuboid.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1(a) of “Learning check 6.6” at page 163 of the textbook.

Homework: (2 min)

Solve Q1(e) of “Learning Check 6.6” at page 164 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **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:

Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 162 and 163, Wallchart of sphere and cylinder shape and 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 them about their homework. Ask students: how many faces a cube and cuboid has? How many edges a cube and cuboid has? How many vertices a cube and cuboid has? What is the difference between a cube and cuboid? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a wall chart of sphere and cylinder shape on the board with objects that are of these shapes. Point out towards the sphere shape and tell them that this shape is of football and it has only curved face. Tell them that a sphere has no edges and no vertices. As it has only curved face so it can roll but not slide. Now point out towards the cylinder and tell them that a cell is of cylinder shape. Now point out towards the faces and tell them that it has 3 faces one curved and 2 flat faces. As it has flat and curved faces both so it can slide and roll. Tell them that it has two circular edges and 0 vertices.

Activity 2:

Make small groups of students. instruct them to write the difference between sphere and cylinder. Roam around the class, check their work and guide them where needed. Discuss with them about their common mistakes and tell them about the difference between them

Sum Up: (3 min)

Sum up the lesson by explain students about sphere and cylinder shapes and ask them to open their textbook page 162 and 163 and learn about sphere and cylinder.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1(b) of “Learning check 6.6” given at page 163 of their textbook.

Homework: (2 min)

Solve Q1(f) of “Learning check 6.6” given at page 163 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **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:

Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 163 and 164

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 sphere shape? What is the cylinder shape objects? What is the difference between sphere and cylinder shape objects? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a wall chart of cone and pyramid shape on the board with objects that are of these shapes. Point out towards the cone shape and tell them that this shape ice cream cone. Point out towards its vertex and tell them that it has one vertex, 2 faces one curved and one flat. It has one circular edge. Tell them that as it has one curved and one flat face so it can roll and slide both. Now point out towards the pyramid. Now point out towards the faces and tell them that it has 4 triangular faces and one square face. As it has flat faces so it can slide only. Now point out towards the vertices and tell them that it has 5 vertices and 8 straight edges.

Activity 2:

Make small groups of students. Instruct them to write the difference between cone and pyramid shape. Roam around the class, check their work and guide them where needed. Discuss with them about their common mistakes and tell them about the difference between them

Sum Up: (3 min)

Sum up the lesson by explain students about cone and pyramid shapes and ask them to open their textbook page 163 and learn about cone and pyramid shape.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1(c) of "Learning check 6.6" given at page 164 of their textbook.

Homework: (2 min)

Solve Q1(d) of "Learning check 6.6" given at page 164 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **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:

Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 164

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: What is cone and pyramid shapes and tell the name of objects that are of these shapes. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make 6 groups of students and give each group flash cards of different 3-D shapes. Instruct first group to sort out and separate out the cube shape objects, second group to sort out the cuboid shape objects, third one sphere shape and similarly fourth, fifth and sixth group separate out cylinder, cone and pyramid shape objects respectively. Appreciate them for their good work.

Activity 2:

Make small groups of students. Assign each group two shapes and ask them to write the difference between these two shapes. Roam around the class and check their work. Instruct them to raise their hands when finished. Now call each group to the front of the class and ask them to paste the shapes on the board and tell the differences between that shapes to the whole class. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining students about 3-D shapes and their properties. Also compare and tell the difference between 3-D shapes.

Assessment: (8 min)

To assess the students learning, ask them to solve Q2(a) of “Learning Check 6.6” given at pages 164 of their textbooks

Homework: (2 min)

Solve Q2(b, c) of “Learning Check 6.6” at page 164 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

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 165 and 166

Teaching & Learning Activities:

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 following to let them revise the basic concepts of Geometry:

Main Activities/Concept Building: **(30 min)**

Activity:

Activity 1:

Have students open pages 166 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 6” 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 textbook page 165.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q3 given on page 166 and 167 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

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 165 and 167

Teaching & Learning Activities:

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 following to let them revise the basic concepts of Geometry:

Main Activities/Concept Building: **(30 min)**

Activity:

Activity 1:

Have students open pages 167 of their textbooks. Ask them to solve Q4 and Q5 of “Unit Check 6” 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 textbook page 165.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q6 given on page 167 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

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 165 and 168

Teaching & Learning Activities:

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 following to let them revise the basic concepts of Geometry:

Main Activities/Concept Building: **(30 min)**

Activity:

Activity 1:

Have students open pages 168 of their textbooks. Ask them to solve Q7 and Q8 of “Unit Check 6” 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 textbook page 165.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q9 given on page 168 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **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 165 and 168 and 169

Teaching & Learning Activities:

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 following to let them revise the basic concepts of Geometry:

Main Activities/Concept Building: **(30 min)**

Activity:

Have students open pages 168 of their textbooks. Ask them to solve Q10 and Q11 of “Unit Check 6” 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 textbook page 165.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q12 given on page 169 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 5

Unit Name: Data Handling **Topic:** Bar graph **Date**:

Objective(s):

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

Read simple bar graphs given in horizontal and vertical form.

Interpret real life situations using data presented in bar graphs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 170 and 173

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

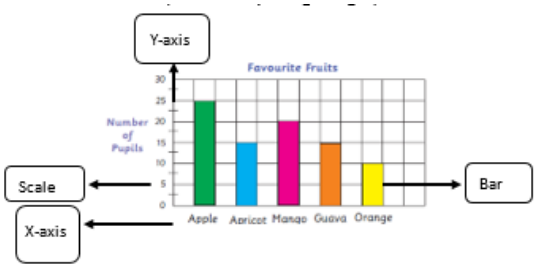
Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah". Ask students about their homework. Draw a picture graph on the board. Instruct them to observe the picture graph of the showing the number of students who like different fruits. Ask the students to talk about the data shown on the picture graph. They should be able to notice that each round shape represents 5 students. Ask relevant questions to the students. Then ask them to write correct answer in the given space.

Main Activities/Concept Building: (22 min)

Ask them to open their textbooks to page 170. 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

Activity 1:



Tell the students that they are going to learn how read and interpret data by using bar graph. Draw a graph on the board and ask them to observe the given graph. Now paste a wallchart on the board. Label it. Explain to the class that this graph is another way to showing the same information. Tell them that it is called a bar graph because we draw bars to represent a data. Explain to the students that: There are following components of a bar graph. X-axis, the horizontal line, Y-axis, the vertical line, Scale, the markings on either X-axis or Y-axis showing the data or value for each of the item. Explain that the width of all the bars must be the same and scales are written in increasing order. Now explain that in the given bar graph each small square represents 5 students. Explain how to read the values of the bars. Explain how to read the values of the bars by drawing horizontal dotted lines from the top of bars to the Y-axis where the scales are. They may use the ruler to help them draw the dotted line. Where the horizontal dotted line cuts Y-axis that will be the value of the bar. Guide the students to read the marks (scale) for each of the value. Point out that the scales are in increasing order. Tell the students that this is an example of a vertical bar graph.

Sum Up: (3 min)

Sum up the lesson by retelling students the bar graph with vertical bars is called the vertical bar graph. Also discuss with them the answer of the question given at page 170 of their textbook.

Assessment: (5 min)

To assess the students learning, how we can read and interpret the bar graph.

Homework: (2 min)

Solve Q1 of "Learning Check 7.1" given on page 173 of their textbooks in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 6

Unit Name: Data Handling **Topic:** Bar graph **Date**: _____

Objective(s):

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

Read simple bar graphs given in horizontal and vertical form.
Interpret real life situations using data presented in bar graphs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 171 and 172, 174 and 175

Teaching & Learning Activities:

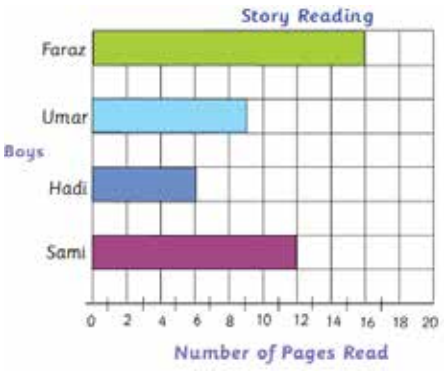
Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework. Ask them how we can read the bar graph? What is meant by scale of the graph? What is meant by vertical and horizontal bar graph? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Ask them to observe the given graph. Now paste a wall chart of bar graph on the board. Tell the students that the bars are now drawn horizontally so this is the horizontal bar graph. Tell them that the bar graph is about the pages of story book read by boys. Explain that to find the values of the bars, the students will draw vertical dotted lines from the end of the bars to the X-axis. Emphasize that both the vertical bar graph and horizontal bar graph can be used to represent the same set of data. Guide the students to read the marks (scale) for each of the value. Point out that the scales are in increasing order. Tell the students that this is an example of a horizontal bar graph. Now point out the bar graph and ask different question from students and ask them to read the graph and answer the question. Appreciate them for their correct answers.



Activity 2:

Ask students to open their textbook page 171 and 172 and read the example 1 and example 2. Instruct them to read the vertical and horizontal bar graph and answer the question given in the textbook. Take their responses and appreciate them for their correct answers.

Sum Up: **(3 min)**

Sum up the lesson explaining notable notes given at textbook pages 171, 172 and 173 of their textbook.

Assessment: **(5 min)**

To assess the students learning ask them to solve Q2 of "Learning check 7.1" given on page 175 of their textbooks.

Homework: **(2 min)**

Solve Q3 of "Learning check 7.1" given on page 175 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 7

Unit Name: Data Handling **Topic:** Line graph **Date**:

Objective(s):

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

Read Line Graph.

Interpret real life situations using data presented in line graphs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 176 and 178, Wallchart of line graph

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

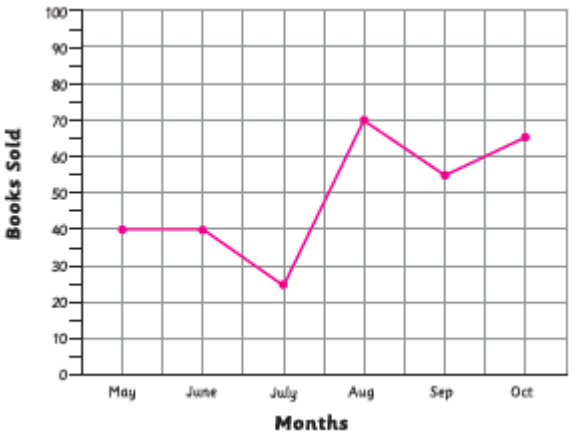
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students about the bar graph? Take their responses and tell them that bar graph is the representation of data in form of bars. Now tell them that there is another way to represent data that is called line graph. The data is representing b drawing line on the graph paper.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Tell students today we will learn about reading and interpreting bar graph. Ask students: Do you know about line graph? Take their responses and appreciate them if someone gives the right answer. Paste a wall chart of line graph on the board.



Instruct them to observe the graph and tell what it is about? Take their responses and point out towards the graph and tell them that the graph is about the books sold in 6 months from May to October. Now tell them that the books sold are along the y-axis and the numbers of months are along the x-axis. Ask students to observe and tell how many books were sold in month of July. Take their responses and tell them that as the point lies between 20 and 30 so 25 books were sold. Ask different questions related to the graph ask students to read and answer the questions. Appreciate them for their correct answer.

Sum Up: **(3 min)**

Sum up the lesson by re-telling students how to read and interpret the line graph. Explain notable note given at textbook page 176.

Assessment: **(5 min)**

To assess students understanding by drawing line graph on the board and ask them to read and interpret the line graph and tell what this graph is about.

Homework: **(2 min)**

Solve Q1 of "Learning check 7.2" given on page 178 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

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

Unit Name: Data handling **Topic:** Line graph **Date**:

Objective(s):

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

Read Line Graph.

Interpret real life situations using data presented in line graphs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 176 and 179, Wallchart of line graph

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

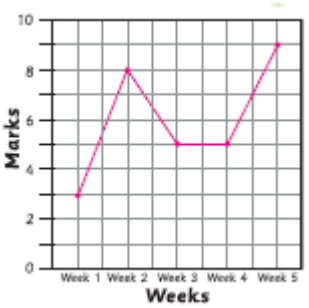
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students how we can draw a line graph? Take their responses and tell them that we line graph can be drawn by plotting points on the graph and then joining them by a line.

Main Activities/Concept Building: (25 min)

Activity 1:

Paste a wallchart of the marks Hadia got in mathematics Quiz in 5 weeks out of 10. Ask students to read and interpret the graph. Ask them: how many mark she got in week 3. Take their responses tell them that as the point lies between 4 and 6. So she got 5 marks. Ask them how many mark she got in week 5. Take their responses and appreciate them for their correct response. Tell them that as the point lies between 8 and 10 so she got 9 marks.



Activity 2:

Make groups of students and give each group a flash card of line graph and questions about that graph. Ask them to read the graph and answer the given questions. Roam around the class, check their work and guide them if required. Appreciate them for their good work..

Sum Up: (3 min)

Sum up the lesson by explaining to students about line graph. Ask them to open their textbook page 176 and solve the example 1.

Assessment: (5 min)

To assess the students, draw a line graph on the board and ask students to tell the scale of that graph and ask different questions about that graph.

Homework: (2 min)

Solve Q2 of “Learning check 7.2” given on page 179 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 2

Unit Name: Data handling **Topic:** Line graph **Date**:

Objective(s):

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

Read Line Graph.

Interpret real life situations using data presented in line graphs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 177 and 180

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

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

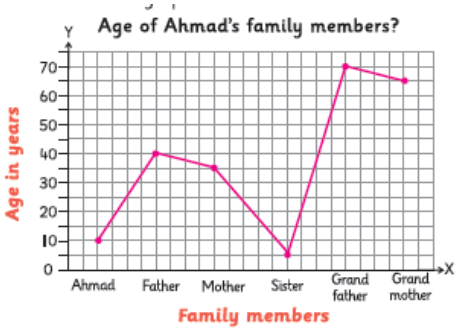
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask students: What are the parallel lines? Take their responses and appreciate if someone gives the right answer. Tell them that parallel lines never meet each other they move along each other.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Paste a wallchart of line graph on the board. Call a student to the front of the class and ask him/her to read the graph carefully and tell about the scale of the graph. Take his/her response and appreciate for his/her correct answer. Now call another student to the front of the class and ask him/her to tell what is the age of Ahmad. Take his/her response and appreciate him/her for their correct answer. Repeat this activity to random students of the class.



Activity 2:

Make two groups of the students. Give each group a line graph and the questions related to that graph. Ask them to read the graph and give the answers of the questions. Roam around the class and check their work and ask them to share their finding with each other.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students about how to read and interpret the line graph. Ask them to open their textbook page 177 and solve the example 2.

Assessment: **(5 min)**

To assess the students learning, ask them to solve the quick check given at textbook page 177.

Homework: **(2 min)**

Solve Q3 of “Learning check 7.2” given on page 180 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 3

Unit Name: Data handling **Topic:** Pie graph **Date**:

Objective(s):

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

Read Pie Chart.

Interpret real life situations using data presented in Pie Chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 183

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

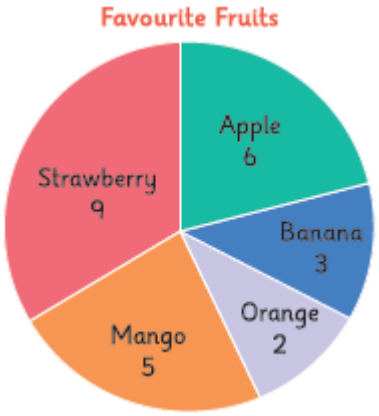
Say, "Assalaamu Alaikum" and start with the name of Allah.

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

Ask students about their homework. Ask student: what is line graph? What is the difference between line graph and bar graph? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:



Tell students today we will learn about reading and interpreting pie graph. Ask students: Do you know about pie chart? Take their responses and appreciate them if someone gives the right answer. Paste a wall chart of pie chart on the board.

Ask students: Do you know what is pie chart. Take their responses and tell them that in pie chart the data is represented by parts of the circle. Each part of the pie chart shows one value.

Instruct them to observe the graph and tell what it is about? Take their responses and point out towards the chart and tell them that the graph is about the favourite fruits of grade 4 students. Point out toward the green part of the circle and ask how many students like apple. Take their responses and tell them that 6 students like apples. Ask different questions related to the pie chart ask students to read and answer the questions. Appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students about pie chart. Explain notable note to students.

Assessment: (5 min)

To assess the students understanding, draw a pie chart on the board and ask different questions related to the pie chart.

Homework: (2 min)

Solve Q1 of "Learning Check 7.3" on page 183 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 4

Unit Name: Data handling **Topic:** Pie chart **Date**:

Objective(s):

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

Read Pie Chart.

Interpret real life situations using data presented in Pie Chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 181 and 184

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 angle? How we can make angle by lines? What is the unit of the angle? How many degrees are in full rotation? 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 pie chart. Paste a wallchart of pie chart on the board. Ask students to read the information given in pie chart. Ask students how many maths books are in library. Take their responses and appreciate them for their correct answer. Ask students we have to find the number history book. Ask them how we can find the number of history books. Take their responses and tell them that as the total number of books are 2500 in the library. By adding all the quantities of books and then subtract that quantity from 2500 to get the number of the history books. Now ask them to find the number of history books. Roam around the class, check their work and guide them if required.

Activity 2:

Make pairs of students. Give each group pie chart and question related to pie chart. Instruct them to read the pie chart and answer the given questions. Roam around the class, check their work and correct if needed. Appreciate them for their correct answers.

Sum Up: **(3 min)**

Sum up the lesson by re-telling students pie chart. Ask them to open their textbook page 181 and solve the example 1.

Assessment: **(5 min)**

To assess students learning, draw a pie chart on the board and ask different question related to that pie chart. Ask them to read the graph and give answers of those questions.

Homework: **(2 min)**

Solve Q2 of “Learning Check 7.3” on page 184 of their textbooks

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: Data handling **Topic:** Pie chart **Date**:

Objective(s):

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

Read Pie Chart.

Interpret real life situations using data presented in Pie Chart.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 182 and 184, Wallchart of pie graph, flash card of pie chart and question related to it

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. Ask them to tell: what is pie chart? How we can show value by using pie chart. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: **(20 min)**

Activity 1:

Paste a wallchart of pie chart on the board. Tell students this is a pie chart of the Ahmad one day activities and time spends on that activities. Call a student to the front of the class and ask him/her to read the graph carefully and tell about the parts of the circle and tell in how many parts the give n circle is divided into. Take his/her response and appreciate for his/her correct answer. Now call another student to the front of the class and ask him/her to tell how many hours Ahmad spends in school. Take his/her response and appreciate him/her for their correct answer. Repeat this activity to random students of the class.

Activity 2:

Make two groups of the students. Give each group a pie chart and the questions related to that graph. Ask them to read the chart and give the answers of the questions. Roam around the class and check their work and ask them to share their finding with each other.

Sum Up: **(3 min)**

Sum up the lesson by re-telling students pie chart. Ask them to open their textbook page 182 and solve the example 2.

Assessment: **(5 min)**

To assess students learning, ask them to solve the Quick Check given at textbook page 182 of their textbook.

Homework: **(2 min)**

Solve Q3 of "Learning Check 7.3" on page 184 of their textbooks

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 185 and 186

Teaching & Learning Activities:

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 following to let them revise the basic concepts of Data handling:

Main Activities/Concept Building: **(30 min)**

Activity:

Have students open pages 185 and 186 of their textbooks. Ask them to solve Q1 and Q2 of “Unit Check 7” 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 textbook page 185.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 185-187

Teaching & Learning Activities:

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 following to let them revise the basic concepts of data handling:

Main Activities/Concept Building: **(30 min)**

Activity:

Have students open pages 186 and 187 of their textbooks. Ask them to solve Q3 and Q4 of “Unit Check 7” 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 textbook page 185.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 basic concept of "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:

_____

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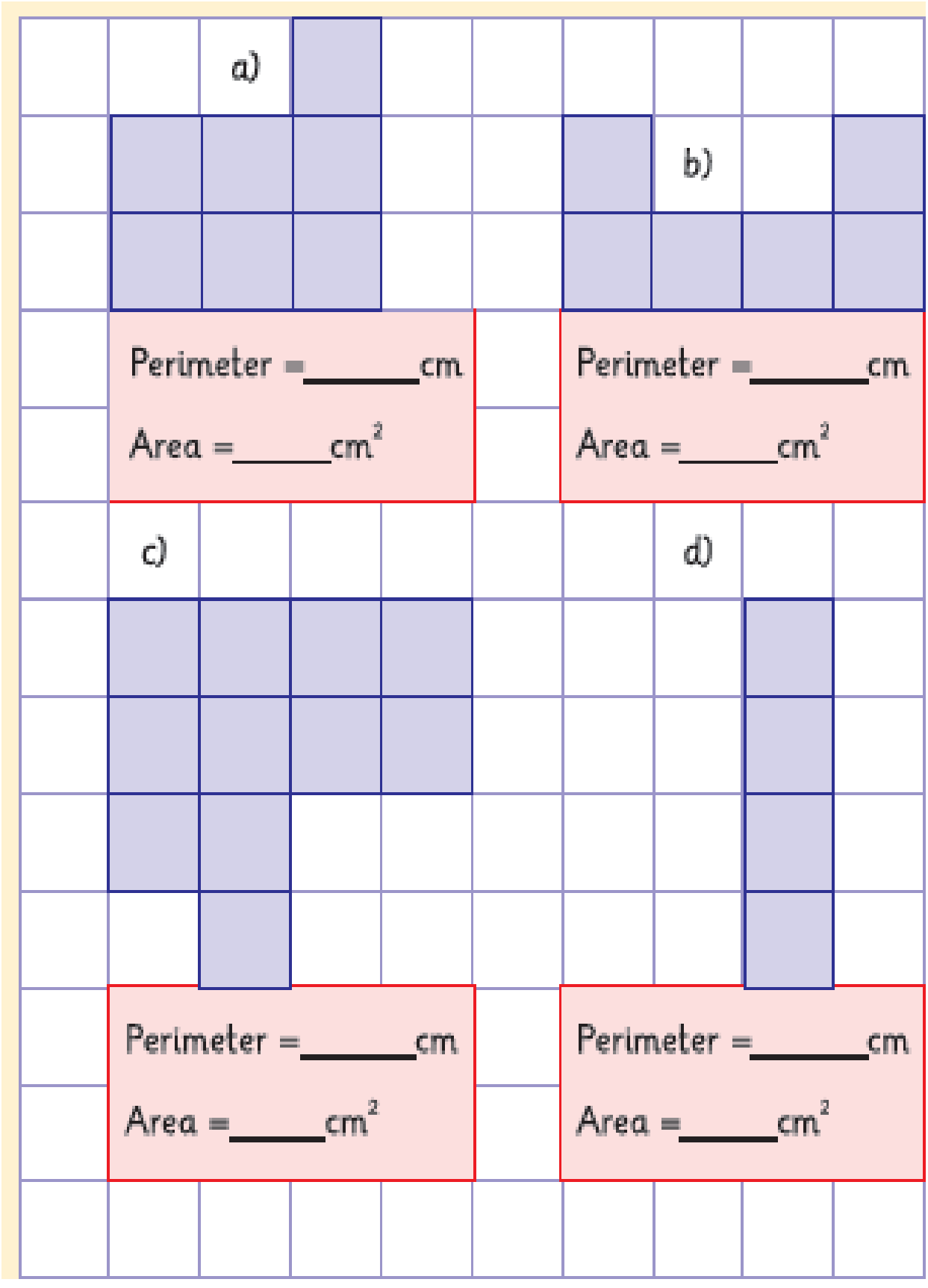
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date:** _____

1. **Find the perimeter and area of the given figures.**



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 the basic concept of 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:

_____

_____

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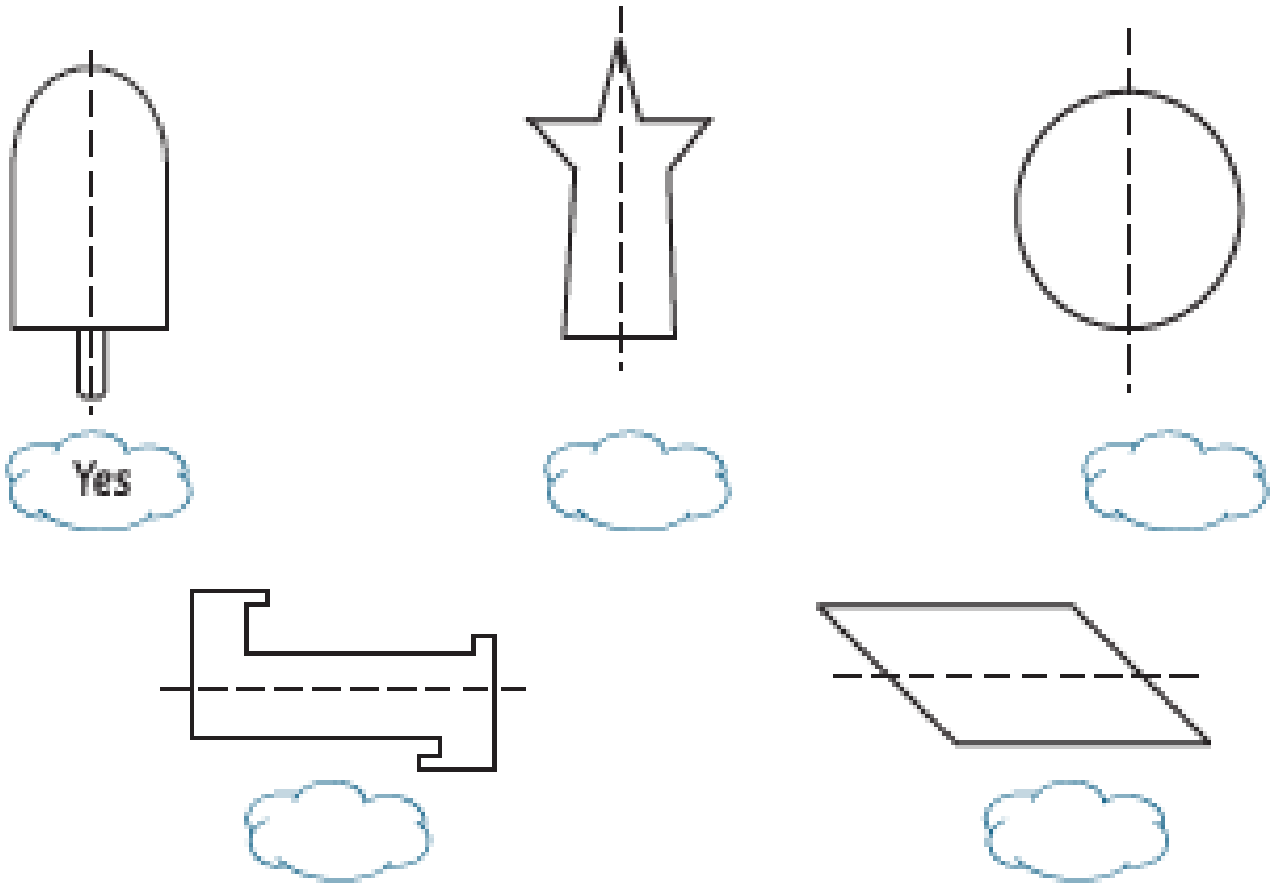
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

Draw line(s) of symmetry for the following.

Determine if the dotted line in the following figures is a line of symmetry.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 completing symmetric figures.

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:

_____

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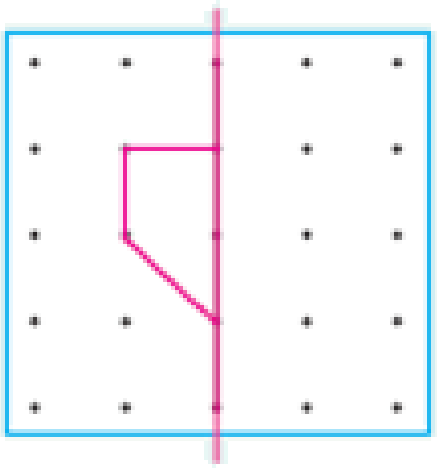
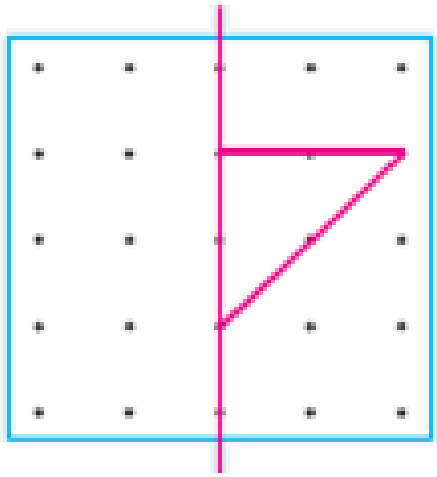
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

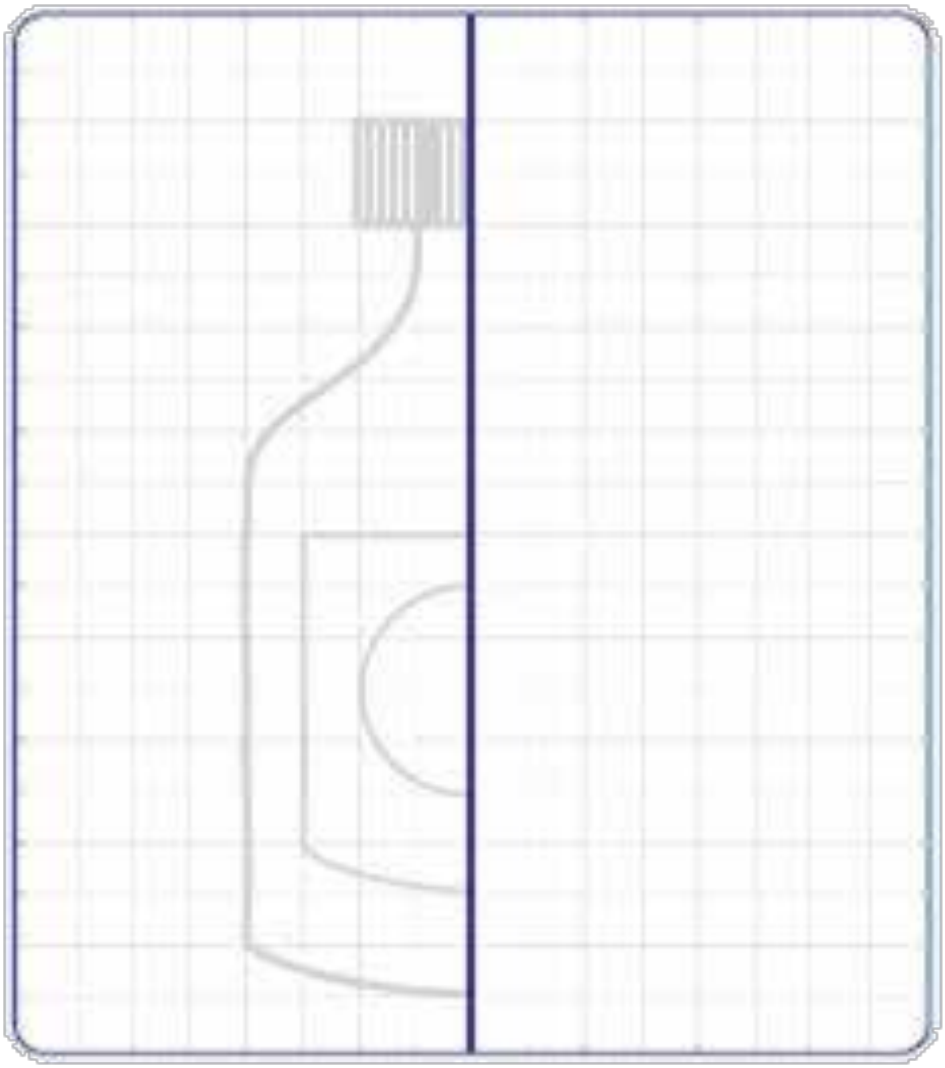
Name: _____ **Date: _____**

Complete the following symmetric figures on dot pattern.





Complete the following symmetric figures on square grid.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Draw a cube and sphere and compare tell what is the difference between them?**

2. **Draw a cylinder and cuboid and compare tell what is the difference between them?**

3. **Draw a pyramid and sphere and tell what is the difference between them?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 bar 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:

_____

_____

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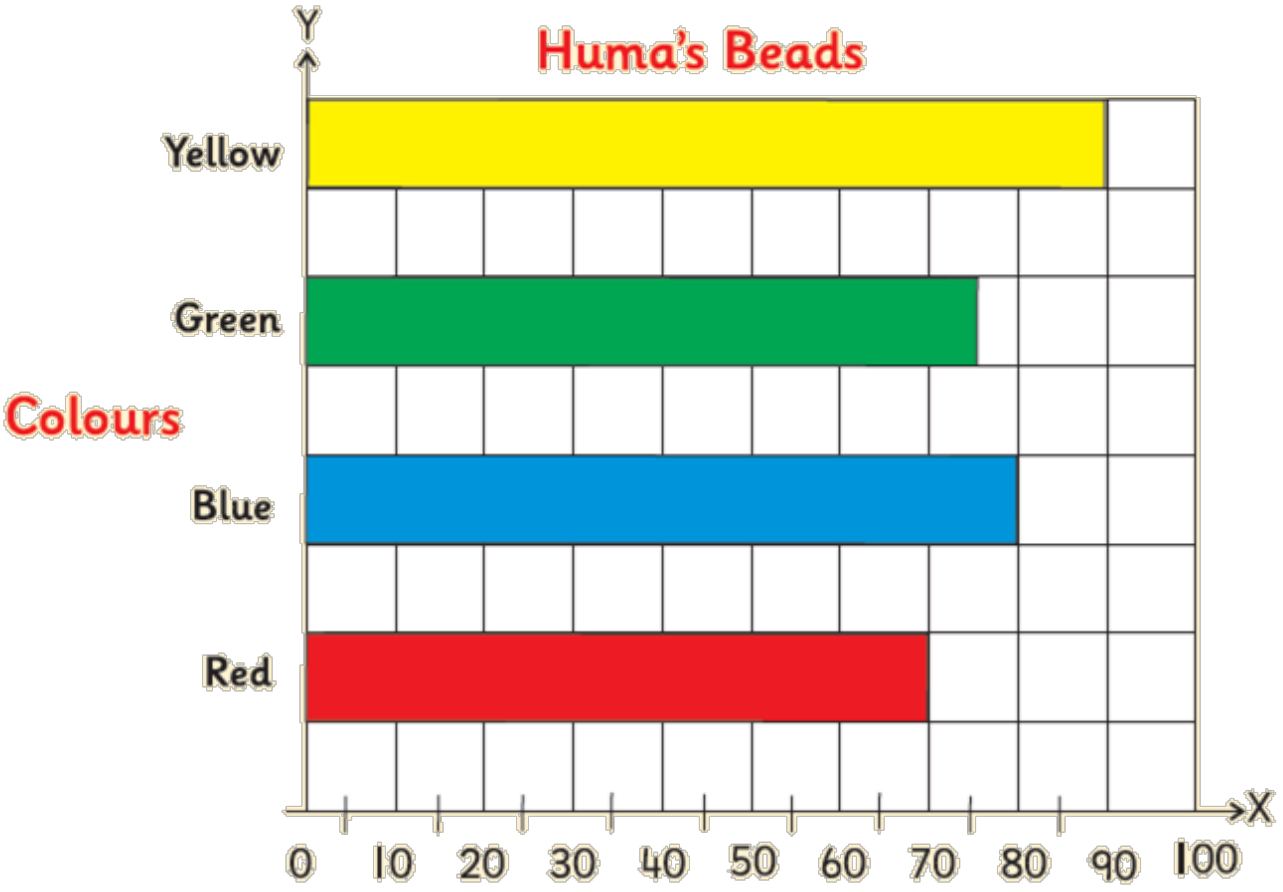
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date:** _____

The bar graph below shows the number of different coloured beads that Huma has.



Read the graph above to answer the following questions.

a) Which colour beads are greatest in number?

b) How many green beads than yellow beads are there?

c) Huma has 75 beads of which colour?

d) How many beads does Huma have altogether?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 few question related to line 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:

_____

_____

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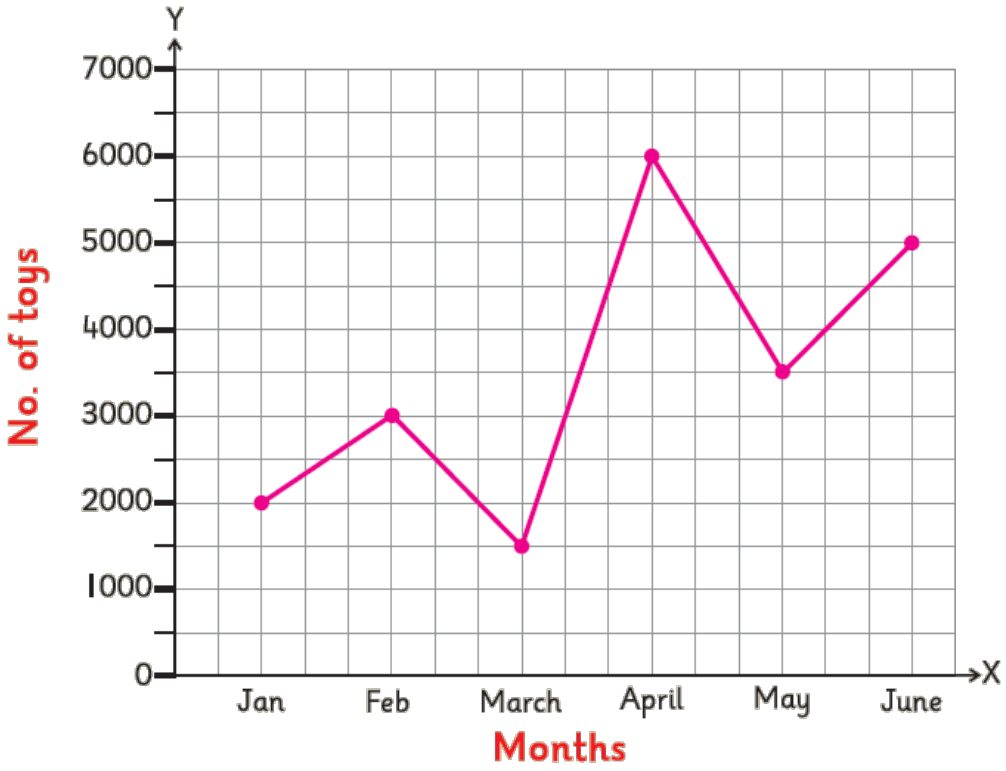
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date:** _____

The following line graph shows the number of toys produced in a toy factory. Read the graph carefully and then answer the given questions.



a) Which month experienced the highest production?

b) Which two months are showing a decrease in production?

c) How many more toys were produced in May than in March?

d) How many less toys were produced in January than in April?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		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 pie 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:

_____

_____

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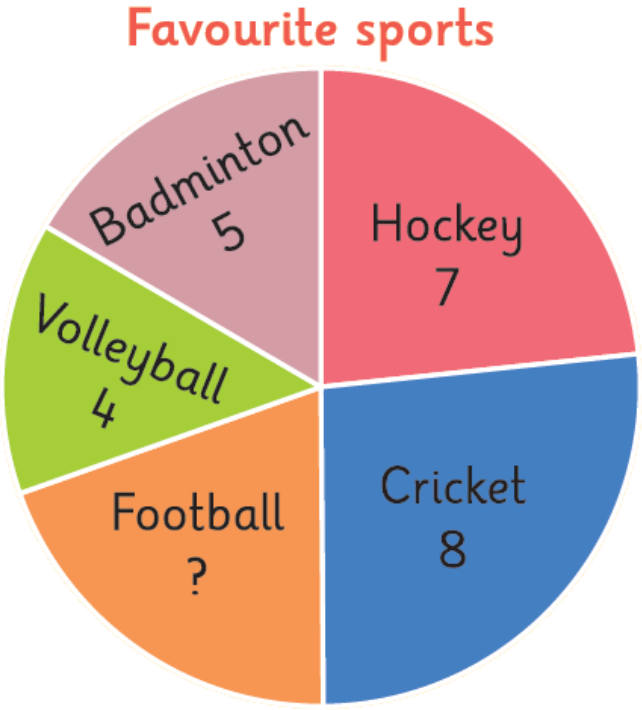
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	4		40 Min

Worksheet

Name: _____ **Date:** _____

1. The following pie chart shows the data about the favourite sports of a group of people. Answer the questions given by using the information.



a) If altogether 30 people voted, how many people voted for football?

b) Which sport is the least popular?

c) How many people voted for vollyball?

d) Which sport is the most popular?

e) How many less people voted for football than for cricket?

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