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Central School

Home School Package

**Year :** **3**



**HOME SCHOOL PACKAGE CONTENT**

**Term 2 : Grade 3 : Mathematic Overview (Week 6, 7,8)**

**Lesson Page**

**Lesson Plan Content………………………………. 2**

**Week 1..Lesson Plan……………………………… 3-5**

**Reference……………………………………………. 5**

**Week 2..Lesson Plan……………………………….6-9 Reference…………………………………………….. 9**

**Week 3..Lesson Plan……………………………….. 10-12**

**Reference …………………………………………… 12**

**Week 4..Lesson Plan………………………………… 13-15**

**Reference…………………………………………….. 15**

**Week 5..Lesson Plan………………………………… 16-18**

**Reference…………………………………………….. 18**

**Week 6..Lesson Plan………………………………… 19-22**

**Référence…………………………………………….. 22**

**Week 7.. Lesson Plan………………………………… 23-26**

**Référence……………………………………………… 26**

**Week 8.. ………………………………………………. 27-30**

**Référencé ………………………………………………. 30**

**Week 9 …………………………………………………. 31-33**

**Reference ……………………………………………… 33**

**Week 10 ……………………………………………….. 34-38**

**Reference ……………………………………………… 38**

**Week 11 …………………………………………………. 39-41**

**Reference ……………………………………………….. 41**

**Week 12 ………………………………………………... 42 – 45**

**Reference ……………………………………………… 45**

**Week 13 ………………………………………………. 46-50**

**Reference ……………………………………………..50**

**Week 14 ………………………………………………. 51-54**

**Reference ……………………………………………… 54**

**Week 15 ………………………………………………. 55-58**

**Reference …………………………………………….. 58**

**Weekly Checklist for Parents………………………… 59-65**

**LESSON Plan**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Time  Lesson number : 1 (week 6) |
| Learning outcomesLearning outcomes | Students will identify the hour and minute hands in an analog clock.They will tell time to the hour and define the characteristics of an analog clock time. Read and undersatand time in one minute intervals. |
| TopicIntroduction | Form a family to stand in a circle. Explain your Left side is **TO**… Right side is…PAST. Tell how the clock turn |
| Catch | Catch phrase for the lesson  Life is measured in minutes |
| Learners notes 1  Learners notes | Summary  A clockis a device to measure, keep and indicate time. The clockis one of the oldesthuman  inventions, meeting the need to measure. |
|  | Image result for visual aids on  analog time |
|  | Image result for visual aids on  analog time |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 19 : Activity A, pg 56 |

**LESSON PLAN 2**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Mass : Using the gram  Lesson number : 2 ( week 6 ) |
| Learning outcomesLearning outcomes | Students should be able to:  - Estimates, measures, compares and records masses using kilograms and grams.  - Identify objects that have a mass of more than, less than or about the same as one kilogram.  - measures mass using a given measuring device.  - explain the need for a unit smaller than a kilogram to measure mass.  - estimate and check the number of similar objects which have a total mass of one kilogram. |
| TopicIntroduction | Provide students with different types of measuring device, eg. kitchen scales. Have students use 1-kg standard masses on both the equal arms balance and kitchen scale. Find objects that have the mass of more than , less than or about the same as one kilogram. |
| Catch | Catch phrase for the lesson  We go up light, we go down heavy. |
| Learners notes 1  Learners notes | Summary  We can use grams to measure parts of a kilogram.  Using formular ; 1,000 grams = 1 kilogram  500 grams = ½ |
|  | |  | | --- | | See the source image | |
|  | Experiment :  Slowly fill a plstic bag with sand until it balances a 100 gram mass. Seal the bag and label it 100g. Prepare eleven more 100 g bags of sand. Find how many   1. 100g bags balance a 500g bag \_\_\_\_ 2. 100g bags balance two 500g bags \_\_\_\_ 3. 500g bags balance a 1 kg mass \_\_\_\_ 4. 100g bags balance a 1kg mass \_\_\_\_   Activities :  1. Use the short form to write :   1. Forty grams \_\_\_\_ 2. One hundred grams \_\_\_\_ 3. Six hundred grams \_\_\_\_\_ 4. Three hundred grams \_\_\_\_ 5. Eighty grams \_\_\_\_ 6. Fifty grams \_\_\_\_\_ 7. Twenty grams \_\_\_\_ 8. Seventy grams \_\_\_ 9. Four hundred grams \_\_\_\_ |
| Assignment | -Encourage students to explain the need for a unit smaller than the kilogram to measure mass. |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Activity B pg 54 |

**LESSON PLAN 3**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Mass : Using gram  Lesson number : 3 (week 6) |
| Learning outcomesLearning outcomes | Students should be able to:  - Estimates, measures, compares and records masses using kilograms and grams.  - Identify objects that have a mass of more than, less than or about the same as one kilogram.  - measures mass using a given measuring device.  - explain the need for a unit smaller than a kilogram to measure mass.  - estimate and check the number of similar objects which have a total mass of one kilogram. |
| TopicIntroduction | Provide students with different types of measuring device, eg. kitchen scales. Have students use 1-kg standard masses on both the equal arms balance and kitchen scale. Find objects that have the mass of more than , less than or about the same as one kilogram. |
| Catch | Catch phrase for the lesson  We go up light, we go down heavy. |
| Learners notes 1  Learners notes | Summary  We can use grams to measure parts of a kilogram.  Using formular ; 1,000 grams = 1 kilogram  500 grams = ½ |
|  | See the source image |
|  | Experiment : Order three objects from lighest to heaviest, by hefting. Use balance scale to check your estimates.   1. Five items lighter than 500g 2. Five items with a mass between 500g and 1kg 3. Five items heavier than 1kg.   Activities:  20200527_143419 |
| Assignment | -Encourage students to explain the need for a unit smaller than the kilogram to measure mass. |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 18, Activity C pg 55 |

**LESSON PLAN 4**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Comparing Masses  Lesson number : 4 ( week 6 ) |
| Learning outcomesLearning outcomes | Students should be able to:  - Estimates, measures, compares and records masses using kilograms and grams.  - Identify objects that have a mass of more than, less than or about the same as one kilogram.  - measures mass using a given measuring device.  - explain the need for a unit smaller than a kilogram to measure mass.  - estimate and check the number of similar objects which have a total mass of one kilogram. |
| TopicIntroduction | Provide students with different types of measuring device, eg. kitchen scales. Have students use 1-kg standard masses on both the equal arms balance and kitchen scale. Find objects that have the mass of more than , less than or about the same as one kilogram. |
| Catch | Catch phrase for the lesson  We go up light, we go down heavy. |
| Learners notes 1  Learners notes | Summary  The difference between **mass and** weight is that **mass** is the amount of matter in a material, while weight is a measure of how the force of gravity acts upon that **mass**. **Mass** is the measure of the amount of matter in a body. **Mass** is denoted using m or M. Weight is the measure of the amount of force acting on a **mass.**  Using formular ; 1,000 grams = 1 kilogram  500 grams = ½ |
|  | See the source image |
|  | Collect labels from package that shows kilograms. Display these labels on a charts. |
| Assignment | -Have students collect four different labels from food packets or cans. Order the labels from lightest to heaviest. |
| Assessment |  |
| Reference ClipartReferences | New Sign Post 3 : ( NSP ) pg 143  Mental Maths 3 : Unit 18, Activity D, pg 55 |

**LESSON PLAN 5**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Using kilogram and gram  Lesson number : 5 ( week 6 ) |
| Learning outcomesLearning outcomes | To assess students on this week’s topic on kilogram and gram. |
| TopicIntroduction | Tr ask students : what is the short form of kilogram / gram. How many grams in one kilogram ? etc …. |
| Catch | Catch phrase for the lesson  We go up light, we go down heavy. |
| Learners notes 1  Learners notes | Summary  The difference between **mass and** weight is that **mass** is the amount of matter in a material, while weight is a measure of how the force of gravity acts upon that **mass**. **Mass** is the measure of the amount of matter in a body. **Mass** is denoted using m or M. Weight is the measure of the amount of force acting on a **mass.**  Using formular ; 1,000 grams = 1 kilogram  500 grams = ½ |
|  | See the source image |
|  |  |
| Assignment |  |
| Assessment | [Pdf To Powerpoint Converter 1.0.1.12 Full Version - terrahigh-power](https://www.google.com/url?sa=i&url=https://terrahigh-power.weebly.com/blog/pdf-to-powerpoint-converter-10112-full-version&psig=AOvVaw2fyPuztXio_ru4tKUW4Cyr&ust=1589517073747000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJD3zNnCsukCFQAAAAAdAAAAABA3) |
| Reference ClipartReferences | Mental Maths 3 : Unit 18, Activity D, pg 55 |

**LESSON PLAN 6**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Time  Lesson number : 6 (week 7) |
| Learning outcomesLearning outcomes | · **Students will identify the hour and minute hands in an analog clock**. **·**  **They will tell time to the hour** and define the characteristics of an analog clock. Reads and records time in one minute intervals  And make comparison between time units. |
| TopicIntroduction | Compose a song about time and sing to the students. Brain storm on starting and finishing time.  Breake down the different times when things starts and ends. Eg school starts ..7.30am ends 1.30pm. Ask them to tell about the time they know. |
| Catch | Catch phrase for the lesson  Life is measured in minutes |
| Learners notes 1  Learners notes | Summary  Each little hand stands for 1 minute.  Image result for summary of time in primary level |
|  | Image result for visual aids on  analog time |
|  | Image result for acivities on time  Activities  1. The above clock face has shown the reading time in words. Aiat eill help you to complete the times given below.  Image result for clock faceeg 1:50 / Tens minutes to two  Image result for time activities |
| Assignment | Write the routine of things that you did on Saturday and Sunday.  Eg. 6.30am breakfast ( draw pictures for the whole day routine and write captions beside) |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 19 : Activity C, pg 56 |

**LESSON PLAN 7**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Time  Lesson number : 7 (week 7) |
| Learning outcomesLearning outcomes | · **Students will identify the hour and minute hands in an analog clock**. **·**  **They will tell time to the hour** and define the characteristics of an analog clock. Reads and records time in one minute intervals  And make comparison between time units. |
| TopicIntroduction | Compose a song about time and sing to the students. Brain storm on starting and finishing time.  Breake down the different times when things starts and ends. Eg school starts ..7.30am ends 1.30pm. Ask them to tell about the time they know. |
| Catch | Catch phrase for the lesson  Life is measured in minutes |
| Learners notes 1  Learners notes | Summary  Each little hand stands for one minute  Image result for summary of time in primary level |
|  | Image result for visual aids on  analog time |
|  | Image result for activities on digital and analog time |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | New Sign Post 3 : Activity 1 & 2 pg 125  Mental Maths 3 : Unit 19 : Activity A, pg 56 |

**LESSON PLAN 8**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Time  Lesson number : 8 (week 7) |
| Learning outcomesLearning outcomes | · **Students will identify the hour and minute hands in an analog clock**. **·**  **They will tell time to the hour** and define the characteristics of an analog clock. Reads and records time in one minute intervals  And make comparison between time units. |
| TopicIntroduction | Compose a song about time and sing to the students. Brain storm on starting and finishing time.  Breake down the different times when things starts and ends. Eg school starts ..7.30am ends 1.30pm. Ask them to tell about the time they know. |
| Catch | Catch phrase for the lesson  Life is measured in minutes |
| Learners notes 1  Learners notes | Summary  Each little hand stands for 1 minute  Image result for summary of time in primary level |
|  | Image result for visual aids on  analog time |
|  | Image result for activities on digital and analog time |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | New Sign Post 3 :  Mental Maths 3 : Unit 19 : Activity C, pg 56 |

**LESSON PLAN 9**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Time  Lesson number : 9 (week 7) |
| Learning outcomesLearning outcomes | · **Students will identify the hour and minute hands in an analog clock**. **·**  **They will tell time to the hour** and define the characteristics of an analog clock. Reads and records time in one minute intervals  And make comparison between time units. |
| TopicIntroduction | Compose a song about time and sing to the students. Brain storm on starting and finishing time.  Breake down the different times when things starts and ends. Eg school starts ..7.30am ends 1.30pm. Ask them to tell about the time they know. |
| Catch | Catch phrase for the lesson  Life is measured in minutes |
| Learners notes 1  Learners notes | Summary  Each little hand stands for 1 minute  Image result for summary of time in primary level |
|  | Image result for visual aids on  analog time |
|  | Image result for acivities on time |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | New Sign Post 3 : Activity 1 pg 139  Mental Maths 3 : Unit 19 : Activity C, pg 56 |

**LESSON PLAN 10**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Time  Lesson number : 10 (week 7) |
| Learning outcomesLearning outcomes | · **Students will identify the hour and minute hands in an analog clock**. **·**  **They will tell time to the hour** and define the characteristics of an analog clock. Reads and records time in one minute intervals  And make comparison between time units. |
| TopicIntroduction | Compose a song about time and sing to the students. Brain storm on starting and finishing time.  Breake down the different times when things starts and ends. Eg school starts ..7.30am ends 1.30pm. Ask them to tell about the time they know. |
| Catch | Catch phrase for the lesson  Life is measured in minutes |
| Learners notes 1  Learners notes | Summary  Each little hand stands for 1 minute  Image result for summary of time in primary level |
|  | Image result for visual aids on  analog time |
|  | Image result for acivities on time  Activities  1. The above clock face has shown the reading time in words. Aiat eill help you to complete the times given below.  Image result for clock faceeg 1:50 / Tens minutes to two  Image result for time activities |
| Assignment | Write the routine of things that you did on Saturday and Sunday.  Eg. 6.30am breakfast ( draw pictures for the whole day routine and write captions beside) |
| Assessment |  |
| Reference ClipartReferences | New Sign Post 3  Mental Maths 3 : Unit 19 : Activity C, pg 56 |

Week 8

**LESSON PLAN 11**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Goemetry ; Solid Shape ( 3D Shapes )  Lesson number : 11 (week 8) |
| Learning outcomesLearning outcomes | The students should be able to:  - describe cones,cubes, cylinders, spheres and prisms.  - recognise three dimensional shapes and objects in the environment.  - read and write their names. |
| TopicIntroduction | [Topic 9 Three Dimensional Shapes (3D Solids).pdf | Geometry | Shape](https://www.google.com/url?sa=i&url=https://www.scribd.com/document/247796693/Topic-9-Three-Dimensional-Shapes-3D-Solids-pdf&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAE) |
| Catch | Catch phrase for the lesson  Keep your eyes on the stars and your feet on the ground |
| Learners notes 1  Learners notes | Summary  Geometry can deal with three dimensional shapes with depth, such as cubes and spheres. We are surrounded by three dimensional shapes. We define a three dimensional shapes as any shapes that are three dimensions. What are these three dimensions ? They are **lenght, width and height**.  Image result for Three-Dimensional Shape with 8 Faces |
|  | [Properties of 3D Objects | Teaching, Fun education, Teaching resources](https://www.google.com/url?sa=i&url=https://www.pinterest.com.au/pin/251146116693118826/&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAR) |
|  | See the source image |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 20: Activity A, pg57 |

**LESSON PLAN 12**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Goemetry ; Solid Shapes ( 3D Shapes )  Lesson number : 12 (week 8) |
| Learning outcomesLearning outcomes | The students should be able to:  - describe cones,cubes, cylinders, spheres and prisms.  - recognise three dimensional shapes and objects in the environment.  - read and write their names. |
| TopicIntroduction | [Topic 9 Three Dimensional Shapes (3D Solids).pdf | Geometry | Shape](https://www.google.com/url?sa=i&url=https://www.scribd.com/document/247796693/Topic-9-Three-Dimensional-Shapes-3D-Solids-pdf&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAE) |
| Catch | Catch phrase for the lesson  Keep your eyes on the stars and your feet on the ground |
| Learners notes 1  Learners notes | Summary  Geometry can deal with three dimensional shapes with depth, such as cubes and spheres. We are surrounded by three dimensional shapes. We define a three dimensional shapes as any shapes that are three dimensions. What are these three dimensions ? They are **lenght, width and height**.  Image result for Three-Dimensional Shape with 8 Faces |
|  | [Properties of 3D Objects | Teaching, Fun education, Teaching resources](https://www.google.com/url?sa=i&url=https://www.pinterest.com.au/pin/251146116693118826/&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAR) |
|  | Complete the activities.  [Properties of 3D Shapes Worksheet](https://www.twinkl.co.uk/sign-up) |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 20: Activity B, pg57 |

**LESSON PLAN 13**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Goemetry ; Solid Shapes ( 3D Shapes )  Lesson number : 13 (week 8) |
| Learning outcomesLearning outcomes | The students should be able to:  - describe cones,cubes, cylinders, spheres and prisms.  - recognise three dimensional shapes and objects in the environment.  - read and write their names. |
| TopicIntroduction | [Topic 9 Three Dimensional Shapes (3D Solids).pdf | Geometry | Shape](https://www.google.com/url?sa=i&url=https://www.scribd.com/document/247796693/Topic-9-Three-Dimensional-Shapes-3D-Solids-pdf&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAE) |
| Catch | Catch phrase for the lesson  Keep your eyes on the stars and your feet on the ground |
| Learners notes 1  Learners notes | Summary  Geometry can deal with three dimensional shapes with depth, such as cubes and spheres. We are surrounded by three dimensional shapes. We define a three dimensional shapes as any shapes that are three dimensions. What are these three dimensions ? They are **lenght, width and height**.  Image result for Three-Dimensional Shape with 8 Faces |
|  | [Properties of 3D Objects | Teaching, Fun education, Teaching resources](https://www.google.com/url?sa=i&url=https://www.pinterest.com.au/pin/251146116693118826/&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAR) |
|  | [Image result for three dimensional shape](https://www.bing.com/images/search?q=three+dimensional+shape&id=505F33E54DB14C60CDD10DF0701635924FA21508&FORM=EQNAMI)  Activities :  Complete this table .   |  |  |  |  | | --- | --- | --- | --- | | Name of 3D shapes | Number of Faces | Number of Edges | Number of vertices | | Cone |  |  |  | | Cylinder |  |  |  | | Rectangular prism |  |  |  | | Cube |  |  |  | | Sphere |  |  |  | | Pyramid |  |  |  | |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 20: Activity C, pg 58 |

**LESSON PLAN 14**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Goemetry ; Solid Shapes ( 3D Shapes )  Lesson number : 14 (week 8) |
| Learning outcomesLearning outcomes | The students should be able to:  - describe cones,cubes, cylinders, spheres and prisms.  - recognise three dimensional shapes and objects in the environment.  - read and write their names. |
| TopicIntroduction | [Topic 9 Three Dimensional Shapes (3D Solids).pdf | Geometry | Shape](https://www.google.com/url?sa=i&url=https://www.scribd.com/document/247796693/Topic-9-Three-Dimensional-Shapes-3D-Solids-pdf&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAE) |
| Catch | Catch phrase for the lesson  Keep your eyes on the stars and your feet on the ground |
| Learners notes 1  Learners notes | Summary  Geometry can deal with three dimensional shapes with depth, such as cubes and spheres. We are surrounded by three dimensional shapes. We define a three dimensional shapes as any shapes that are three dimensions. What are these three dimensions ? They are **lenght, width and height**.  Image result for Three-Dimensional Shape with 8 Faces |
|  | [Properties of 3D Objects | Teaching, Fun education, Teaching resources](https://www.google.com/url?sa=i&url=https://www.pinterest.com.au/pin/251146116693118826/&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAR) |
|  | See the source image |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | Mental Maths 3 : Unit 20: Activity D, pg 58 |

**LESSON PLAN 15**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Mrs Barth & Ms Willie  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Goemetry ; Solid Shapes ( 3D Shapes )  Lesson number : 15 (week 8) |
| Learning outcomesLearning outcomes | The students should be able to:  - describe cones,cubes, cylinders, spheres and prisms.  - recognise three dimensional shapes and objects in the environment.  - read and write their names. |
| TopicIntroduction | [Topic 9 Three Dimensional Shapes (3D Solids).pdf | Geometry | Shape](https://www.google.com/url?sa=i&url=https://www.scribd.com/document/247796693/Topic-9-Three-Dimensional-Shapes-3D-Solids-pdf&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAE) |
| Catch | Catch phrase for the lesson  Keep your eyes on the stars and your feet on the ground |
| Learners notes 1  Learners notes | Summary  Geometry can deal with three dimensional shapes with depth, such as cubes and spheres. We are surrounded by three dimensional shapes. We define a three dimensional shapes as any shapes that are three dimensions. What are these three dimensions ? They are **lenght, width and height**.  Image result for Three-Dimensional Shape with 8 Faces |
|  | [Properties of 3D Objects | Teaching, Fun education, Teaching resources](https://www.google.com/url?sa=i&url=https://www.pinterest.com.au/pin/251146116693118826/&psig=AOvVaw3wsx3CJuTb1iD4fTxj0CGY&ust=1590033968710000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOi0v7PIwekCFQAAAAAdAAAAABAR) |
|  | Complete the activities given by matching the 3D shapes with their names.  See the source image |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | Learn times table 1-6 |

**WEEKLY CHECKLIST For Parents**:

Term: 2 Week number 1 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 2 Date…… to…… Month: …………

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| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 3 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 4 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 5 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 6 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 7 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 8 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 9 Date…… to…… Month: …………

|  |  |  |  |  |  |
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| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 10 Date…… to…… Month: …………

|  |  |  |  |  |  |
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| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 11 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 12 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 13 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tickwhenactivityiscomplete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |