

Mathematical development		Title : Measurements	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Compare objects taller than, shorter than and longer than</p>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards.</p> <p><b>We are learning to:</b> We are learning to compare the objects taller than, shorter than and longer than.</p> <p><b>What I am looking for :</b> How well you compare the objects taller than, shorter than and longer than</p> <p><b>Gained skill:</b> It helps us to enhance our recognition skills.</p> <p><b>Introduction:</b> Explain to the students the concept of length by showing them two students of different heights and asking them to spot any differences. Allow the students to use whatever words they want to describe the length. Once each student has had a turn with the description, you can introduce the words taller than, shorter than. Tell them when we talk about the height we use the term taller and shorter. Now show them pairs of pencil of different sizes and ask them which is longer and which is shorter. You should also ensure that the students understand not only the two basic defining characteristics of length but also that they are able to make a comparison and correctly identify which pencil is short and which one is long. And which student is tall and which is short. Keep changing the things like scale, crayons, pencil colours you use so that the students can see the different forms of things which represent longer than and shorter than, taller than in length. This will allow them to understand that</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on identify and comparing the taller than, shorter than and longer than</p>	<p>Ppt /flashcard</p> <p>Concrete objects / counters/</p>	



Mathematical development		Title: Measurement (which is taller)	Day :2	Class : Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify and compare the which is taller</p>	<p><b>Recap:</b> Show students how to indicate length with two hands in the air separated by some distance for tall and short. If students have difficulty, help them make the indicated height.</p> <p><b>We are learning to:</b> We are learning to identify and compare which are taller objects.</p> <p><b>What I am looking for :</b> How well you identify and compare the height of objects.</p> <p><b>Gained skill:</b> It helps us to enhance our recognition skills.</p> <p><b>Introduction:</b> Using the chart paper, cut out two different trees of different heights. Paste these on the display board in a row so the students can easily make comparisons of height. Draw the attention of the students to the trees pasted on the board/display. Explain to them how the trees are differ in height. Break the students up into groups of 4 or 6, and ask each group which tree they think is the taller. Ask the next group which tree is the short. Keep alternating between groups until each group is able to answer correctly. Teacher can use toy giraffe, pictures flash cards, scales and other different resources in order to make the exercise interesting and vibrant. Students will be shown tall/short song</p>	<p>5mins</p> <p>10 mins</p>	<p>Students will be assessed on identify and comparing which is taller</p>	<p>Concrete objects</p>	

	<p><a href="https://youtu.be/C4jRwMFDd+Q">https://youtu.be/C4jRwMFDd+Q</a></p> <p><b>Guided practice:</b> Introduce the sand trays filled with clean dry sand to the students. Demonstrate how they can draw vertical lines in the sand using their fingers. Encourage them to trace with their forefinger first. Once student are able to draw straight lines, encourage them to draw tall lines, and then short lines. Students can work in pairs to draw lines, and then identify which one is taller and which one is shorter. They can also use sticks for this activity.</p> <p><b>Focused task:</b> Ask students to open book page no 20. Talk about the pictures. Ask them tell the names of pictures. Ask the students mark the tick ( ) in front of taller objects.</p> <p><b>Wrap up:</b> Call two pairs of students' one pair of boy and one pair of girl of different height in front of class. Ask them stand in pairs on two sides in class. Ask the students call the name of boy who is taller and call the name of girl who is taller.</p> <p><b>Reflection:</b></p>	<p>20 mins</p> <p>5mins</p>		<p>Sand tray</p> <p>Book pg. no. 20</p>
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	<p><a href="https://youtu.be/X_97AO2SkGU">https://youtu.be/X_97AO2SkGU</a></p> <p><b>Guided practice:</b> Using classroom resources to introduce the concept will make it easier to demonstrate what is being taught. On a table, place two bags, pencils, crayons, lunch boxes, water bottles of different sizes. Students can be encouraged to give explanations for their opinions to check and compare between two objects which is shorter whether they understand the reasoning behind the concept.</p> <p><b>Focused task:</b> Ask students to open book page no 21. Ask look at the pictures. Tell the name of the pictures. Ask them tick ( ) the pictures which are shorter.</p> <p><b>Wrap up:</b> Students can also be tasked with finding shorter objects in the classroom.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Students will be given worksheet and asked them to colour shorter object green.</p>	20 mins		Book pg. no. 21
		5mins		Worksheet

Mathematical development		Title: Measurement (which is longer)	Day : 4	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify and compare the objects which are longer</p>	<p><b>Recap:</b> Ask students here are two pencils, scales, water bottles, tell which is shorter.</p> <p><b>We are learning to:</b> We are learning to identify and compare the longer objects.</p> <p><b>What I am looking for:</b> How well you identify and compare the longer objects.</p> <p><b>Gained skill:</b> It helps us to enhance our recognition skills.</p> <p><b>Introduction:</b> Use the lunch boxes, water bottles and school bags of the students in the class for this activity. Make sure you check that there is a discernible difference between the lengths of these items before allowing the students to judge which one is longer. Make pairs of objects (crayons/ colour pencils, big blocks) that have different lengths and place them side by side on a table.</p> <p>Students will be shown longer and shorter song  <a href="https://youtu.be/wboCFkpPS34">https://youtu.be/wboCFkpPS34</a></p>	5mins	Students will be assessed on identify and comparing the longer objects.	Pencils/scales/ water bottles	
	<p><b>Guided practice:</b> Ask the students to sit in a circle and provide them the box of blocks. Ask the students make a tower with the blocks of different colour. When student will make the tower ask them show you whose tower is longer. Ask the student everyone try to make the longer tower.</p>	10 mins		School bags, lunch boxes, water bottles	
	<p><b>Focused task:</b> Ask students to open book page no 22. Talk about the pictures. Ask them tell the names of pictures. Ask the students tick ( ) the longer objects.</p> <p><b>Wrap up:</b> Show two pencils to students and ask them which is longer.</p> <p><b>Reflection:</b></p>	20 mins		blocks	Book pg. no 22
		5mins			

Mathematical development		Title: Measurement	Day : 5	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify and compare the objects taller, shorter, longer</p>	<p><b>Recap:</b> Students will be shown the different concrete material to reinforce the taller/shorter/longer objects.</p> <p><b>We are learning to:</b> We are learning to identify and compared the taller, shorter, longer objects.</p> <p><b>What I am looking for:</b> How well you identify and compared the taller/shorter/longer objects.</p> <p><b>Gained skill:</b> It helps us to enhance our recognition skills.</p> <p><b>Introduction:</b> Show the cutouts of trees to the students and ask them which is taller and which is shorter. Ask the students can they put the long scale in their jeomaterly box? Put the one student bag and one teacher bag on table. Ask the students which bag is longer and which is shorter. Tell the students when we talk about height we use the term taller and when we talk about length we use the term longer. Give them blocks and ask them make a tower and show whose tower is longer and whose tower is shorter.</p> <p><b>Guided Practice:</b> Take students in a garden, ask two students to lie down and draw their body outline. Ask students can they measure how tall they are with their feet or various toys. Show them the different trees and ask which tree is taller and which is shorter. Students could measure their length with sticks.</p> <p><b>Focused task:</b> Students will be given a worksheet. Ask them to colour the taller tree</p>	3mins	Students will be assessed on Identify and compared the objects taller/shorter/ longer.	Concrete objects / blocks	worksheet
	5mins				
	30mins				



	<p>green, shorter pencil blue, longer spoon red.</p> <p><b>Wrap up:</b> Students will be shown different things and ask which is taller, shorter and longer.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Students will give worksheet colour the taller, shorter and longer objects.</p>	2mins		worksheet
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