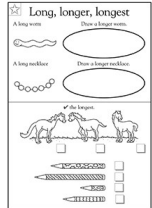
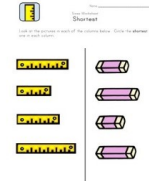


Mathematical development Title: Comparing length		Day: 1	Class: kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify length of different objects (long, longer, longest)</p>	<p>Recap:Ask students to read aloud numbers 1-30.</p> <p>We Are Learning to: Identify the length of different objects (long, longer, longest)</p> <p>What I am looking for:How well you identify the length of objects and differentiate as long, longer, and longest.</p> <p>Gained skill:This will help us to develop measuring skills.</p> <p>Introduction:Play video: https://youtu.be/lkylKqqiCw8</p> <p>Tell students today we are going to learn long, longer and longest. Show students two tower of blocks as long and longer. Ask which one is longer and which one is long? Help students to compare the length of blocks. Show a third tower of block as the longest one. Now ask which one is longest tower of block. Repeat the vocabulary long, longer and longest. Show different pictures through ppt for comparing length of objects. Tell them to measuring and ordering objects according to their length is called comparing length.</p> <p>Guided practice: Place different length of scales, ribbons, ropes, pencils in a basket. Divide class in group of 4/5. Tag the tables of each group with long, longer and longest flashcard. Ask students to sort the set of objects as in long, longer and longest. E.g. take out ribbons, observe them. Compare which one is long, longer and longest. Place under correct flashcard.</p> <p>Focused Task: Ask students to open their book page 4. Look at the picture, there are three snakes. One is saying I am long, other is saying I am longer, and the third one saying I am the longest. Provide students an empty piece of paper and crayons. Ask them to draw 3 lines as in long, longer and longest. When they are done, ask them which one is longest. Which is longer than which?</p> <p>Wrap up:Draw 3 pencils on board. Ask any student to come and circle the longest pencils. Repeat this activity for long and longer pencil.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>identifying length of different objects (long, longer, longest)</p>	<p>Flash cards</p> <p>scales, ribbons, ropes, pencils, basket</p> <p>empty paper and crayons</p>

Mathematical development		Title: Comparing length Day: 2 Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify length of different objects (long, longer, longest)</p>	<p>Recap: Ask students to read aloud numbers 1-30.</p> <p>We Are Learning to: Identify the length of different objects (long, longer, longest)</p> <p>What I am looking for: How well you identify the length of objects and differentiate as long, longer, and longest.</p> <p>Gained skill: This will help us to develop measuring skills.</p> <p>Introduction: Show the children a toy car and then a second car and third car. Ask them to say which car is longer, e.g. the red car is longer than the yellow car, and which one is longest e.g. the green car is longest and other 'guessing games' like this. Repeat with other cars. Give groups of children 4 or five cars, ask them to arrange them in order of length and then ask them to compare them, using the word long 'longer' and longest.' Then, give the children rods, lengths of string, blocks of different sizes and ask them to arrange them according to their sizes. Reinforce the words long, longer and longest.</p> <p>Guided practice: 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 using different colours. Ask them to make 3 set to show length of blocks as long, longer and longest.</p> <p>Focused task: provide students a worksheet. Help them to draw longer objects and identify the longest size of object.</p> <p>Wrap up: show ruler of different length and ask about which is longest, longer and long.</p> <p>Reflection :</p> <p>Homework: draw pencils/ cars of different length on copy a day before. Colour the long pencil red, longer blue and the longest green.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>identifying length of different objects (long, longer, longest)</p>	<p>Flash cards</p> 

Mathematical development		Title: Comparing length	Day: 3	Class: kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify length of different objects (short, shorter and shortest)</p>	<p>Recap:show pictures through ppt to reinforce the concept of long, longer and longest.</p> <p>We Are Learning to: Identify the length of different objects (short, shorter and shortest)</p> <p>What I am looking for:How well you identify the length of objects and differentiate as short, shorter and shortest.</p> <p>Gained skill:This will help us to develop measuring skills.</p> <p>Introduction:Play video:</p> <p>Tell students that in previous lesson we learnt about long, longer and longest. Today we will learn about short, shorter and shortest. Draw worm of different length on board and explain short, shorter and shortest. Invite students to short height in front of class. Tell e.g. Ali is short, Ahmed is shorter than Ali, and Anaya is shortest than Ali and Ahmed.</p> <p>Guided practice:</p> <p>Provide students different size of rocks/ bottle caps. Label three boxes as short, shorter and shortest. Ask students to sort rocks/bottle caps as short, shorter and shortest and put them in correct box.</p> <p>Using classroom resources to introduce the concept will make it easier to demonstrate what is being taught. On a table, place three 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 three objects which is short, shorter and shortest whether they understand the reasoning behind the concept.</p> <p>Focused task:</p> <p>Ask students to open book page 5. Talk about mushrooms and their sizes. Ask students which one is shortest mushroom?</p> <p>Provide students worksheet and ask them to look at different size of erasers and rulers in each column and circle the shortest one.</p> <p>Wrap up: show erasers of different length and ask about which is shortest, shorter and short.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>identifying length of different objects (short, shorter and shortest)</p>	<p>Flash cards</p> 

Mathematical development		Title: Comparing length	Day: 4	Class: kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify length of different objects (short, shorter and shortest)</p>	<p>Recap:show pictures through ppt to reinforce the concept of short, shorter and shortest.</p> <p>We Are Learning to: Identify the length of different objects (short, shorter and shortest)</p> <p>What I am looking for:How well you identify the length of objects and differentiate as short, shorter and shortest.</p> <p>Gained skill:This will help us to develop measuring skills.</p> <p>Introduction: Place 3 different length chairs and call three students randomly. Ask e.g. Rania sit on the shorter chair, Fatima sit on the short chair and zayan sit on the shortest chair. Tell them today we will talk about short, shorter and shortest again. Draw 3 different length tree on the board. Ask which one is shortest, shorter, and short.</p> <p>Guided practice: Show pictures through ppt to practice the concept of short, shorter and shortest. Tell them to circle shortest object with red marker, shorter with blue and short with black. Invite students one by one to do this activity.</p> <p>Focused task: Ask students to open book page 6. Tell them to write 1 to 3 to show the order from longest to shortest objects.</p> <p>Wrap up: show crayons of different length and ask about which is longest, longer and long.</p> <p>Reflection :</p> <p>Home work: Cut 3 different length (short, shorter, shortest) of ribbon and paste on your copy under heading of short, shorter and shortest.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>identifying length of different objects (short, shorter and shortest)</p>	Flash cards	

Mathematical development		Title: Revise number 1-30	Day: 5	Class: kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to: identify and relate numbers with quantity 1-30</p>	<p>Recap:show pictures through ppt to reinforce the concept of long, longer and longest/short, shorter and shortest.</p> <p>We Are Learning to: Identify the numbers 1-30 through counting objects.</p> <p>What I am looking for:How well you identify the numbers 1-30 through counting objects.</p> <p>Gained skill:This will help us to develop counting skills.</p> <p>Introduction:Play video:https://www.youtube.com/watch?v=EGILMGUCUJo</p>	5 mins	<p>Students will be assessed on</p> <p>identifying and relate numbers with quantity 1-30</p>	number Flash cards	
	<p>Tell students that. Show the number cards one by one and ask students to write big number in the air. (1-30) It is important that this is done using the whole arm moving from the shoulder.</p>	10 mins			
	<p>Write the numbers 1-30 on the board and have everyone shout out the numbers as you write them. Next, get 30 soft balls, cubes or something similar (before class, tape numbers 1-30 onto the balls) and chorus the numbers on each ball. Then throw the balls around the room and ask individual students to bring you different numbers (e.g. "Maria, please give me number 24").</p>	20 mins		soft balls, cubes	
	<p>Guided practice: Give students the number cards 2-30 randomly and keep number 1 with you. Ask them to don't show their cards to anyone. Now start I have 1. What comes after 1? Who has it? Continue this activity till number 30.</p>	5 mins			
	<p>Focused task: ask the students to open their copies and write number 1-30. As the students are writing numbers 1-30 walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What number is this?") And encourage each student to say the number as they are writing it.</p> <p>Wrap up: show random number card and ask which number is this?</p> <p>Reflection :</p> <p>Homework: C.W is H.W</p>			copy work	