Mathematical development Title: Comparing length Day: I		C	Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: identify length of different objects (long, longer, longest)	Recap:Ask students to read aloud numbers 1–30.  We Are Learning to: Identify the length of different objects (long, longer, longest)  What I am looking for:How well you identify the length of objects and differentiate as long, longer, and longest.  Gained skill:This will help us to develop measuring skills.  Introduction:Play video https://youtu.be/lkylKqqiCw8  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.  Cuided 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, observer them. Compare which one is long, longer and longest. Place under correct flashcard.  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?  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.	5 mins  10 mins  5 mins	Students will be assessed on identifying length of different objects (long, longer, longest)	Flash cards  scales, ribbons ropes, pencils, basket  empty paper and crayons	

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will be able to: identify length of different objects (long, longer,	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.  Guided practice:	10 mins 20 mins	length of different objects (long, longer, longest)	
longest)	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.  Focused task: provide students a worksheet. Help them to draw longer objects and identify the longest size of object.  Wrap up:show ruler of different length and ask about which is longest, longer and long.  Reflection:	5 mins		Long, longer, longest Alayum  Alayum Miles   Give shape redike  Alayum Mil
	Homework: draw pencils/cars of different length on copy a day before. Colour the long pencil red, longer blue and the longest green.			

Outcomes    Recap:show pictures through ppt to reinforce the concept of long, longer and longest.   Students will be assessed on of this lesson,   Students will be able to:   Tell students that in previous lesson we learnt about long, longer and longest.   Today we will learn about shortest.   Draw worm of different length on board and explain short, shorter and shortest.   Ivite students to short, harded is shorter than Ali, and Anaya is shortest than Ali and Ahmed.   Guided practice:   Provide students different size of rocks/ bottle caps as short, shorter and shortest and put them in correct box.   Using classroom resources to introduce the concept will make it easier to demonstrate what is being taught. On a table, placethree bags, pencils, crayons, lunch boxes, water bottles of different the opinions to check and compare between there objects which is short, shorter and shortest whether they understand the reasoning behind the concept.   Focused task:   5 mins   Students will be assessed on   Flat will be assessed on   Students will be assessed on   Students will be assessed on   Flat will be assessed on	
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one is shortest mushroom?	2444442 (E)
column and circle the shortest one.	
Wrap up: show erasers of different length and ask about which is shortest, shorter and short.	
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Reflection:	

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

Mathematica	development Title: Revise number 1-30 Day	: 5	Class: kinderg	arten
Learning	Activity Plan/Methodology	Time:40	Assessment of	Resources
Outcomes		minutes	Learning	
	Recap:show pictures through ppt to reinforce the concept of long, longer and longest/short,	5 mins		
Upon the	shorter and shortest.		Students will	number Flash
completion	We Are Learning to: Identify the numbers I-30 through counting objects.		be assessed on	cards
of this	What I am looking for: How well you identify the numbers I-30 through counting objects.			
lesson,	Gained skill: This will help us to develop counting skills.		identifying	
Students	Introduction:Play video:https://www.youtube.com/watch?v=EGILMGUCUos	10 mins	and relate	
will be able	Tell students that. Show the number cards one by one and ask students to write big number in	ı	numbers with	
to:	the air. (I-30) It is important that this is done using the whole arm moving from the shoulder	٠.	quantity I-30	
identify and	Write the numbers I-30 on the board and have everyone shout out the numbers as you write			
relate numbers	them. Next, get 30 soft balls, cubes or something similar (before class, tape numbers I-30 onto	20 mins		
with quantity I- 30	the balls) and chorus the numbers on each ball. Then throw the balls around the room and	20 114165		soft balls, cubes
	ask individual students to bring you different numbers (e.g. "Maria, please give me number			
	24").			
	Guided practice: Give students the number cards 2–30 randomly and keep number I with you			
	Ask them to don't show their cards to anyone. Now start I have I. What comes after 1? Who			
	has it? Continue this activity till number 30.			
	•	5 mins		
	Focused task: ask the students to open their copies and write number I-30. As the students are	2		
	writing numbers I-30 walk around, monitor and offer lots of encouragement. Ask everyone			copy work
	questions (e.g. What number is this?") And encourage each student to say the number as they			
	are writing it.			
	Wrap up: show random number card and ask which number is this?			
	Reflection:			
	Homework: C.W is H.W			