

Mathematical Development		Week: 23	Topic: Near / Far (Position)	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position near/ far.	Recap: Students will be shown the flashcards to reinforce the concept of inside / outside. We Are Learning to: Identify the position near/ far. What I am looking for: How well you identify position near/ far. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask questions from students like, why can't we touch stars?", "Why can't we fly to the moon?" then tell them objects that are far and near to us and clear their doubts. Tell students Near means that the object/person is at or a short distance away or nearby and Far means that the object/person is at, to, or by a great distance. Tell them we compare the distances of two objects from a third object, we compare it using the words near or far. When the object is located at a shorter distance than the other object, the object is near than the other object. When an object is located at a longer distance than the other object, the object is far than the other object. Take the students on a nature walk outdoors and point out objects that are near (like a flower beside the path) and objects that are far (like a tree in the distance). Discuss what makes something near or far. Ask them point out the things near and far and shout loudly. Show the students far and near song. https://youtu.be/4LE3FQZZ_qA			5 mins	Students will be assessed on Identifying the position near/ far.	Flashcards Concrete objects Book pg. no 22
	Focused task: Ask your students to go and bring you the near and the far object in the room. This activity will help the kids to identify which object is near and which one is far, which will further help them to have basic knowledge about distance. When they bring the thing ask them from where they bring near or far. Ask the questions from each student one by one to reinforce the concept of far and near. Ask students to open book pg. no 22. Ask about the pictures. Ask their names. Tell them houses are far and rock is near. Put different object at distance as 'far' and 'near'. Ask students which object is near and far? Ask students to tell the name of the student who is sitting in the end or far / at front or near the teacher.			25 mins		
	Wrap up: Show different objects and ask students to tell which is near and which is far. Reflection:			5 mins		

Mathematical Development		Week: 23	Topic: Near / Far (Position)	Day: 2	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position near/ far	Recap: Students will be asked about near/ far through different objects. We Are Learning to: Identify the position near/ far. What I am looking for: How well you identify the position near/ far. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Collect some pictures that show people, animals, or objects at distances of near and far. Put them in a center and help students sort the pictures into near and far. For students who experience difficulty, provide additional physical experiences of near and far. Take the students outside, play a game of "Near and Far." Ask them we will play a game in which one student will become a wolf and when wolf come near or far. The students in the houses shout its position. Divide the class into three groups. Each group is a distance from the others: students in the red house, students in the blue house, and students in the green house. Choose a student to be a wolf and go far away and then come near to the group. When the wolf is far away, the students speak softly. When the wolf is near a particular house, the students repeat, "Wolf is near," until the wolf moves far away or near another house. Let several students have a chance to be the wolf. Show the students far and near song. https://youtu.be/WOOV5nLNmIo Focused task: Arrange some sweet treats like toffees, chocolates, muffins, etc., on a table at a distance from each other. Make your students stand at some distance and hand them a hoopla ring. Ask them to throw the hoopla ring onto the near or the far treat, and they can have it. Ensure that you make your students practice this again and again so that they don't forget the concept. Ask students to open book pg. no 23. Ask them tell about the pictures. Ask them tell the names of animals. Ask them circle the animals that are far. Colour the animals that are near. Help students to circle and colour the correct animal. Bring different toys, put them at distance and ask students which is near/far? Roam around in the class and help students to complete the task. Wrap up: Show different objects and ask students to tell which is near and which is far. Reflection :			5 mins	Students will be assessed on Identifying the position near/ far.	Flashcards
				5 mins		
				25 mins		Toffees, chocolates, muffins Book pg. no 23
	Homework: Do the worksheet.			5 mins		Worksheet



Student Name: _____ Date: _____

Look at the pictures and circle the objects which are far.



Mathematical Development		Week: 23	Topic: Near / Far (Position)	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position near/ far	Recap: Students will be asked about near/ far through different objects. We Are Learning to: Identify the position near/ far. What I am looking for: How well you identify the position near/ far. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the students together and discuss the activities. Ask questions like, "Can you tell me something near to you right now? What's something far from you?" Put a box on top of the shelf and another box at the surface near the mat. Explain to the students that you cannot easily reach the box on top because the box is far. Touch the box at the surface and let the students see that you can easily reach for the box because it is near. The activity will give the students an idea about what you are talking about. Using a flying airplane to show the meaning of far is also good. The students will know that the airplane is in the sky so they will visualize what far means. As much as possible, use the things around when explaining lessons to young students so that they will connect better to the lesson and have a better understanding. Show the students far and near song. https://youtu.be/xlCBX9mQ3WE Focused task: Blow up balloons and let them float around the room. Explain that balloons can be "near" when they're close and "far" when they float away. Encourage students to chase or catch the "far" balloons. Set up an obstacle course with cones or markers. Some markers can be placed near (close together), and others can be far apart. Have the students navigate through the course. Ask students to open book pg. no 24. Talk about the pictures. Ask their names. Ask them colour the trees that are far from the house. Explain the concept with help of real objects e.g. stand at the classroom door and tell them that you are standing far. Roam around in the class and help students to complete the task. Wrap up: Show different objects and ask students to tell which is near and which is far. Reflection:			5 mins	Students will be assessed on Identifying the position near/ far	Flashcards
				5 mins		
				25 mins		Balloons Markers, cones
				5 mins		Book pg. no 24

Mathematical Development		Week: 23	Topic: Near / Far (Position)	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position near/ far	Recap: Students will be asked about near/ far through different objects. We Are Learning to: Identify the position near/ far. What I am looking for: How well you identify the position near/ far. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Use the books and the shelf to explain near and far. Say:, "students, look at the books on the shelf." Explain while pointing to the books. "This book is far from this book." Let the students learn that you use the comparative words near and far when you are comparing two objects or things. Tie a string to the toy airplanes and toy birds. There must be three or more for each toy airplanes and toy birds. Hang the toys in groups. One group of toy airplanes and one group of toy birds. They must be far enough to appear like they are really flying. Now, you can use a stick to point to the toys and let the students understand and learn the meaning of near and far. You should explain to the young students that they use the words when they are comparing three or more objects. Focused task: On a sheet, take a print of a few things far from us, like the moon, sun, stars, etc., and a few things near us, like a house, tree, phone, etc. Now give this sheet to your students and ask them to circle the things that are far from us. The best place to play games for distances is in a wide space such as the playground. Let the students form a circle around you. Say, "students when I say, "near", walk forward and come near me. When I say, "far", walk backwards away from me. Ask students to open book pg. no 25. Talk about the pictures. Ask their names. Ask them Frog is far from its pond. Help him to reach near the pond. Ask students to help the frog by drawing correct line. Roam around in the class and help students to complete the task. Wrap up: Show different objects and ask students to tell which is near and which is far. Reflection :			5 mins	Students will be assessed on Identifying the position near/ far	Flashcards
				5 mins		
				25 mins		Worksheet
				5 mins		Book pg. no 25

Mathematical Development		week: 23	Topic: Near / Far (Position)	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position near/ far	Recap: Students will be asked about inside/outside through different objects. We Are Learning to: Identify the position near/ far. What I am looking for: How well you identify the position near/ far e. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Use objects or things inside the room to discuss the meaning of near and far. Go near the window and tell the students that you are near the window and far from the blackboard. You can demonstrate the meaning of near and far by using the students as examples. Stand near a student and ask them, "Who sits near to me?" The students will know who is sitting near to you because they already have an idea what near means. Ask them also who is far from you. Introduce the concepts of "near" and "far" with simple explanations. You can say, "Near means close, like this puppet is near, and far means not close, like that door is far." Show a soft toy or puppet and explain that it's "near" when held close to you and "far" when placed at a distance. Use small objects like toys or blocks to create a simple hands-on activity. Place a toy nearby and ask the students to pick it up and place it on a mat a little far away. Discuss how one is "near" and the other is "far."			5 mins	Students will be assessed on	Flashcards
				5 mins		
	Focused task: There are many objects inside the classroom. You can point to an object and ask the students if it is near or far. Aside from objects, you can also use the students to call their names to further enhance learning. Ask one by one from each student who is near or far from each other.			25 mins	Identifying the position near/ far	Concrete objects
	Provide the worksheet to all students. Talk about the pictures. Ask their names. Ask them colour the birds green near to the tree and colour the birds blue far from the tree. Roam around in the class and help students to complete the task. Wrap up: Show different objects and ask students to tell which is near and which is far. Reflection : Homework: Do the worksheet.			5 mins		Worksheet



Student Name: _____ Date: _____

Colour the birds green that are near the tree and colour the birds blue that are far from tree.





Student Name: _____ Date: _____

Colour the balloons red that are far and colour the balloon blue that are near.

