

Mathematical Development		Week: 9	Topic: Long & Short	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 and differentiate between long and short	Recap: Students will be shown different things and asked about size is it big or small? We Are Learning to: Identify and differentiate between long and short. What I am looking for: How well you identify and differentiate between long and short Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Show students how to indicate length with two hands in the air separated by some distance for short, more distance for long. If students have difficulty, help them make the indicated lengths. Sing the Tall and Short action song to the tune of "Are You Sleeping". This is tall. (Open hands as wide as possible vertically.) This is short (Place hand an inch apart.) Tall and short. (Open hands wide vertically; then, bring them close together.) Hotels are tall. (Raise one hand high in the air.) Puppies are short. (Place hand low to the ground.) Tall and short. (Open hands wide vertically then bring them close together.) Encourage students to mimic the hand motions as you sing. Show the long and short song. https://youtu.be/pe7nVxkqSml Focused task: Using tape, mark 6-7 lines on the floor. Make sure that your paste two tapes of different lengths next to each other in one line each. Now, ask your student to jump on the longer or shorter tape. For example, for the first line, you can ask them to jump on the tape that is longer in length; for the second line, you can ask them to jump on the tape that is shorter in length, and so on. Ask students to open book pg. no 51. Ask them tell the names pictures in that page. Wait for their replies. Ask them there are two caterpillars one is long and one is short. Show different objects to clear the concept of long & short. Use flash cards to give concept of long & short. Repeat the words long and short again and again with them. Wrap up: Ask them to move around in class and tell about short objects. Reflection :			5 mins	Students will be assessed on Identifying and differentiate between long and short.	Flashcards Different coloured tapes Book pg. no 51
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 9	Topic: Long & Short	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 and differentiate between long and short	Recap: Students will be shown different things and asked is it long or short? We Are Learning to: Identify and differentiate between long and short. What I am looking for: How well you identify and differentiate between long and short. Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: Give the definition of short and tall. For example, short is when something measure a small distance from end to end and tall is when something has a greater height. Display two item side by side, where one is long and other is short. For example show a ball and bat. Invite the students to identify the lengths. Show students yarn of 2 lengths that represent earthworms, and the concepts of long and short. As you lay them out, say, "Long and Short." Help students say the words and make the connection between the earthworms on the chart and the yarn. Repeat the same activity with the different colour yarn for caterpillars. Show the long and short song. https://youtu.be/wboCEkpPS34 Focused task: Give students dough or clay with which to make earthworms and caterpillars. Provide enough time to have free exploration with the dough or clay. Model how to make long and short earthworms or caterpillars. Ask students to make their own earthworms and caterpillars. Encourage students to talk about their lengths as they make them. Ask students to open book pg. no 52. Ask them tell the names of things. Ask the name of things with all students one by one. Then tell them there is different lengths of objects. Ask them Tick (✓) the long and cross (✕) the short objects. Roam around in the class and help them to tick (✓) and cross (✕) the objects according to their sizes. Wrap up: Ask them to move around in class and tell about long objects. Reflection : Homework: Do the book pg. no 54.			5 mins	Students will be assessed on Identifying and differentiate between long and short	Flashcards

Mathematical Development		Week: 9	Topic: Long & Short	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 and differentiate between long and short	Recap: Students will be shown different things and asked is it long or short? We Are Learning to: Identify and differentiate between long and short. What I am looking for: How well you identify and differentiate between long and short. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Start by explaining the meaning of the terms “long” and “short” to the students. To make it easy for them, explain the meaning of the terms with their opposites: long and not long (short) and short and not short (long). Explain with the help of real-life examples to make it easy for your students to understand. Encourage students to compare two objects at every given opportunity. Allow your students to measure the objects using a scale or measuring tape. Let them practice learning and understanding the terms with the help of games and activities. Take your students to the park and ask them to hunt two same objects of different lengths, where one is long, and the other is short in length. For example, they can hunt for twigs of different lengths, leaves of the same tree that are different in length, etc. show the long and short song. https://youtu.be/4MnekdkpUoU Focused task: Gather five different objects, and make sure you have two of each object, making it a total of 10 objects. Ask your students to sort the objects by comparing the two similar objects and keeping them in different piles. So, one pile will be of short objects, and the other pile will be long objects. Ask students to open book pg. no 53. Talk about the pictures. Ask students to tell the names of these pictures. Ask them colour the long objects (green) and short objects (red). Ask students to tell which object is long and which is short before colouring. Use flashcards to give the concept of long & short. Roam around in the class and help students to colour the big fruits. Help them to complete the task. Wrap up: Ask them to move around in class and tell about long and short objects. Reflection:	5 mins	Students will be assessed on	Flash cards		
		5 mins		Identifying and differentiate between long and short		
		25 mins		Concrete objects		
		5 mins		Book pg. no 53		

Mathematical Development		Week: 9	Topic: Long & Short	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 and differentiate between long and short	Recap: Students will be shown different things and asked is it long or short? We Are Learning to: Identify and differentiate between long and short. What I am looking for: How well you identify and differentiate between long and short. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Show the two towers made up of blocks to the students - one that is obviously bigger than the other. Write the words “long” and “short” on the board and have students hold up their long tower of blocks, then their short tower of blocks. Do this a couple of times until you are sure that they know the difference between long and short. Take the students to the playground, put them in pairs and ask them one will lie down and other will draw the body outline. Ask students you can then measure how long they are with their feet or various toys. How many dolls or cars-length long are they? Ask students do this activity with sticks to measure their length. Another outdoor activity is for your students to do a long jump and mark with chalk how far they’ve landed. This Cross Motor Handprint Challenge can be used to set out patterns of different lengths for each student to try and match.			5 mins	Students will be assessed on Identifying and differentiate between long and short	Flashcards
	Focused task: Provide the blocks or counters to all students. Students always enjoy with blocks. Ask your students to build two towers of different lengths using their building blocks. When they are making their towers ask them make two towers one is short and other is long. Help them understand how one tower is shorter than the other. Ask students to open book pg. no 56. Talk about the pictures. Ask students to tell the names of things. Wait for their replies. Ask them there are two slides one is long and one is short. Ask them trace over the long slide only. Help students to trace the lines correctly to complete slides. Roam around in the class and help students complete the task.			5 mins		
	Wrap up: Ask them to move around in class and tell about long and short objects.			25 mins		
	Reflection :			5 mins		

Mathematical Development		week: 9	Topic: Long & Short	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 and differentiate between long and short	Recap: Students will be shown different things and asked is it long or short? We Are Learning to: Identify and differentiate between long and short. What I am looking for: How well you identify and differentiate between long and short. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Focus on the classroom objects gather five different objects, and make sure you have two of each object, making it a total of 10 objects. Ask your students to sort the objects by comparing the two similar objects and keeping them in different piles. So, one pile will be of short objects, and the other pile will be long objects. Call some students to the front of the classroom and ask who is "long". The teacher is longer than Sarah, for example. So that means that Sarah is what? Sarah must be "short" than the teacher. Write "long" and "short" on the board. Ask students to show short and tall by making the motion with their hands. Ask students draw two lines - one longer, and one shorter.			5 mins	Students will be assessed on Identifying and differentiate between long and short	Flashcards Playground Book pg. no 55 Worksheet
	Focused task: On a sunny, take your students out and ask them to stand in the sun and look at their shadows. Next, ask your students to take a look at your shadows. Ask them which one is longer or shorter. Ask them our shadow is longer than us. Make your students repeat the activity by asking them to measure the height of their toy's shadow in the sun.			5 mins		
	Help the students to open book pg. no 55. Talk about the pictures. Ask students to tell the names of these pictures. Ask them circle the picture that matches the one in frame. Ask students to tell which objects is long and which object is short before matching. Roam around in the class and help students to complete the task.			25 mins		
	Wrap up: Ask them to move around in class and tell about long and short objects. Reflection : Homework: Do the worksheet.			5 mins		



scan QR code for
more worksheets

Student Name: _____ Date: _____

Colour the long objects green and short objects orange.

