

Mathematical Development		Week: 9	Topic: Measurements	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare two objects bigger than/smaller than, taller than/shorter than, longer than	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Compare two objects bigger than/smaller than, taller than/shorter than, longer than. What I am looking for: How well you Compare two objects bigger than/smaller than, taller than/shorter than, longer than. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Show pictures to students of cookies or fruit. Which cookie would they want to eat? Highlight the language of "bigger" and "smaller" – if something looks yummy, you'll want the bigger portion, if it doesn't look good, you'll probably ask for the smaller portion. Write "bigger" and "smaller" on the board. Ask students draw two lines – one longer, and one shorter. If they want to get creative and make one tree that is bigger than another, that's fine, but for some that don't like to draw, they can use the simple lines to illustrate the concept. Call some student examples to the front of the classroom and ask who is "taller". The teacher is taller than Sarah, for example. So that means that Sarah is what? Sarah must be "shorter" than the teacher. Write "taller" and "shorter" on the board. Focused task: Take four pieces of paper and folding them in half and stapling them. On two facing pages, it should say "bigger" and "smaller" on other two pages "taller and 'shorter "and so on, until you have filled the book. Ask students draw the pictures according to the booklet. Students should take some time to draw pictures that represent these concepts. Ask students to open book pgs. no 43 & 44. Ask them look at the pictures and tell which is bigger, which is smaller, which is longer, shorter and smaller. Read the sentences with the students. Ask about comparison to the students by using different objects. Repeat the words bigger than/smaller than, taller than/shorter than, longer than again and again with them. Wrap up: Ask them to move around in class and tell about shorter objects. Reflection :			5 mins 5 mins 25 mins 5 mins	Students will be assessed on Comparing two objects bigger than/smaller than, taller than, shorter than, longer than.	Flashcards White paper Book pg. no 43 & 44

Mathematical Development	Week: 9	Topic: Measurements (Taller & Shorter)	Day: 2	Class: Nursery	
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 taller and shorter	Recap: Students will be shown different things and asked is it longer or shorter, taller, bigger or smaller? We Are Learning to: Identify and differentiate between taller and shorter. What I am looking for: How well you identify and differentiate between taller and shorter. Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: Give the definition of shorter and taller. 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 tall 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 tall and short. As you lay them out, say, "tall 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: 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 shorter and other is taller. Help them understand how one tower is shorter than the other. Ask students to open book pg. no 45. Ask them tell the names of things. Ask the name of things with all students one by one Tick the taller ones Do the classroom activity by measuring the height of students. Tell them who is taller than whom? Roam around in the class and help them to complete the task. Wrap up: Ask them to move around in class and tell about taller objects. Reflection : Homework: Do the book pg. no 46.		5 mins	Students will be assessed on Identifying and differentiate between taller and shorter	Flashcards
	5 mins		Building blocks, counters		
	25 mins		Book pg. no 45		
	5 mins		Book pg. no 46		

Mathematical Development		Week: 9	Topic: Measurements (longer than)	Day: 3	Class: Nursery	
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 longer and shorter	Recap: Students will be shown different things and asked is it taller or shorter? We Are Learning to: Identify and differentiate between longer and shorter. What I am looking for: How well you identify and differentiate between longer and shorter. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Show different things to students. Students will decide "Which is shorter?" "Which is longer?" and "Which is taller?" Students will be asked different questions with the related objects like which is longer? Which is shorter? If students need a little extra help to give the answer. They will be given different clues to help them which object is longer/taller or shorter. Students naturally measure in their everyday lives. They note that their parent is taller than their own height, notice how full their cup of milk is, and observe the really long train by the road. Help your students by using comparison words like bigger, smaller, longer, and taller. For example, My shoes are longer than your shoes! You might hear students say things like: My car is longer. I'm taller than you. My hair is shorter than yours. 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 shorter objects, and the other pile will be longer objects.	5 mins	Students will be assessed on Identifying and differentiate between longer and shorter	Flash cards		
	Ask students to open book pg. no 47. Talk about the pictures. Ask students to tell the names of these pictures. Ask them tick the longer ones. Bring feathers of different sizes in class. Put them in pairs and ask students to tell: "Which is the longer feather? Use flashcards to give the concept of longer & shorter. Roam around in the class and help students to complete the task.	5 mins				
	Wrap up: Ask them to move around in class and tell about longer objects.	25 mins		Concrete objects		
	Reflection:	5 mins		Book pg. no 47		

Mathematical Development	Week: 9	Topic: Measurements (bigger than)	Day: 4	Class: Nursery	
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 bigger and smaller	Recap: Students will be shown different things and asked is it longer or shorter? We Are Learning to: Identify and differentiate between bigger and smaller. What I am looking for: How well you identify and differentiate between bigger and smaller. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Explain that bigger circle is bigger because it takes up more space. Tell the class they compared the objects by deciding which was bigger and which was smaller. Say big and small are opposites. When you compare objects to decide which is bigger or smaller, you think about how much space the object takes up. Draw two stars of different sizes. Have students share which star they think is bigger. Then draw the four additional stars. Ask students which star they think is bigger than and which star is smaller than. Use pictures of things that represent big and small (for example: elephant, skyscraper, bird, mouse, hippo, baby, button) Write Big and Small on pieces of paper and put them in front of the row of items. Say to the students, as you point to the large item "this is BIG" then, point to the small item and say... "this is small". Have the students repeat the words Bigger and Smaller when you point to the object. Most students enjoy talking about how big they are, and like comparing themselves to other objects or fellows and siblings Focused task: Provide a collection of items like buttons, marbles, or beads, teddy bear, plastic toys, blocks. Provide them two baskets and ask them sort the objects according to their sizes big and small. Have the students sort the items into two baskets, one for big items and one for small items. Repeat this activity with all students		5 mins	Students will be assessed on Identifying and differentiate between bigger and smaller	Flashcards Baskets, concrete objects book pg. no 4-8
			5 mins		
			25 mins		
			5 mins		

Mathematical Development		week: 9	Topic: Measurements (smaller than)	Day: 5	Class: Nursery	
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 bigger and smaller	Recap: Students will be shown different things and asked is it long or short? We Are Learning to: Identify and differentiate between bigger and smaller. What I am looking for: How well you identify and differentiate between bigger and smaller. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: All students love playing with balls and blocks. A fun activity to teach students the concept of bigger and smaller is to mix different sized balls or blocks, and ask them to sort the bigger from the smaller. Music is a wonderful way of introducing new concepts to preschoolers. Play some fun nursery rhymes about bigger and smaller. Make a box of assorted items containing things in 2 sizes. For example, a bigger rock and a smaller rock, and a bigger jar and a smaller jar. Get 2 empty cartons, one big and one small, and ask your students to help you sort the bigger and the smaller items into them. Try and use the terms 'bigger' and 'smaller' in daily life as much as you can, even in normal conversations with students. Show them examples of bigger and smaller as you go about your routine. Stacking and sorting toys are a great way to teach students the difference between bigger and smaller Focused task: Put all the objects in mystery bag. Ask students to sit in circle. Ask student one by one take out one small object and one big object and tell their names. Note: students will identify size with sense of touch. They will not look inside the mystery bag.			5 mins	Students will be assessed on Identifying and differentiate between bigger and smaller	Flashcards Mystery bag, concrete objects Book pg. no 49 Book pg. no 50
				5 mins		
				25 mins		
	Help the students to open book pg. no 49. Talk about the pictures. Ask students to tell the names of these pictures. Ask them tick the smaller ones. Help students to tick the smaller objects in given activity. Tell students that smaller means something is less in size compared with other. Roam around in the class and help students to complete the task. Wrap up: Ask them to move around in class and tell about smaller objects. Reflection : Homework: Do the book pg. no. 50			5 mins		