

Mathematical Development		Week: 2	Topic: Comparing Lengths (long, longer, longest)	Day: 1	Class: Kindergarten	
Learning Outcomes		Activity Plan/Methodology			Assessment of Learning	
Upon the completion of this lesson, Students will be able to: Identify length of different objects (long, longer, longest)	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Identify length of different objects (long, longer, longest) What I am looking for: How well you identify length of different objects (long, longer, longest) Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students our lesson for today is all about comparing objects using the expression long, longer and longest. Tell students that you like to eat carrots at lunch. Hold two carrots side by side, or show students the equal length carrots from the Carrot Examples, checking that they are the same length. Have students turn and talk to a partner about what will happen after you take a bite of one of the carrots. Show students the shorter Carrot Example, or take a bite of one of the actual carrots. Show the students the carrots side by side a second time, and prompt students to compare the carrots now with the words shorter and longer. Write each student's name on grid paper. Hand them out to the students and tell them that we will be finding out who has the longest name. Who has the longer name and who has the long name? They are usually really good at quickly figuring this out but we arrange the names on the carpet for all to see. https://youtu.be/lkyKqgiCw8 Focused task: Ask students we are going to play treasure hunting. Ask them there are different pictures in different sizes hidden under your chairs and tables. I want you to find all the treasures and paste it on the board. When they have found all treasures hidden. Ask them tell about their lengths! Long, Longer, Longest. Ask about all pictures one by one. Ask students to open book pg. no 9. Look at the picture, there are three snakes. One is saying I am long, other is saying I am longer, and the third one is 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? Roam around in the class and help students to complete the task. Wrap up: Write numbers on board and ask them which number come before, which number after? Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying length of different objects (long, longer, longest)	
				25 mins		Ob jects flashcards
				5 mins		Book pgs. no 9

Mathematical Development		Week: 2	Topic: Comparing Lengths (short, shorter, shortest)	Day: 2	Class: Kindergarten	
Learning Outcomes		Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning
Upon the completion of this lesson, Students will be able to: Identify length of different objects (short, shorter, shortest)	Recap: Students will be shown different things and asked about sizes shortest to longest? We Are Learning to: Identify length of different objects (short, shorter, shortest). What I am looking for: How well you identify length of different objects (short, shorter, shortest). Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: 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. Most important is that students use language to compare. For example, "My shoe is shorter than yours. It is longer than my little sister's". Ask them today, we would like you to explore the length of shoes. Give your student a shoe and ask them to go and find which one is shortest. Then, ask them to go and find which one is shorter. Find three or four different shoes and put them in order of length. Talk about which is the shortest, shorter and short. You could set up a Shoe Shop with your student and they could use the number line in the pack to measure your feet. You could choose different shoes and your students can tell you if you need a longer or shorter shoe. Give them in groups, some sticks, rulers, pencils, ropes, chains, chalks etc. Ask them to arrange these objects according to their lengths. (Short, shorter, shortest). https://youtu.be/c8mAUxHU3os Focused task: Get a selection of toys, sticks, rulers, pencils, ropes, chains, chalks and talk about whether they are short, shorter and shortest. Choose three toys and order them by height. Use language short, shorter, shortest etc. Model the language to your student. The car is shorter than the dinosaur and the giraffe. The dinosaur is taller than the car and shorter than the giraffe. The giraffe is the tallest. Ask students open book pg. no 10. Ask them tell the names of all objects. Talk about mushrooms and their sizes. Ask students which one is shortest, shorter and short mushroom? Roam around in the class and help them to point out according to sizes. Wrap up: Show erasers of different length and ask about which is shortest, shorter and short. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying length of different objects (short, shorter, shortest)	
				25 mins		concrete objects
				5 mins		Book pg. no 10
						Worksheet



Student Name: _____ Date: _____

Order the objects from shortest to longest.

A



B



C



A



B



C



A



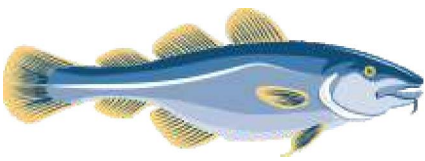
B



C



A



B



C



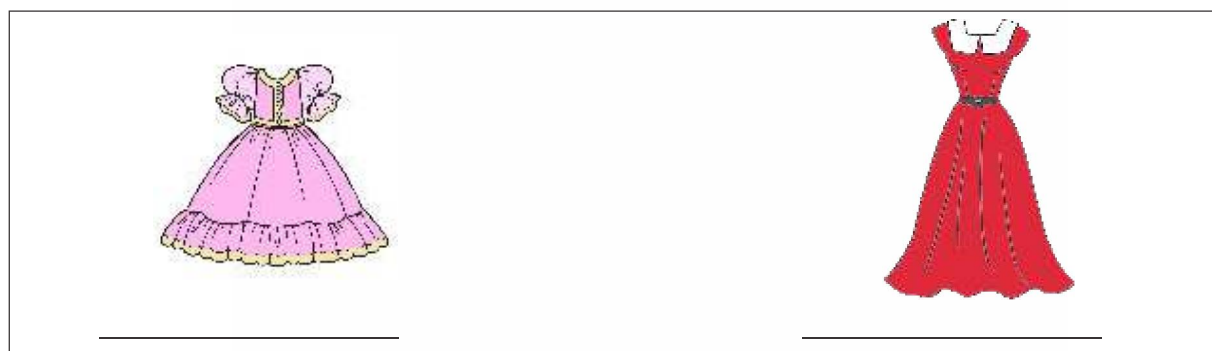
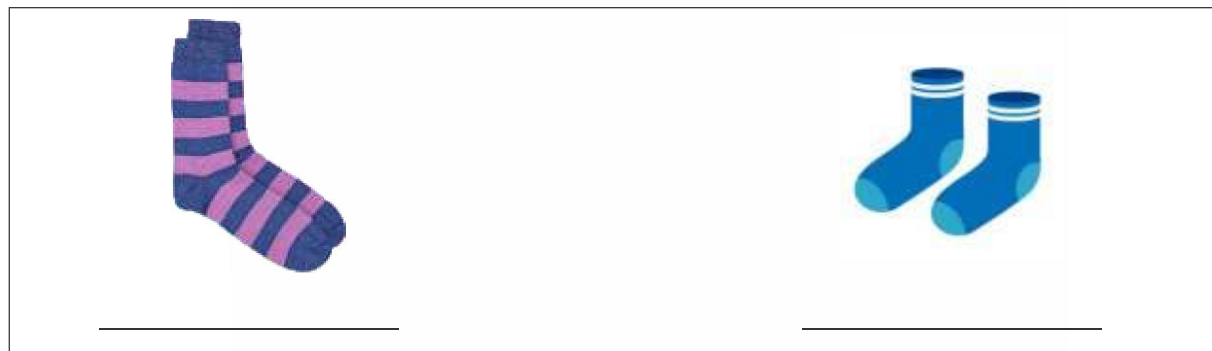
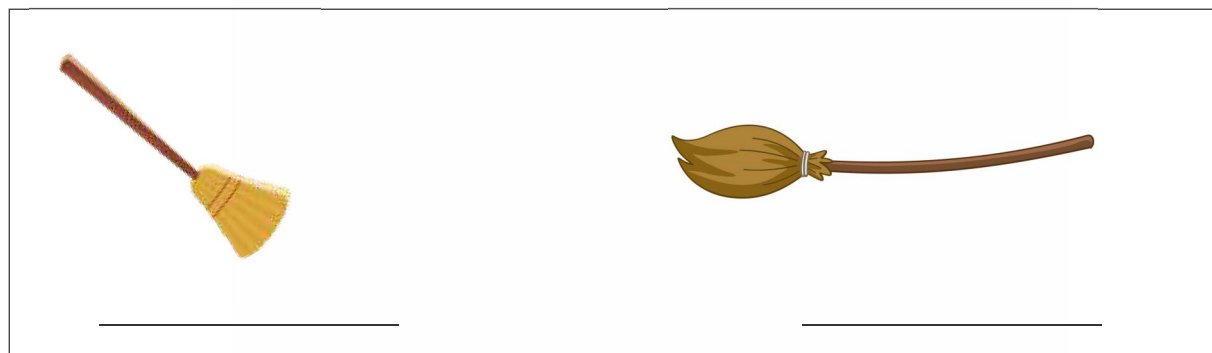
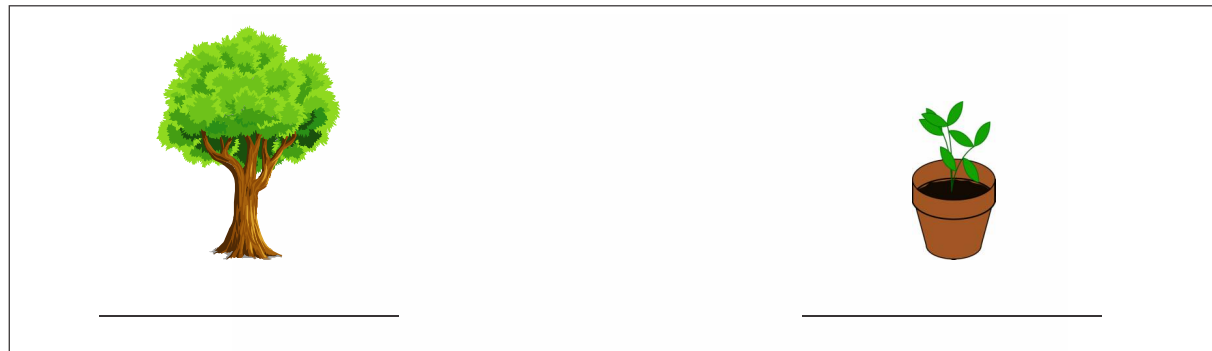
Mathematical Development		Week: 2	Topic: Comparing lengths	Day: 3	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources		
Upon the completion of this lesson, Students will be able to:	Recap: Students will be shown different things and asked about sizes shortest to longest? We Are Learning to: Identify length of different objects shortest to longest. What I am looking for: How well you identify length of different objects shortest to longest. 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. Show two candles of different sizes to students and ask them which candle is the longer? And Which one is shorter? When we compare three objects then the object which is too long than others is called 'longest' object. · Call ask students and ask them arrange yourself according to your heights, and tell which students is longest? Students repeat these words again and again. · Show flash cards of objects in form, having different lengths and ask about shorter, longer and longest objects vertical. 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. https://youtu.be/rykBrOl6JY Focused task: Give your students 3 crayons of different lengths and have them order the crayons from shortest to longest. Remind your students to line up the crayons at one end to compare their lengths. Ask your students which crayon is the shortest and which crayon is the longest. Help your students find one more set of objects that can be ordered by length or height. For example, your student might suggest hair clips, ribbons, trophies, or books. Have your students order the objects by length or height. Practice ordering different sets of objects by reversing the order to be shortest to longest. Ask students to open book pg. no 11. Ask them tell the names of pictures in that page. Wait for their replies. Ask them Write 1 to 3 to show the order from shortest to longest objects. Repeat the words long and short again and again with them. Wrap up: Ask them to move around in class and tell about lengths of different objects. Reflection :		5 mins	Students will be assessed on	Flashcards		
Identify length of different objects shortest to longest			25 mins	Identifying length of different objects shortest to longest	Concrete objects of different lengths		
			5 mins		Book pg. no 11		

Mathematical Development		Week: 2	Topic: Comparing lengths	Day: 4	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:	Recap: Students will be shown different things and asked about sizes shortest to longest? We Are Learning to: Identify length of different objects longest to shortest. What I am looking for: How well you identify length of different objects longest to shortest. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students you will line up three objects at one end to compare the lengths and then order the objects by length. For example, give them three pencils of different colours brown, yellow and red. Ask them ordered from longest to shortest. The brown pencil is shorter than the yellow pencil but longer than the red pencil. Your students will also compare the heights of three objects and order them by height. The green book is taller than the red book but shorter than the blue book. Learning to compare and order objects by length and height will help your students develop measurement concepts and connect these concepts to real-world situations. Invite your students to share what he or she knows about ordering objects by length by doing the following activity together. Encourage students and their family members to order objects in the home, such as toys, books, or crayons, by height and length. Focused task: Put students in pairs. Challenge students to see which pair will be the first to order groups of objects correctly. Place sets of three mystery objects of varying heights and lengths in large paper bags. Items may include pencils, books, and spoons. Give a bag to each pair. Say: Order the objects from longest to shortest. Go! Have pairs open their bags to reveal their objects and race to order them correctly. Ask students to open book pg. no 12. Ask them tell the names of pictures in that page. Wait for their replies. Ask them Write 1 to 3 to show the order from longest to shortest objects. Choose 3 crayons that are different in lengths. Put them in order from longest to shortest. Ask students to tell that which crayon is longest which is longer and which is long? Repeat the words long and short again and again with them. Wrap up: Ask them to move around in class and tell about lengths of different objects. Reflection : Homework: Do the worksheet.		5 mins	Students will be assessed on	Flashcards		
Identify length of different objects longest to shortest.			25 mins	Identifying length of different objects longest to shortest.	Concrete objects of different lengths		
			5 mins		Book pg. no 12		
			5 mins		Worksheet		



Student Name: _____ Date: _____

Look at the picture and fill in the blanks by writing longest and shortest.





Student Name: _____ Date: _____

Complete the sentence by writing the 'longer than' or 'shorter than'.

1. The Giraffe is _____ the tree.



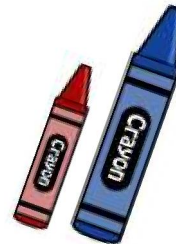
2. The turtle is _____ the dog.



3. Hina's pencil is _____ Saba's pencil.



4. Blue crayon is _____ than red crayon.



5. Green truck is _____ than
Yellow truck.



Mathematical Development		week: 2	Topic: Comparing lengths	Day: 5	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 and differentiate between longest and shortest	Recap: Students will be shown different things and asked is it longest or shortest? We Are Learning to: Identify and differentiate between longest and shortest. What I am looking for: How well you identify and differentiate between longest and shortest. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Have students connect cubes of the same colour to make three trains: one red, one green, and one yellow. Ask how can we compare the lengths of the cube trains to find out which one is the shortest? Listen for we can lay the cube trains next to each other. We can count how many cubes in each train. Have students work in pairs to lay their cube trains on the table. Ask Which cube train is the shortest? How do you know? Listen for The red cube train is the shortest. When we line up the cube trains the student will tell that yellow is longest, green is short and red is shortest. Call some students to the front of the classroom and ask who is "longest". The teacher is longest than all class. Sarah, is shorter than Ali. It means Ali is longer. Write "longer" and "shorter" on the board. Ask students to show short and long by making the motion with their hands. Ask students draw two lines – one longer, and one shorter. Focused task: Provide the construction, e.g. bricks, boxes, Lego or whatever you have in class on each table, ask your students to build a tall/short tower (or your students can choose their own item to build). Ask students work in groups. Then to build 5 towers of different lengths and order from the longest to the shortest or the shortest to the longest. Ask students open their copies. Provide them different sizes of three leaves. Cut the leaves with green paper. Ask students paste the leaves on copy from shortest to longest. Roam around in the class and help students to complete the task.		5 mins	Students will be assessed on	Flashcards	
			5 mins	Identifying and differentiate between longest and shortest	Blocks, boxes, Lego	
			25 mins			Copy work
			5 mins			
						Copy work