

Mathematical Development	Week: 3	Topic: Comparing weights (light, lighter, lightest)	Day: 1	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 weight of different objects (light, lighter and lightest). What I am looking for: How well you identify weight of different objects (light, lighter and lightest). Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students If we compare two objects according to their weight/mass then the object which is less in weight/mass than the previous/other is called 'lighter' and other object is called 'light'. When we compare three or more than three objects according to their weight/mass then the object which is too light than, others is called 'lightest' object. Ask students can you lift the teacher table, bus or motorcycle? Why? (No, because it is difficult to lift them). Ask students can you lift your chair, bag or book? Why? (Yes, because it is easy to lift them). Tell students: These objects which can be lifted easily are called "light objects". Show a tennis ball and a cricket ball to the class. Now ask the student to hold them up one by one and tell which one is lighter (Tennis ball). Give different students chance to try it out. Conclude that, if we compare two objects according to their weight/mass then the object which is less in weight/mass than the other is called 'lighter' and other object is called 'light'. Therefore in above example the tennis ball is lighter and cricket ball is light. Now show the balloon to students and ask which one is lightest among these three objects? Tell students that when we compare three objects according to their weight/mass then the object which is too light than others is called 'lightest' object. Students repeat these words again and again. light, lighter, lightest Focused task: https://youtu.be/BZJlu2Xv-9Y Paste flashcard of light, lighter and lightest on the wall. Place 3 different weight bags, water bottles, lunch boxes and balls. Invite students to pick one object and sort it as light, lighter, lightest. Place it under the correct flashcard. Repeat this activity one by one with all students. Ask students to open book pg. no 13. Look at the pictures. Tell their names. Ask them there are three cushions. They are showing different weight of an object as in light cushion, lighter cushion and the lightest. Ask them. To measure and order objects according to their mass/weight is called comparing masses. Roam around in the class and help students to complete the task. Wrap up: Make 3 bundle of pencils and ask students to hold and feel the weight of pencils. Reflection :	5 mins	Students will be assessed on	Flashcards
Identify weight of different objects (light, lighter and lightest)		5 mins	Identifying weight of different objects (light, lighter and lightest)	
		25 mins		Objects flashcards
		5 mins		Book pgs. no 13

Mathematical Development		Week: 2	Topic: Comparing weights (heavy, heavier, heaviest)	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:		Recap: Show pictures through flashcards to practice light, lighter and lightest. We Are Learning to: Identify weight of different objects (heavy, heavier, heaviest). What I am looking for: How well you identify weight of different objects (heavy, heavier, heaviest). Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: Ask the students to pick up their school bags. Ask them are the bags heavy? Students may say yes or no. Now ask them to take all the books out of the bag and lift it again. And ask is it heavy now? Which one is heavier? An empty school bag or a school bag with books and copies. Which one is heavy? Bus or train? Conclude that; if we compare two objects according to their weight/mass then the object which has more weight/mass than the other is called 'heavier' and other object is called 'heavy'. Like for example bus and empty bag are heavy while train and bag with books and copies are heavier. Follow the steps of above activity (light, lighter, and lightest) to give the concept heavy, heavier and heaviest objects. Conclude that; when we compare three objects according to their weight/mass then the object which is too heavy than others is called 'heaviest' object. Show them the picture flashcard of different weight objects and ask them to compare their weight/mass and you write order on board as heavy, heavier, and heaviest. https://youtu.be/JE30EdP8FI Focused task: Divide students in groups. Provide each group with at least 3 objects of varying weights. Ask each group to arrange the objects in an order of increasing weight (Place heavy weight object first, then heavier and at the end place heaviest object). Repeat the activity with different objects, (leaf, stone, chalk). Practice the terms heavy, heavier, heaviest. Ask students open book pg. no 14. Ask them tell the names of all objects. Talk about and their sizes. Tell students that a chair is heavy, a table is heavier than chair and a bed is heaviest? For example: take one pencil, book and stapler and ask students to carry the object and tell which is heavy, heavier or heaviest. Roam around in the class and help them to point out according to sizes. Wrap up: Ask students to look around the class and pick up three objects and compare their weights Reflection :			5 mins	Students will be assessed on	Flashcards
Identify weight of different objects (heavy, heavier, heaviest)					25 mins	Identifying weight of different objects (heavy, heavier, heaviest)	
						concrete objects	
					5 mins	Book pg. no 14	
						Worksheet	



Student Name: _____ Date: _____

Complete the sentence by writing 'heavier than' or 'lighter than'.

1. The leaf is _____ the tree.



2. Pumpkin is _____ the apple.



3. The air plane is _____ than the bus.



4. The cycle is _____ the car.



5. The cat is _____ the lion.



Mathematical Development		Week: 3	Topic: Comparing weights	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: Identify weights of different objects lightest to heaviest.	Recap: Students will be shown different things and asked about weight lighter and heavier? We Are Learning to: Identify weights of different objects lightest to heaviest. What I am looking for: How well you identify length of different objects lightest to heaviest. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask the students: Which one is the lightest thing in your bag? Which one is the heaviest thing in your bag? Tell students that weight means that how heavy or light an object is? Ask them to hold and feel the weight of the objects. Which one is heavier between a hen's egg and a hen? Which one is lighter between a stone and a sand grain? Ask your students to take two objects e.g. an apple and a grape. Which one is heavier? Which one is lighter? Give your students between three to five objects and encourage them to place them in order, heaviest first. Then change and put the lightest one first. Your students can practice predicting whether an object is going to be heavy or light at home. You could use a bag of blocks, a chair, a teaspoon, a plastic cup – there are lots of possibilities! Go out with your students, you can ask them about the heaviest and the lightest object they see near them. It will increase their visual tendency. https://youtu.be/Y-qKr2jcllg Focused task: Draw 3 columns on the board and write heavy heavier and heaviest. Invite 3 students and give each student a flashcard (e.g. an elephant, cat and duck). Ask student to show flashcard to the rest of class. Rest of the class will help them to paste flashcard under correct heading. Practice with different objects e.g. a bed, table and chair flashcard, an orange, papaya and watermelon flashcard, glass, jug and water cooler flashcard. Repeat this activity with all students one by one. Ask students to open book pg. no 15. Ask them tell the names of pictures in that page. Wait for their replies. Ask them at first colour the lightest object. Then ask them colour the lighter object. Then colour the light object. Roam around in the class and help them to complete the task. Wrap up: Ask students to look around the class and pick up objects and compare their weights Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying weights of different objects lightest to heaviest.	objects flashcards
				25 mins		
				5 mins		

Mathematical Development		Week: 3	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: Identify weights of different objects lightest to heaviest.	Recap: Students will be shown different things and asked about weight lighter and heavier? We Are Learning to: Identify weights of different objects lightest to heaviest. What I am looking for: How well you identify length of different objects lightest to heaviest. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Teach with the everyday objects that your students are familiar with. For example, ask your students to lift the basket full of toys in one hand and just one toy in another hand. They will feel the difference in the weight of the two objects. The basket full of toys will be heavier than the single toy. Ask students to take two objects e.g. an apple and a grape. Which one is heavier? Which one is lighter? Give students three to five objects and encourage them to place them in order, heaviest first. Then change and put the lightest one first. Students can practice predicting whether an object is going to be heavier or lighter. You could use a pencil, table, a chair, a teaspoon, a plastic cup – there are lots of possibilities! Ask them to call out the heaviest things they know and write their ideas on the board. Then ask them to name the lightest things they know and write that list on the board. Write "I am lighter than a __. A __ is heavier than I am." Focused task: You can also collect 4–5 different items in different weights. You can simply use the objects around your surroundings like toys, fruits, or anything else. Ask students which is heavier and which is lighter out of two things of different weight by holding them in the hand. Ask students to place things in the heaviest to lightest order in weight. Help them to judge the items which is heavier and which is lighter. Ask students to open book pg. no 16. Ask them tell the names of pictures in that page. Wait for their replies. Ask them tick the heavier object. Ask them next is tick the heavy object. Then ask them tick the heaviest object. Ask them use different objects to compare and ask students to measure and tell the difference Roam around in the class and help students complete the task. Wrap up: Ask them to move around in class and tell about heavier and lighter objects. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying weights of different objects lightest to heaviest.	Concrete objects of different lengths
				25 mins		Book pg. no 16
				5 mins		Worksheet



Student Name: _____ Date: _____

Look at the pictures and write heavy and light.

















Mathematical Development		week: 3	Topic: Comparing weights	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 weights of different objects lightest to heaviest.	Recap: Students will be shown different things and asked about weight lighter and heavier? We Are Learning to: Identify weights of different objects lightest to heaviest. What I am looking for: How well you identify length of different objects lightest to heaviest. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Invite students to look at the soft board having pictures and identify the light bubble and the heavy boulder. Ask: How can we tell if something is light or heavy? (Lift to test the weight.) Use different objects to teach students the meaning of lighter and heavier. When students are comfortable identifying lighter and heavier objects, teach them to use the terms lighter than and heavier than. Here are two bags of groceries. One is lighter and one is heavier. How can we tell which is lighter and which is heavier? (Lift each) Here are two boxes of blocks. One is lighter and one is heavier. How can we tell which one is lighter and which one is heavier? (Lift each). Collect several different types of balls, some that are very light and others that are heavier: beach balls, balloons, soccer balls, etc. As you play with the students in your group, help them notice how some balls are heavier than others. Focused task: Bring the weighing scale in class if possible otherwise students can hold the things in hands. Ask your students to put a stone on one side of the weighing scale and a leaf on the other side. They will see that the side with the stone goes down, as it is heavy, and the side with the leaf goes up, as it is light in weight. Ask your students to experiment with other things also and see what other things are lighter and heavier.		5 mins	Students will be assessed on	Flashcards	
	Ask students open their copies. Ask the draw a heavy fruit on one side and light fruit on other side. Ask students colour the fruit and write heavy and light. Roam around in the class and help students to complete the task. Wrap up: Ask them to move around in class and tell about heavier and lighter objects. Reflection :		25 mins	Identifying weights of different objects lightest to heaviest.	Concrete objects	
	Homework: Do the copy work. Paste the pictures of two objects one is heavy and one is light.				5 mins	