

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 1

Unit 1: Measurement

Topic: Length

Student Learning Outcomes:

- Recall the previous concepts related to measurement.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, worksheet, candles Paper clips

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: How we can tell which object is long and which one is short? How we can tell which object is heavy and which one is light? Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

20 mins

- Tell the students that today they are going to learn how to measure the length of objects by using non-standard units of length.
- Ask students to show any two fingers as:
- Which finger is longer than the other? Take their response.
- Now show three candles of different sizes to the students and ask them which candle is the longest?
- Ask them to raise their hands, then take response.
- Now place a book on the table. Call a student and ask him/her to arrange paper clips along with book. Ask him how many paperclips are used to measure the book. Probably the answers will be 14 paperclips.
- Tell the whole class, that this is the way to measure the length of objects.
- Repeat this activity by using matchsticks or erasers to measure the length of book and geometry box.

Review:

3mins

Sum up the lesson by explaining how can we measure the length of objects with non-standard units.

Evaluation:

10mins

To evaluate the students ask them to open their textbook page 86 and tell which one is longest bus, car or train. Take their responses and appreciate them for their correct answers.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 2

Unit 3: Measurement: Length

Topic: Long, Longer, Longest

Student Learning Outcomes:

- Compare the lengths of two or more objects using the terms “Long, longer, longest”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, strings of three different lengths

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Point out towards teacher table and the whiteboard and ask students to tell which one is longer? Take their responses that must be whiteboard is longer than teacher table. Appreciate them for their correct response.

Teaching and learning Activities:

20 mins

- Divide the class into groups.
- Give different objects like sticks, pencils, chalks and rulers to each group.
- Ask them to arrange the objects according to length and show which is the longest.
- Write the terms on the board long, longer, longest.
- Tell students we use these terms to measure the length of object.
- Take three strings of different lengths. Hang them through sellotape on board. Now point one of the string and say this is long. Hold and show second string parallel to first one and say this string is longer.
- Similarly point towards third one and tell this string is longest.
- Now tell them in sequence and encourage students to say long, longer and longest.
- Repeat this activity with some other objects.

Review:

3mins

Tell students which object is long, longer and longest by drawing three objects of different lengths.

Evaluation:

10mins

To assess the students, ask them to observe the classroom objects and tell which one is long, longer and longest by comparing their lengths. Ask few students to summarize what they have learnt in this lesson.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 3

Unit 3: Measurement: Length

Topic: Long, Longer, Longest

Student Learning Outcomes:

- Compare the lengths of two or more objects using the terms “Long, longer and longest”.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, ribbons, flash cards of objects of different lengths

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Draw three different objects of different lengths and ask them to observe and tell which one is long, longer and longest. Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

20 mins

- Distribute ribbons of three lengths among each student such that each of them gets three objects in three lengths. Place three baskets on the table with tags of “long”, “longer” and “longest”. Call a student to come and put the three ribbons in the correct baskets. Repeat this until all students have their turns.
- Now ask students to draw objects of varying height and mark them by 1,2 and 3. Give them time for this activity. After it, call random students, to show their work to whole class.
- Ask them to explain their drawing by using terms long, longer and longest.

Review:

3mins

Sum up the lesson by asking students to open their textbook to page 86 and observe the car, bus and train. Ask them to compare their lengths using terms long, longer and longest.

Evaluation:

10mins

To assess the students learning, ask them which thing is longer, door or window?

Homework:

2mins

Solve Q1 of the textbook Exercise 3.1.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 4

Unit 1: Measurement

Topic: Tall, Taller, Tallest

Student Learning Outcomes:

- Compare the heights of two or more objects using the terms “Tall, taller, tallest”.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Worksheet

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Ask students about their homework.

Draw two glass of different length and ask students to tell which one is tall and which one is short? Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

20 mins

- Call three students to different heights to the front of the class and give each student tag of tall, taller and tallest and instruct them to arrange themselves according to the tag given to them and hold the tag. Now ask the rest of the class to observe students and compare their heights using the term tall, taller and tallest. Take their responses and appreciate them for their correct response.

Review:

3mins

Recall the lesson by telling students which object is tall, taller and tallest by drawing three objects of different heights.

Evaluation:

10mins

To assess the students, ask them to observe the classroom objects and tell which one is tall, taller and tallest by comparing their heights.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 5

Unit 3: Measurement

Topic: Short, Shorter, Shortest

Student Learning Outcomes:

- Compare the lengths of two or more objects using the terms “Short, shorter, shortest”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, pencil, crayons and paperclip, eraser, geometry box

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Ask students about previous lesson.

Point out towards the student’s eraser and geometry box and ask students to tell which one is shorter? Take their responses that must be eraser is shorter than the geometry box. Appreciate them for their correct response.

Teaching and Learning Activities:

20 mins

- Play a game with students.
- Take pencil, crayons and paperclip and hide them under their chairs and tables.
- Now ask them to find what is hidden under their chair or table.
- Instruct students who found out, to arrange these in front of them.
- Ask students do you notice these objects are not too long or tall.
- Take their response.
- Tell students these are short, shorter and shortest.
- Now ask them to choose short one. That is pencil.
- Tell them next we have shorter object, which is crayon. Tell them that you can see crayon is shorter than pencil.
- Lastly, we have shortest. Point out paperclip and tell this is the shortest among them.
- Now ask them, lets have practice by observing different objects.

Review:

3mins

Recall which object is short, shorter and shortest by drawing three objects of different lengths.

Evaluation: 10mins

To assess the students, ask them to solve Q2 of Exercise 3.1.

Homework: 2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 6

Day: 6

Unit 3: Measurement:
Length

Topic: Short, Shorter, Shortest

Student Learning Outcomes:

- Compare the lengths of two or more objects using the terms “Short, shorter, shortest”.

Resource Material:

Chalk/Marker, White/Blackboard, Maths textbook, Flash cards of objects of different lengths

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Draw three different objects of different lengths for example ruler and crayon and ask them to observe and tell which one is short. Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

25 mins

- Put flash cards of objects of three different lengths on the table.
- Call a student to the front of the class and ask him/her to find the three same objects of three different lengths and then arrange them according to their length as short, shorter and shortest.
- Take his/her response and instruct the rest of the class to observe and correct if needed. Repeat this activity to all students. Appreciate them for their good work.

Review:

3mins

Sum up the lesson by asking students to open their textbook to page 89 and solve Q3.

Evaluation:

5mins

To assess the students learning, ask them: Which object is shorter, your bag or your geometry box. Take their responses and appreciate them for their correct answer.

Homework:

2mins

Revise the classwork.