

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 1

Unit 3: Measurement: Length

Topic: High, Higher, Highest

Student Learning Outcomes:

- Compare the heights of two or more objects using the terms “High, higher, highest”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, pictures of walls of different lengths

Warm-up Activities:

5mins

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

Paste two pictures of walls of different heights and ask students to observe and tell which picture is higher than the other. Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities:

20 mins

- Place flash cards of buildings of different heights on the table. Call a student to the front of the class and ask him/her to choose three cards of buildings such that three are of different heights. Now show cards to the whole class and then arrange and paste those cards on the board as high, higher and highest buildings. Ask the rest of the class to observe and tell he/she does correct.
- Have them open textbook page 87 and let them observe the building.

Review:

3mins

Revise students which object is high, higher and highest by drawing three objects of different heights.

Evaluation:

10mins

To assess the students, ask them to draw three objects of different heights in their notebook.

Homework:

2mins

Solve the given worksheet.

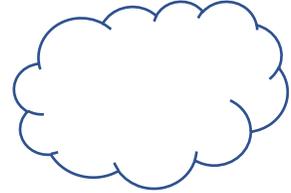
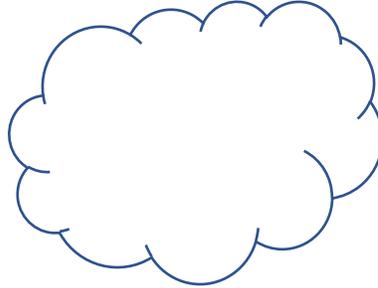
Worksheet

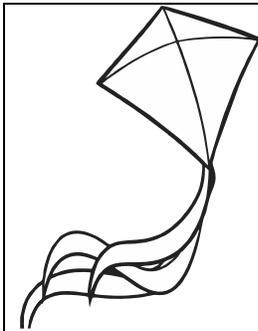
Name: _____

Subject: Maths

Topic Name: High, Higher, Highest

1. Colour and write high, higher, highest.





Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 2

Unit 3: Measurement: Length

Topic: High, Higher, Highest

Student Learning Outcomes:

- Compare the heights of two or more objects using the terms “High, higher, highest”.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Wallchart of objects of different heights, Flash cards of ladders of different heights

Warm-up Activities:

5mins

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

Ask students: Which building is high your school or your home? Take their responses and appreciate them.

Teaching and Learning Activities:

25 mins

- Paste a wallchart of objects of different heights as high, higher and highest in random form. Call a student to the front of the class and ask him/her to point out the objects by using terms, high, higher and highest. Ask the rest of the class to check and tell he/she is correct. Now draw a hut on the board and ask students to draw two huts that is higher and highest than the drawn hut. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Review:

3mins

Recall the lesson by using the terms high, higher and highest.

Evaluation:

5mins

To assess the students learning, ask them to solve the Q4 of their textbook.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 3

Unit 3: Measurement: Mass

Topic: Heavy, Heavier, Heaviest

Student Learning Outcomes:

- Compare the masses of two or more objects using the terms “heavy, heavier, heaviest”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, three wooden boxes of different weights

Warm-up Activities:

5mins

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

Point out towards table and chair. Ask students to observe and tell which one is heavier? Take their responses that must be table is heavier than chair. Appreciate them for their correct response.

Teaching and Learning Activities:

25 mins

- Put three wooden boxes of different weights on the table. Pick and hold one box and show it to students and say “this box is heavy” Hold and show the second wooden box and hold in the other hand and say “this wooden box is heavier”. Lastly hold the third wooden box and say, “this wooden box is heaviest”. Now put them back on the table. Again, hold and show them again in sequence and encourage the students to say “heavy, heavier and heaviest” when you show them. Repeat this activity using various objects like lunch box, water bottle and bag etc.

Review:

3mins

Retell students which object is heavy, heavier and heaviest by showing three objects of different masses.

Evaluation:

5mins

To assess the students, ask them to observe the classroom objects and tell which one is heavy, heavier and heaviest by comparing their masses.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 4

Unit 3: Measurement

Topic: Heavy, Heavier, Heaviest

Student Learning Outcomes:

- Compare the masses of two or more objects using the terms “heavy, heavier, heaviest”.

Resource Material:

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

Warm-up Activities:

5mins

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

Ask students to observe in their surrounding and compare masses of objects which are heavy, heavier and heaviest.

Take their responses and appreciate them for their correct response.

Teaching and Learning Activities:

20 mins

- Put flash cards of objects of three different masses on the table in front of the class. Call a student to the front of the class and ask him/her to find the three objects of three different masses and then arrange them according to their mass as heavy, heavier and heaviest. Take his/her response and instruct the rest of the class to observe the working and correct the student if needed. Repeat this activity to all students. Appreciate them for their good work.

Review:

3mins

Recall the lesson by using words, heavy, heavier and heaviest.

Evaluation:

10mins

To assess students learning, ask them to compare objects given on page 87.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 5

Unit 3: Measurement

Topic: Light, Lighter, Lightest

Student Learning Outcomes:

- Compare the masses of two or more objects using the terms “light, lighter, lightest”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, pencil, cotton ball, feather

Warm-up Activities:

5mins

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

Point out towards book and pencil. Ask students to observe and tell which one is lighter? Take their responses that must be pencil is lighter than book.

Appreciate them for their correct response.

Teaching and Learning Activities:

25 mins

- Put three objects of different masses pencil, cotton ball and feather on the table. Pick and hold pencil and show it to students and say “this pencil is light” Hold and show the cotton ball and hold it in the other hand and say “this cotton ball is lighter”. Lastly hold the feather and say, “this feather is lightest”. Now put them back on the table. Again, hold all objects in sequence and show them again in sequence as light, lighter, lightest and encourage students to say “light, lighter and lightest” when you show them. Repeat this activity using various objects.

Review:

3mins

Recall the lesson by telling students which object is light, lighter and lightest by drawing three objects of different masses.

Evaluation:

5mins

To assess the students, ask them to observe the classroom objects and tell which one is light, lighter and lightest by comparing their masses.

Homework:

2mins

Revise the classwork, and solve the given worksheet.

Lesson Plan

Grade: One

Subject: Maths

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 7

Day: 6

Unit 3: Measurement:
Length and Mass

Topic: Light, Lighter, Lightest

Student Learning Outcomes:

- Compare the masses of two or more objects using the terms “light, lighter, lightest”.

Resource Material:

Chalk/Marker, White/Blackboard, Maths textbook, marbles of different masses, flash cards of objects of different masses, pencil, geometry box, lunch box

Warm-up Activities:

5mins

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

Ask students about their homework.

Show pencil, geometry box and lunch box and call a student to the front of the class and instruct him/her to lift each and tell which of them is light, lighter and lightest. Take his/her responses and appreciate them for their correct response.

Teaching and Learning Activities:

25 mins

- Put flash cards of objects of three with different masses on the table in front of the class. Call a student to the front of the class and ask him/her to find the three objects of three different masses and then arrange them according to their mass as light, lighter and lightest. Take his/her response and instruct the rest of the class to observe the working 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 88 and observe the objects and compare their masses using terms light, lighter and lightest.

Evaluation:

5mins

To assess students learning, ask them to solve Q5 at page 89. Roam around the class, check their work and guide if required.

Homework:

2mins

Revise the classwork.