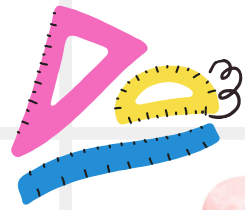




LESSON PLAN



Subject :Maths Pre-Primary

Grade :KG (Step C)

Duration :60 Mintues

Name of the Teacher: _____

Date: _____

Week: 2 (1st Term)

Day: 3



Topic:Comparisons of Heights worksheets

Learning Outcomes:

- Students will be able to identify and compare heights using the terms "tall," "taller," "tallest," "short," "shorter," and "shortest."
- Students will complete worksheets that reinforce height comparisons.

Learning Materials:

- Objects or pictures for comparison (toy blocks, pencils, etc.)
- Worksheet with images of objects for comparison
- Crayons, pencils, or markers for labeling

WALT(We Are Learning To) :

- Use terms like "tall," "short," "taller," "shorter," "tallest," and "shortest" to compare objects by height.

WILF(What I,am Looking For) :

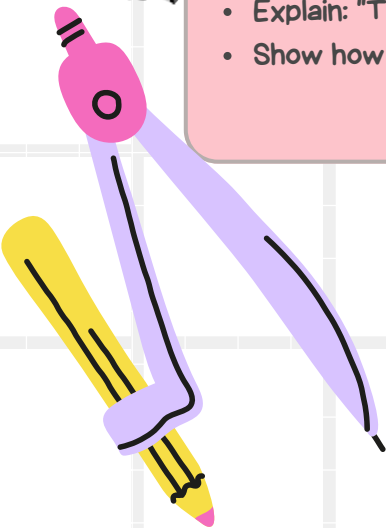
- Students can accurately compare the heights of objects using the appropriate terms.

Brainstroming (5 Mintues):

- Ask students to think about objects they know that are tall and short (e.g., a tree vs. a chair).
- Discuss the meanings of "tall" and "short."
- Introduce comparative terms: "taller," "shorter," and "tallest."

Introduction (10 Mintues):

- Display two objects (one tall, one short) and ask the class which is taller and which is shorter.
- Explain: "Tall means big in height, and short means little in height."
- Show how to use terms like "taller" and "shorter" when comparing two objects.





Main Activities(15 Mintues):
Height Comparison Exercise

- Show three objects of different heights.
- Discuss and ask students to order them from shortest to tallest.
- Label the tallest object as "tallest," the second as "taller," and the shortest as "shortest."

Height Sorting Game:

- Give each student a set of images of objects (or toys) with varying heights.
- Ask them to sort the objects into "tall," "short," "taller," "shorter," "tallest," and "shortest."
- Students can work in pairs to compare their findings and share answers.



Group Activities(20 Mintues):

Worksheet Activity:

- Hand out a worksheet with pictures of objects.
- Students are to circle the tallest and shortest objects and label them accordingly.
- Worksheet can also have lines where students write about objects being taller or shorter than others.



Formative Assessment(5 Mintues):

- Walk around while students work on their worksheets.
- Ensure they understand the difference between the comparative terms.
- Ask individual students to explain their choices on the worksheet.

Wrap Up(5 Mintues):

- Review the terms: "tall," "short," "taller," "shorter," "tallest," "shortest."
- Ask students to give examples of objects they see around them that match these terms.



Home Work:

- Ask students to find three objects at home or school that are "tall," "short," and "tallest." They can draw pictures and label them.

Lesson Evaluation:

Strengths: _____

Areas for improvement: _____

