

**LESSON PLAN**  
**MATHS**



## A – Curriculum to Learning Objectives: Comparing Qualities

Prior Knowledge		<ul style="list-style-type: none"> <li>Know the concepts of same, different, big, small, thick, thin, tall and short</li> </ul>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
Nursery	1	Comparing Qualities	1.a	<ul style="list-style-type: none"> <li>Distinguish between groups of same and different objects</li> </ul>
			1.b	<ul style="list-style-type: none"> <li>Distinguish between big and small objects</li> </ul>
			1.c	<ul style="list-style-type: none"> <li>Distinguish between thick and thin objects</li> </ul>
			1.d	<ul style="list-style-type: none"> <li>Distinguish between tall and short objects</li> </ul>
LKG	1	Comparing Qualities	1.a	<ul style="list-style-type: none"> <li>Distinguish between groups of big and small objects</li> </ul>
			1.b	<ul style="list-style-type: none"> <li>Distinguish between full and empty objects</li> </ul>
			1.c	<ul style="list-style-type: none"> <li>Distinguish between thick and thin objects</li> </ul>
			1.d	<ul style="list-style-type: none"> <li>Distinguish between tall and short objects</li> </ul>
			1.e	<ul style="list-style-type: none"> <li>Distinguish between long and short objects</li> </ul>
			1.f	<ul style="list-style-type: none"> <li>Distinguish between heavy and light objects</li> </ul>
UKG	1	Comparing Qualities	1.a	<ul style="list-style-type: none"> <li>Distinguish between big and small objects</li> </ul>
			1.b	<ul style="list-style-type: none"> <li>Distinguish between tall and short objects</li> </ul>
			1.c	<ul style="list-style-type: none"> <li>Distinguish between heavy and light objects</li> </ul>
			1.d	<ul style="list-style-type: none"> <li>Distinguish between thick and thin objects</li> </ul>
			1.e	<ul style="list-style-type: none"> <li>Distinguish between long and short objects</li> </ul>

## B – Vision-to-Action Plan: 1 Comparing Qualities

Period and Planned Date	Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	3	1.a	<ul style="list-style-type: none"> <li>Know the difference between big and small</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> <li>Two empty boxes</li> <li>Big bucket</li> <li>Big bag</li> <li>Big bottle</li> <li>Small bucket</li> <li>Small bag</li> <li>Small bottle</li> <li>Blue paint</li> <li>Red paint</li> </ul>	AB: Pg. 17	
2 DD/MM/YYYY	4	1.a	<ul style="list-style-type: none"> <li>Distinguish between big and small objects</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 4	
3 DD/MM/YYYY	5	1.a	<ul style="list-style-type: none"> <li>Match small objects with big objects of the same type</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 5	
4 DD/MM/YYYY	6	1.b	<ul style="list-style-type: none"> <li>Know the difference between empty and full</li> </ul>	<ul style="list-style-type: none"> <li>Real-life Connect</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Two buckets</li> </ul>	–	
5 DD/MM/YYYY	6	1.b	<ul style="list-style-type: none"> <li>Distinguish between full and empty objects</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> <li>Full bottle</li> <li>Empty bottle</li> <li>Stories Book</li> </ul>	AB: Pg. 17	
6 DD/MM/YYYY	7	1.b	<ul style="list-style-type: none"> <li>Revise the difference between full and empty objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 7	

Period and Planned Date	Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
7 DD/MM/YYYY	8	1.c	<ul style="list-style-type: none"> <li>Know the difference between thick and thin objects</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Thick book</li> <li>Thin book</li> </ul>	–	
8 DD/MM/YYYY	9	1.c	<ul style="list-style-type: none"> <li>Identify the thin objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Apple</li> <li>Banana</li> </ul>	TB: Pg. 9	
9 DD/MM/YYYY	10	1.c	<ul style="list-style-type: none"> <li>Trace the thick objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 10 AB: Pg. 19	
10 DD/MM/YYYY	11	1.d	<ul style="list-style-type: none"> <li>Know the difference between tall and short objects</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor Learning</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	–	
11 DD/MM/YYYY	12	1.d	<ul style="list-style-type: none"> <li>Identify the tall objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 12	
12 DD/MM/YYYY	13	1.d	<ul style="list-style-type: none"> <li>Distinguish between tall and short objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 13 AB: Pg. 21	
13 DD/MM/YYYY	14	1.e	<ul style="list-style-type: none"> <li>Know the difference between long and short objects</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> <li>Long scale</li> <li>Short scale</li> <li>Stories Book</li> </ul>	AB: Pg. 23	
14 DD/MM/YYYY	15	1.e	<ul style="list-style-type: none"> <li>Identify the short objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 15	
15 DD/MM/YYYY	16	1.e	<ul style="list-style-type: none"> <li>Distinguish between long and short objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 16	

Period and Planned Date	Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
16 DD/MM/YYYY	17	1.f	<ul style="list-style-type: none"> <li>Know the difference between heavy and light objects</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor Learning</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	–	
17 DD/MM/YYYY	18	1.f	<ul style="list-style-type: none"> <li>Identify the heavy objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 18 AB: Pg. 25	
18 DD/MM/YYYY	19	1.f	<ul style="list-style-type: none"> <li>Compare the pictures and tick the correct objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 19	

Annual Day:  
1/50

Day:  
1/18

Actual Date:

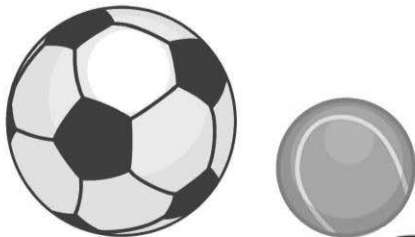
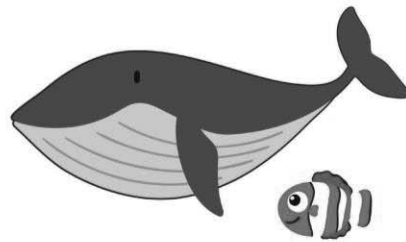
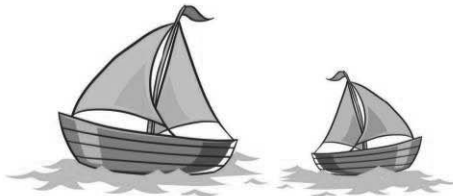
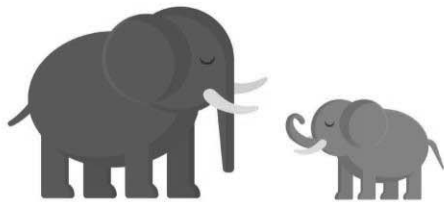
Page(s):  
3

## 1) Comparing Qualities



### Big and Small

Point to the objects in each set. Say which object is BIG and which object is SMALL.



### Important Words

- Today's class: big, small

### Transactional Tip(s)



#### Demonstration:

- Draw a big ball and a small ball on the board.
- Explain the terms 'big' and 'small' to the learners.

#### Activity:

- Ask learners to form two groups.
- Keep two empty boxes in two corners of the room, one with 'big' written on it and the other with 'small' written on it.
- Keep some big and small objects on the table such as a big bag, a small bag, a big bottle, a small bottle, a big bucket and a small bucket.
- Ask learners to come and pick any one object from the table and put it in the appropriate box.
- Ask learners to open TB: Pg. 3 and point to the pictures and say 'Big' or 'Small'.
- Ask learners to open AB: Pg. 17 and look at the activity sheet 'Big and Small'.
- Give blue and red paints to the learners.
- Ask learners to use the paints to make blue thumbprints on the big balloons and red thumbprints on the small balloons.

### Class Pulse Check



- 1) Identify the big pencil and the small pencil.  
(Show learners two pencils of different sizes.)

Annual Day:  
2/50

Day:  
2/18

Actual Date:

Page(s):  
4



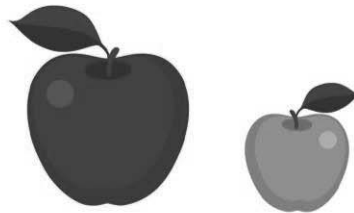
## Spot Big and Small Objects

Look at the pictures and follow the instructions.

Circle (O) the BIG ball.



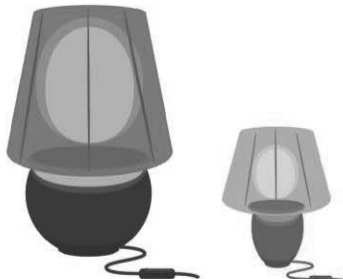
Circle (O) the SMALL apple.



Circle (O) the SMALL jar.



Circle (O) the BIG lamp.



### Important Words

- Last class: big, small
- Today's class: Revise big, small

### Transactional Tip(s)



#### Circle Time:

- Ask learners to form a circle.
- Revise the concept of Big and Small with the learners by showing objects and asking the learners to identify them as Big or Small.

#### Demonstration:

- Ask learners to open TB: Pg. 4 and look at the practice sheet 'Spot Big and Small Objects'.
- Ask learners to spot 'big' and 'small' objects and circle them according to instructions.
- Show one example on the board.
- Ask learners to solve the sheet independently.
- Help the learners if required.

### Class Pulse Check



- 1) Draw a big circle on the board.



Annual Day:  
3/50

Day:  
3/18

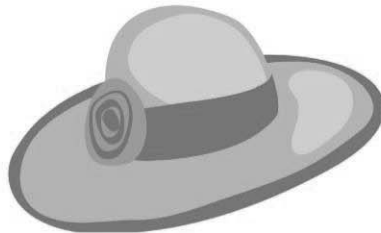
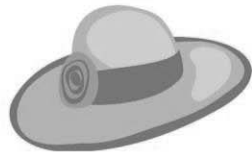
Actual Date:  
\_\_\_\_\_

Page(s):  
5



## Match Big and Small Objects

Match the SMALL objects with the BIG objects by drawing lines.



### Important Words

- Last class: Revise big, small
- Today's class: Revise big, small

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 5 and look at practice sheet 'Match Big and Small Objects'.
- Ask learners to match the small objects with the big objects of the same type by drawing lines.
- Show one example on the board.

### Class Pulse Check



- 1) Draw one big object and one small object on the board.





## Full and Empty

Look at the pictures. Some of these are EMPTY and some are FULL.

**Empty**



Empty Bowl

**Full**



Full Bowl



Empty Nest



Full Nest



Empty Glass



Full Glass



### Important Words

- Last class: Revise big, small
- Today's class: full, empty

### Transactional Tip(s)



#### Real-life Connect:

- Ask learners to sit in a circle.
- Place two buckets at the centre of the circle.
- Pour water in one bucket and keep the other bucket empty.
- Introduce the concept of Full and Empty to the learners.

#### Demonstration:

- Draw an empty bowl and a full bowl as shown in the book, on the board.
- Ask learners to open TB: Pg. 6 and look at the different objects.
- Ask learners to identify which object is empty and which object is full.

### Class Pulse Check



- 1) Point to the empty nest on TB: Pg. 6.

Annual Day:  
5/50

Day:  
5/18

Actual Date:

Page(s):  
6



## Full and Empty

Look at the pictures. Some of these are EMPTY and some are FULL.

**Empty**



Empty Bowl

**Full**



Full Bowl



Empty Nest



Full Nest



Empty Glass



Full Glass

### Important Words

- Last class: full, empty
- Today's class: Revise full, empty

### Transactional Tip(s)



#### Demonstration:

- Ask learners to open TB: Pg. 6 and revise the concept of Empty and Full.

#### Activity:

- Ask learners to open AB: Pg. 17 and look at the activity sheet 'Full and Empty'.
- Ask learners to colour one of the glasses in orange colour to make it 'full' of orange juice.
- Ask them to write 'F' for the glass that is 'full'.
- Ask them to write 'E' for the glass that is empty.

### Class Pulse Check



- 1) Point out the empty bottle. (Show the learners a full bottle and an empty bottle.)

Annual Day:  
6/50

Day:  
6/18

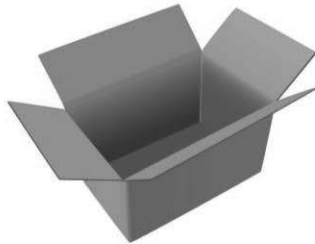
Actual Date:

Page(s):  
7



## Mark Full and Empty Objects

Look at the pictures. Tick (✓) the objects which are FULL and cross (X) the objects which are EMPTY.



### Important Words

- Last class: Revise full, empty
- Today's class: Revise full, empty

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 7 and look at practice sheet 'Mark Full and Empty Objects'.
- Ask learners to tick the pictures of objects that are full and cross the objects that are empty.
- Show one example on the board.
- Encourage the learners to solve the practice sheet independently.

### Class Pulse Check



- 1) Ask learners to check their lunch box and tell if it is full or empty.

Annual Day:  
7/50

Day:  
7/18

Actual Date:  
\_\_\_\_\_

Page(s):  
8



## Thick and Thin

Point to the pictures. Say which object is THICK and which object is THIN.



**Thick** Carrot



**Thin** Carrot



**Thick** Candle



**Thin** Candle



**Thick** Brush



**Thin** Brush



### Important Words

- Last class: Revise full, empty
- Today's class: thick, thin

### Transactional Tip(s)



#### Demonstration:

- Draw a thick candle and a thin candle on the board.
- Explain the terms 'thick' and 'thin' to the learners.

#### Circle Time:

- Ask learners to sit in a circle.
- Bring thick and thin objects such as a thick book and a thin book.
- Show the objects to the learners and ask them to identify them as thick or thin.
- Ask learners to open TB: Pg. 8 and say which objects are thick and which objects are thin.

### Class Pulse Check



- 1) Ask learners to look around and list some thin objects they can see in the classroom.

Annual Day:  
8/50

Day:  
8/18

Actual Date:  
\_\_\_\_\_

Page(s):  
9



## Mark Thin Objects

Tick (✓) the THIN object in each set.



### Important Words

- Last class: thick, thin
- Today's class: Revise thick, thin

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 9 and look at practice sheet 'Mark Thin Objects'.
- Ask learners to tick the pictures of the objects that are thin.
- Show an example on the board.
- Encourage learners to solve the practice sheet independently.

#### Activity:

- Bring some fruits (apple, banana) to the classroom.
- Cut the fruits into thick and thin slices.
- Show one slice of each fruit to the learners.
- Ask learners to say aloud the word 'thick' or 'thin' as and when the slices are shown.

### Class Pulse Check



- 1) Draw a thin and a thick line on the board.

Annual Day:  
9/50

Day:  
9/18

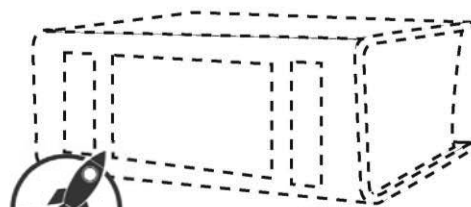
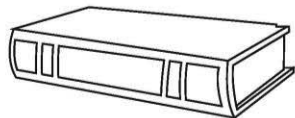
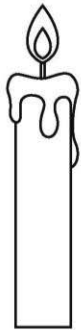
Actual Date:

Page(s):  
10



## Trace and Colour Thick Objects

Look at the objects. Trace the THICK objects and colour them.



### Important Words

- Last class: Revise thick, thin
- Today's class: Revise thick, thin

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 10 and look at the practice sheet 'Trace and Colour Thick Objects'.
- Ask them to trace and colour the thick objects.
- Ask learners to solve the practice sheet independently.
- Help the learners if required.

#### Activity:

- Ask learners to open AB: Pg. 19 and look at the activity sheet 'Colour Thick and Thin Objects'.
- Ask learners to colour the 'thick' objects in yellow and the 'thin' objects in green.

### Class Pulse Check



- 1) Identify the thin line. (Draw a thick line and a thin line on the board.)

Annual Day:  
10/50

Day:  
10/18

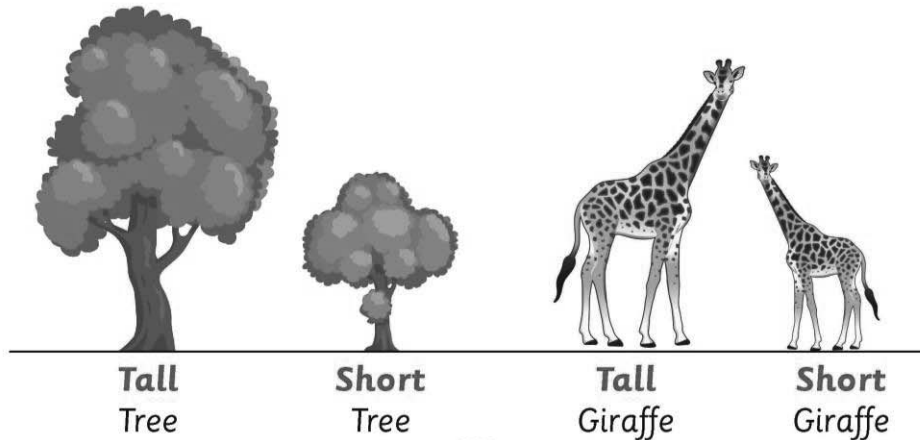
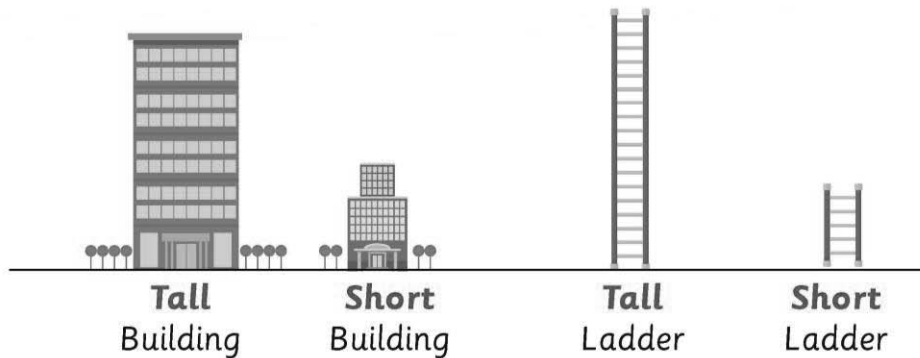
Actual Date:

Page(s):  
11



## Tall and Short

Point to the pictures. Say which object is TALL and which object is SHORT.



### Important Words

- Last class: Revise thick, thin
- Today's class: tall, short

### Transactional Tip(s)



#### Outdoor Learning:

- Take the learners on a walk to an open area inside the school premises.
- Ask learners to look around.
- Ask learners to point at the tall objects.

#### Demonstration:

- Draw a tall building and a short building as shown in the book, on the board.
- Explain the terms 'tall' and 'short' to the learners.
- Ask learners to open TB: Pg. 11 and point out the tall objects and the short objects.

### Class Pulse Check



- 1) Point at the tall tree on TB: Pg. 11

Annual Day:  
11/50

Day:  
11/18

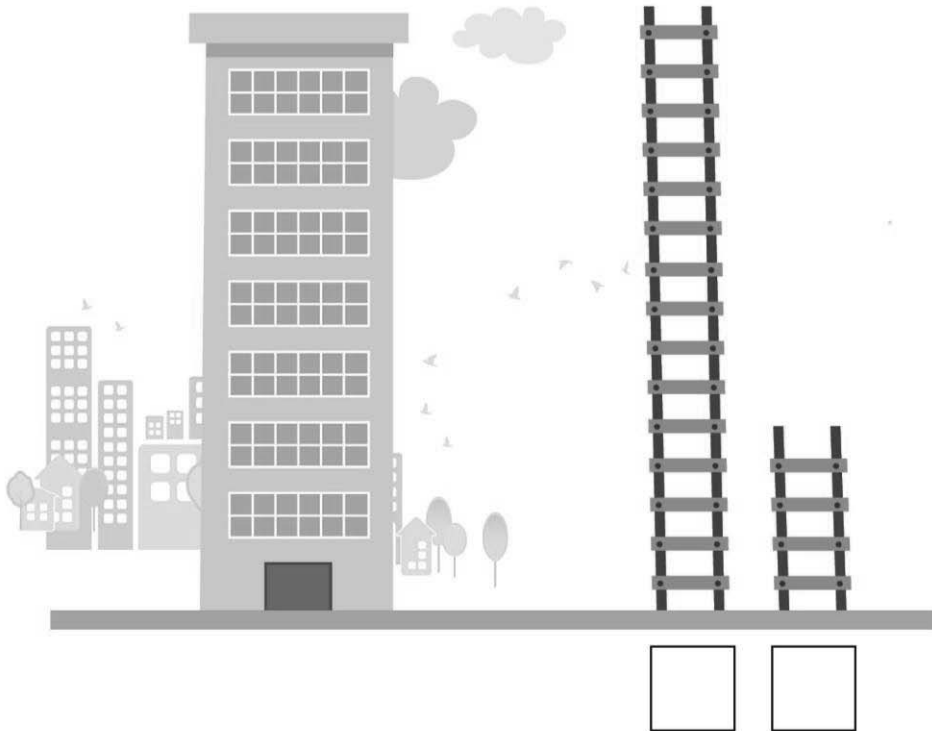
Actual Date:

Page(s):  
12



## Find the Tall Ladder

Tick (✓) the ladder that will help you reach the top of the building.



### Important Words

- Last class: tall, short
- Today's class: Revise tall, short

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 12 and look at the practice sheet 'Find the Tall Ladder'.
- Ask learners to tick the ladder that will help them reach the top of the building.

#### Activity:

- Ask learners to form pairs with their friends.
- Ask them to compare and tell who is tall and who is short.

### Class Pulse Check



- 1) Name a few tall and short things that you see in the classroom.





Annual Day:  
12/50

Day:  
12/18

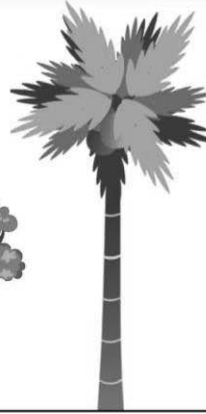
Actual Date:

Page(s):  
13



## Mark Tall and Short Objects

Tick (✓) the objects which are TALL and cross (X) the objects which are SHORT.



### Important Words

- Last class: Revise tall, short
- Today's class: Revise tall, short

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 13 and look at the practice sheet 'Mark Tall and Short Objects'.
- Ask them to tick the pictures of the tall objects and cross the pictures of the short objects.
- Show one example on the board.
- Ask learners to solve the practice sheet independently.
- Help the learners if required.

#### Activity:

- Ask learners to open AB: Pg. 21 and look at the activity sheet 'Trace the Tall Ladder'.
- Ask them to trace the 'tall' ladder.

### Class Pulse Check



- 1) Who has a tall bottle and who has a short bottle? (Ask learners to compare their water bottles to their partners'.)

Annual Day:  
13/50

Day:  
13/18

Actual Date:

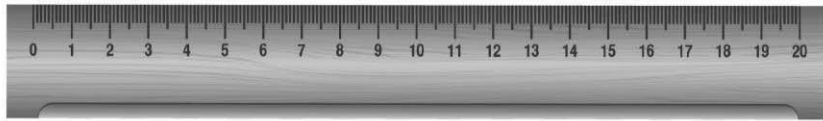
Page(s):  
14



## Long and Short

Point to the pictures. Say which object is LONG and which object is SHORT.

### Long Scale



### Short Scale



### Long Pencil



### Short Pencil



### Important Words

- Last class: Revise tall, short
- Today's class: long, short

### Transactional Tip(s)



#### Circle Time:

- Ask learners to form a circle.
- Put a long scale and a short scale at the centre of the circle.
- Explain the concept of Long and Short by comparing the scales.
- Ask learners to open TB. Pg. 11 and point out the long objects and the short objects.
- Read out the story, 'The Capseller and Monkeys' from Stories Book: Pg. 3.

#### Activity:

- Ask learners to open AB: Pg. 23 and look at the activity sheet 'Colour the Child'.
- Ask them to colour the child holding the short rope.

### Class Pulse Check



- 1) Which one is longer? (Point at the board and the teacher's table.)

Annual Day:  
14/50

Day:  
14/18

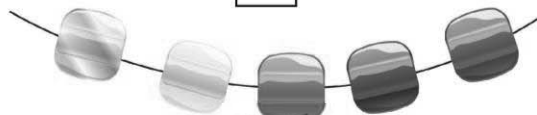
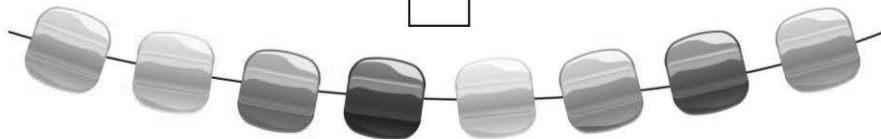
Actual Date:

Page(s):  
15



## Find the Short Objects

Tick (✓) the SHORT objects.



### Important Words

- Last class: long, short
- Today's class: Revise long, short

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 15 and look at the practice sheet 'Find the Short Objects'.
- Ask learners to tick the pictures of the short objects.
- Show one example on the board.
- Ask learners to solve the practice sheet independently.
- Help the learners if required.

### Class Pulse Check



- 1) Which is the long train and which is the short train?  
(Draw two trains on the blackboard, one with more wagons than the other.)



## Sort Long and Short Objects

The LONG and SHORT objects are mixed up. Send them to the right basket by drawing lines.



**LONG**



**SHORT**



### Important Words

- Last class: Revise long, short
- Today's class: Revise long, short

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 16 and look at the practice sheet 'Sort Long and Short Objects'.
- Ask learners to match the long object to the long basket and short object to the short basket.
- Show one example on the board.
- Ask learners to solve the practice sheet independently.

#### Activity:

- Ask learners to form two groups.
- Ask learners to form two different lines—one long and one short.
- Ask them to say 'long' and 'short' after making the line.

### Class Pulse Check



- 1) Is your arm long or short? (Ask learners to stretch their arms and compare with their partners.)

Annual Day:  
16/50

Day:  
16/18

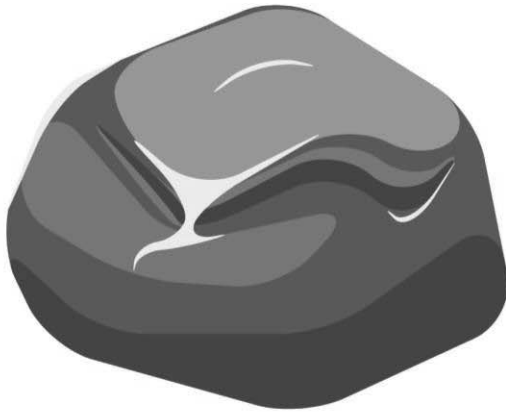
Actual Date:

Page(s):  
17



## Heavy and Light

Point to the pictures. Say which object is HEAVY and which object is LIGHT.



**HEAVY**  
Rock



**LIGHT**  
Feather



### Important Words

- Last class: Revise long, short
- Today's class: heavy, light

### Transactional Tip(s)



#### Outdoor Learning:

- Take the learners on a walk to an open area inside the school.
- Ask learners to find some objects that are heavy and some objects that are light. E.g., stones, twigs and leaves.
- Introduce the concept of Heavy and Light while they are doing the activity.

#### Demonstration:

- Ask learners to open TB: Pg. 17 and point out the object that is heavy and the object that is light.
- Ask learners to repeat the words 'heavy' and 'light' after you.
- Explain the terms 'heavy' and 'light' to the learners.

### Class Pulse Check



- 1) Which is light?(Have the learners lift a bottle of water and a notebook)

Annual Day:  
17/50

Day:  
17/18

Actual Date:

Page(s):  
18



## Mark the Heavy Objects

Circle (O) the HEAVY object in each set.



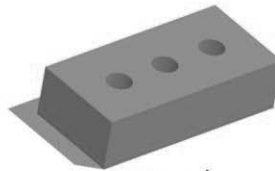
Watermelon



Flower



Leaf



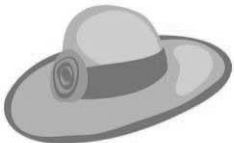
Brick



Bag



Box with Books



Hat



Empty Box



### Important Words

- Last class: heavy, light
- Today's class: Revise heavy, light

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 18 and look at the practice sheet 'Mark the Heavy Objects'.
- Ask them to circle the heavy objects.
- Show one example on the board.
- Ask learners to solve the practice sheet independently.
- Help the learners if required.

#### Activity:

- Ask learners to open AB: Pg. 25 and look at the activity sheet 'Draw and Colour Light Objects'.
- Ask learners to look at the objects in each set.
- Ask them to draw and colour the 'light' objects.

### Class Pulse Check



- 1) Which one is heavy? (Have the learners lift a pencil and a bag filled with books.)

Annual Day:  
18/50

Day:  
18/18

Actual Date:

Page(s):  
19



## Find Heavy and Light Objects

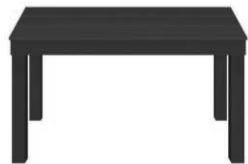
Look at the pictures. Answer the questions by ticking (✓) the correct object.



Which object is HEAVY?



Which object is LIGHT?



Which object is HEAVY?



Which object is LIGHT?



### Important Words

- Last class: Revise heavy, light
- Today's class: Revise heavy, light

### Transactional Tip(s)



#### Practice:

- Ask learners to open TB: Pg. 19 and look at the practice sheet 'Find Heavy and Light Objects'.
- Ask learners to tick the correct objects.
- Show one example on the board.
- Ask learners to solve the practice sheet independently.
- Help the learners if required.
- Show learners Activity Sheet 'Comparing Qualities' and mark the objects as per their quality.

**\*Note to Teacher:** Please make multiple copies of Activity Sheet if required.










### Class Pulse Check



- 1) Ask learners to name three heavy objects.

## C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning Objective(s)	Number of learners who answered correctly
1	Name two big objects on TB: Pg. 3.	Period 2 - Distinguish between groups of big and small objects	
2	Point to the full bottle.	Period 6 - Distinguish between full and empty objects	
3	Point to the thick objects on TB: Pg. 8.	Period 8 - Distinguish between thick and thin objects	
4	Who is taller – you or your partner?	Period 10 - Distinguish between tall and short objects	
5	Name two short objects on TB: Pg. 14.	Period 13 - Distinguish between long and short objects	
6	Which is more heavy – a book or a sheet of paper?	Period 16 - Distinguish between heavy and light objects	

Post-lesson Reflection			
TB completed	Y <input type="checkbox"/>	N <input type="checkbox"/>	AB completed
	Y <input type="checkbox"/>	N <input type="checkbox"/>	NA <input type="checkbox"/>
Enthusiastic participation	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Concept clarity in the classroom	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Concept clarity through the textbook	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/>
		Practise <input type="checkbox"/>
App Report	Number _____	Signature _____