

LESSON PLAN
MATHS



A – Curriculum to Learning Objectives: Comparing Qualities

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

Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
UKG	1	Comparing Qualities	1.a	<ul style="list-style-type: none"> Distinguish between big and small objects
			1.b	<ul style="list-style-type: none"> Distinguish between tall and short objects
			1.c	<ul style="list-style-type: none"> Distinguish between heavy and light objects
			1.d	<ul style="list-style-type: none"> Distinguish between thick and thin objects
			1.e	<ul style="list-style-type: none"> Distinguish between long and short objects

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"> Distinguish between groups of same and different objects 	<ul style="list-style-type: none"> Real-life Connect Demonstration 	<ul style="list-style-type: none"> TB Flowers 	–	
2 DD/MM/YYYY	4	1.a	<ul style="list-style-type: none"> Match the same objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 4	
3 DD/MM/YYYY	4	1.a	<ul style="list-style-type: none"> Distinguish between same and different objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 4	
4 DD/MM/YYYY	3	1.a	<ul style="list-style-type: none"> Revise distinguishing between same and different objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB AB 	AB: Pg. 27	
5 DD/MM/YYYY	5	1.b	<ul style="list-style-type: none"> Distinguish between big and small objects 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Rhymes Book 	–	
6 DD/MM/YYYY	6	1.b	<ul style="list-style-type: none"> Identify the big object 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 6	
7 DD/MM/YYYY	7	1.b	<ul style="list-style-type: none"> Match the big and small objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 7	
8 DD/MM/YYYY	5	1.b	<ul style="list-style-type: none"> Revise distinguishing between big and small objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB AB 	AB: Pg. 29	

Period and Planned Date	Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
9 DD/MM/YYYY	8	1.c	<ul style="list-style-type: none"> Distinguish between thick and thin objects 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> TB Thick and thin books Thick and thin crayons 	–	
10 DD/MM/YYYY	9	1.c	<ul style="list-style-type: none"> Identify the thin object 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 9	
11 DD/MM/YYYY	10	1.c	<ul style="list-style-type: none"> Identify the thick object 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 10 AB: Pg. 31	
12 DD/MM/YYYY	11	1.d	<ul style="list-style-type: none"> Distinguish between tall and short objects 	<ul style="list-style-type: none"> Circle Time Demonstration 	<ul style="list-style-type: none"> TB 	–	
13 DD/MM/YYYY	12	1.d	<ul style="list-style-type: none"> Identify the short object 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 12	
14 DD/MM/YYYY	13	1.d	<ul style="list-style-type: none"> Identify the tall object 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 13	
15 DD/MM/YYYY	11	1.d	<ul style="list-style-type: none"> Revise distinguishing between tall and short objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB AB 	AB: Pg. 33	

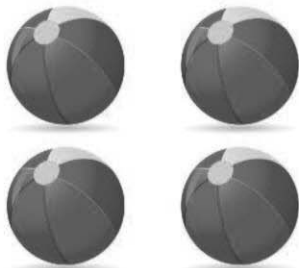
1) Comparing Qualities



Same and Different

Same Objects

Look at the balls given below. They are all the SAME.



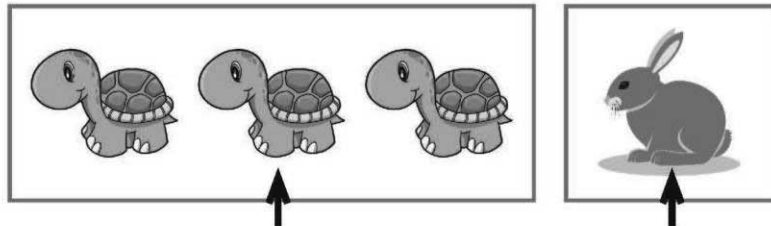
Different Objects

Look at the objects given below. They are all DIFFERENT.



Same and Different

Look at the pictures given below. 3 of them are SAME and 1 of them is DIFFERENT.



SAME ANIMALS

DIFFERENT ANIMAL

Important Words

- Today's class: same, different

Transactional Tip(s)



Real-life Connect:

- Ask learners to sit in a circle.
- Put three crayons which are the same in colour and one crayon which is different in colour at the middle of the circle.
- Explain that objects that look similar in size, colour, and shape are called same and objects that do not look similar are called different.
- Show learners three flowers of the same type and one flower of a different type. E.g., three roses and one marigold.
- Ask them to identify the same flowers.

Demonstration:

- Ask learners to open TB: Pg. 3.
- Ask them to look at the pictures.
- Point at each picture and discuss about same and different objects.

Class Pulse Check



- 1) Point out any two same objects from around the classroom.

Annual Day:
2/50

Day:
2/15

Actual Date:

Page(s):
4



Match the Same Objects

Draw lines to match the SAME objects.



Spot the Different Objects

Find the object that is DIFFERENT in each row and circle (O) it.



Important Words

- Last class: same, different
- Today's class: Revise same, different

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 4 and look at the practice sheet 'Match the Same Objects'.
- Tell them to draw lines to match the same objects.
- Show one example on the board.

Class Pulse Check



- 1) Point out any two different objects from around the classroom.

Annual Day:
3/50

Day:
3/15

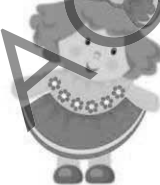
Actual Date:

Page(s):
4



Match the Same Objects

Draw lines to match the SAME objects.



Spot the Different Objects

Find the object that is DIFFERENT in each row and circle (○) it.



Important Words

- Last class: Revise same, different
- Today's class: Revise same, different

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 4 and look at the practice sheet 'Spot the Different Objects'.
- Ask them to find the object that is different in each row and circle it.
- Show one example on the board.

Suggested Activity:

- Bring different types of scrap cloth pieces from a tailor. E.g., striped, polka dotted, printed, floral or plain cloth pieces.
- Ask learners to make pairs.
- Ask each pair to find two cloth pieces which are similar.
- Say that the two similar cloth pieces are called the same.

Class Pulse Check



- 1) Point out two things about your partner which are different from you.

Annual Day:
4/50

Day:
4/15

Actual Date:

Page(s):
3

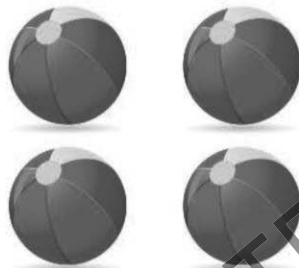
1) Comparing Qualities



Same and Different

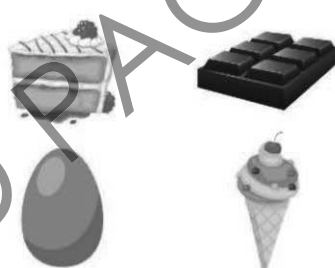
Same Objects

Look at the balls given below. They are all the SAME.



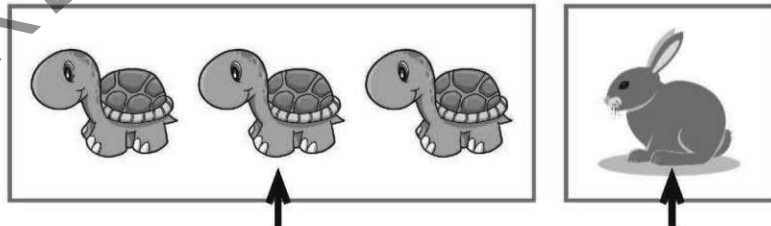
Different Objects

Look at the objects given below. They are all DIFFERENT.



Same and Different

Look at the pictures given below. 3 of them are SAME and 1 of them is DIFFERENT.



SAME ANIMALS

DIFFERENT ANIMAL

Important Words

- Last class: Revise same, different
- Today's class: Revise same, different

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 3.
- Revise distinguishing same and different objects.
- Ask learners to open AB: Pg. 27 and look at the activity sheet 'Same and Different'.
- Ask them to colour the object that is different in each row.
- Observe the learners while they complete the activity sheet.

Class Pulse Check



- 1) Point out any two parts of your body which are the same.

Annual Day:
5/50

Day:
5/15

Actual Date:

Page(s):
5



Big and Small

Look at the ice creams. One is BIG and one is SMALL. Point to them and say BIG or SMALL.



BIG ICE CREAM



SMALL ICE CREAM



5

Important Words

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

Transactional Tip(s)



Demonstration:

- Sing the rhyme 'Roly Poly Big and Small' from Rhymes Book: Pg. 23 with actions to revise the concept of 'big and small'.
- Ask learners to sing along with you.
- Ask learners to open TB: Pg. 5.
- Discuss the concept of 'big and small'.
- Draw some pictures on the board such as big and small flowers; big and small balls.
- Ask learners to distinguish between the big and small objects.

Class Pulse Check



- 1) Identify the big pencil from the two different pencils on the table.

Annual Day:
6/50

Day:
6/15

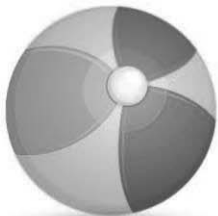
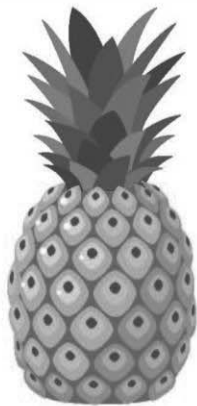
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Page(s):
6



Spot the Big Objects

Identify the BIG object in each row and circle (O) them.



6

Important Words

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

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 6 and look at the practice sheet 'Spot the Big Objects'.
- Ask them to identify the big object in each row and circle them.
- Show one example on the board.

Class Pulse Check



- 1) Identify the small chalk from the two different pieces of chalk on the table.

Annual Day:
7/50

Day:
7/15

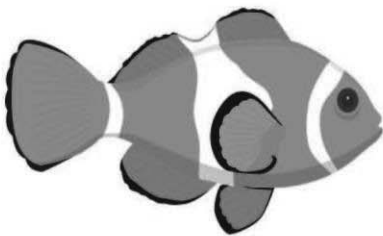
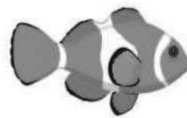
Actual Date:

Page(s):
7



Match Big and Small Objects

Look at the pictures below. Match the BIG objects to the SMALL objects by drawing lines.



7

Important Words

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

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 7 and look at the practice sheet 'Match Big and Small Objects'.
- Ask them to match the big objects to the same small objects by drawing lines.
- Show one example on the board.

Suggested Activity:

- Give two newspapers to each learner.
- Ask them to crumple the paper to make one big ball and one small ball.
- Help if required.

Class Pulse Check



- 1) Draw a big ball and small ball on the board.

Annual Day:
8/50

Day:
8/15

Actual Date:

Page(s):
5



Big and Small

Look at the ice creams. One is BIG and one is SMALL. Point to them and say BIG or SMALL.



BIG ICE CREAM



SMALL ICE CREAM



5

Important Words

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

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 5.
- Revise the concept of 'big and small'.
- Ask learners to open AB: Pg. 29 and look at the activity sheet 'Big and Small'.
- Tell them to colour the big object in each row in red and the small object in each row in yellow.
- Show one example on the board.

Class Pulse Check



- 1) Draw a big flower and a small flower on the board.

Annual Day:
9/50

Day:
9/15

Actual Date:

Page(s):
8



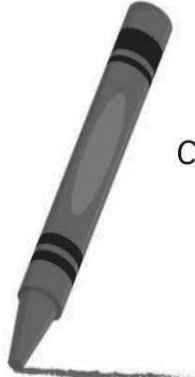
Thick and Thin

Look at the objects. One is THICK and one is THIN.
Point to them and say THICK or THIN.

THICK
CRAYON



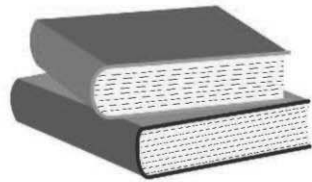
THIN
CRAYON



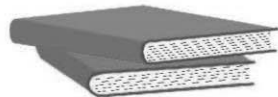
THICK
CANDLE



THIN
CANDLE



THICK
BOOKS



THIN
BOOKS



Important Words

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

Transactional Tip(s)



Real-life Connect:

- Bring a thick book which has more pages and a thin book which has less pages.
- Show learners the book with more pages and say 'thick book' aloud.
- Show them the book with less pages and say 'thin book' aloud.
- Repeat the same with a thick crayon and a thin crayon.
- Ask learners to open TB: Pg. 8 and look at the different objects.
- Point at each picture and discuss the difference between thick and thin objects.

Class Pulse Check



- 1) Identify the thick book from the two different books on the table.

Annual Day:
10/50

Day:
10/15

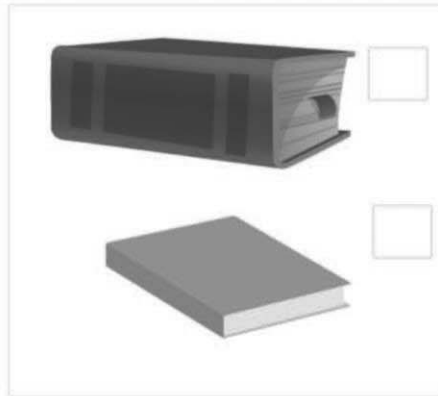
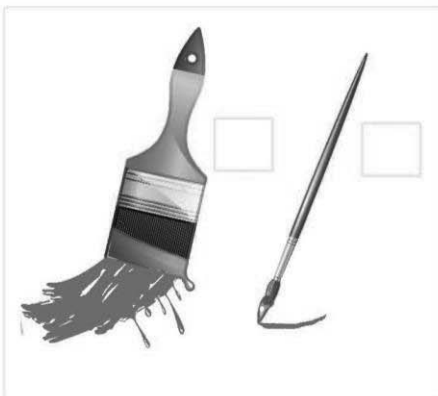
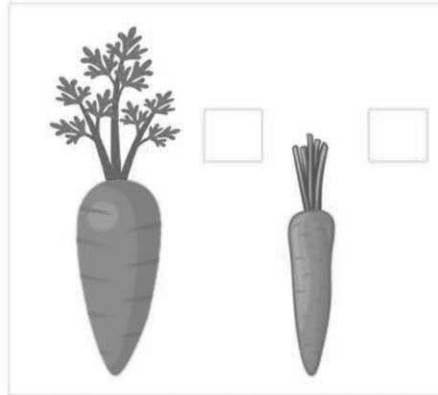
Actual Date:

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9



Spot the 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 the practice sheet 'Spot the Thin Objects'.
- Tell them to tick the thin object in each set.
- Show one example on the board.

Class Pulse Check



- 1) Identify the thin book from the two different books on the table.



Annual Day:
11/50

Day:
11/15

Actual Date:

Page(s):
10



Mark the Thick Objects

Look at the objects given below. Tick (✓) the box below the THICK object in each row.



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 'Mark the Thick Objects'.
- Tell them to tick the box below the thick object in each row.
- Show one example on the board.
- Ask learners to open AB: Pg. 31 and look at the activity sheet 'Thick and Thin'.
- Ask them to paint a thick line using a thick brush in the first box and paint a thin line using a thin brush in the second box.
- Show one example on the board.

Class Pulse Check



- 1) Sort the thick and thin crayons on the table.

Annual Day:
12/50

Day:
12/15

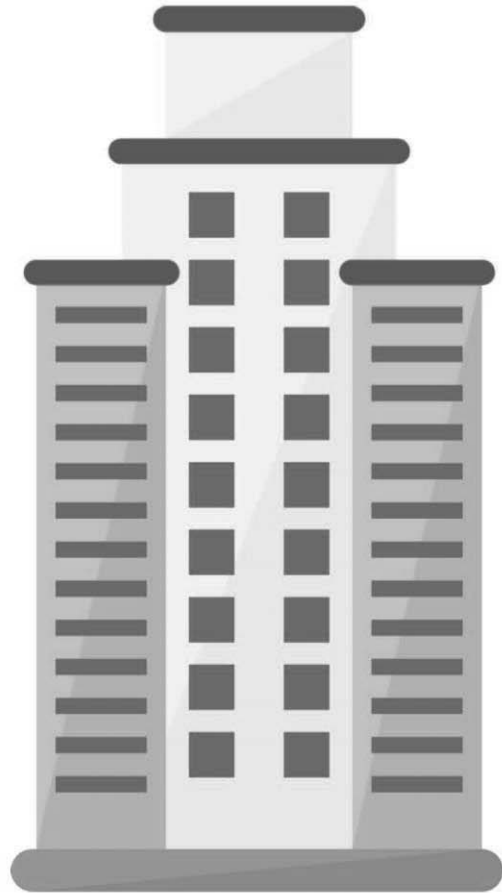
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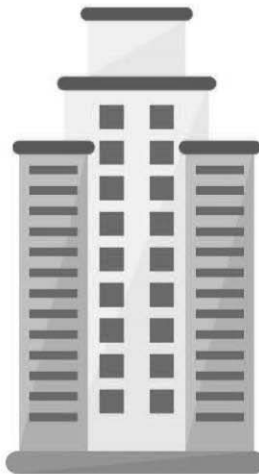


Tall and Short

Look at the buildings. One is TALL and one is SHORT.
Point to them and say TALL or SHORT.



TALL BUILDING



SHORT BUILDING



Important Words

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

Transactional Tip(s)



Circle Time:

- Ask learners to sit in a circle.
- Sing the following rhyme to the tune of 'Are You Sleeping?' and ask learners to follow after you.
- Say, 'This is tall, This is short, Tall and short.'
- Sing the rhyme with actions.

Demonstration:

- Ask learners to open TB: Pg. 11.
- Ask learners to say 'tall building' aloud as they point to the tall building and 'short building' as they point to the short building.

Class Pulse Check



- 1) Point to any tall object in the classroom.

Annual Day:
13/50

Day:
13/15

Actual Date:

Page(s):
12



Spot the Short Tree

Tick (✓) the SHORT tree using your pencil.



12

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 'Spot the Short Tree'.
- Tell them to tick in the box under the short tree using their pencil.

Class Pulse Check



- 1) Point to any short object in the classroom.

Annual Day:
14/50

Day:
14/15

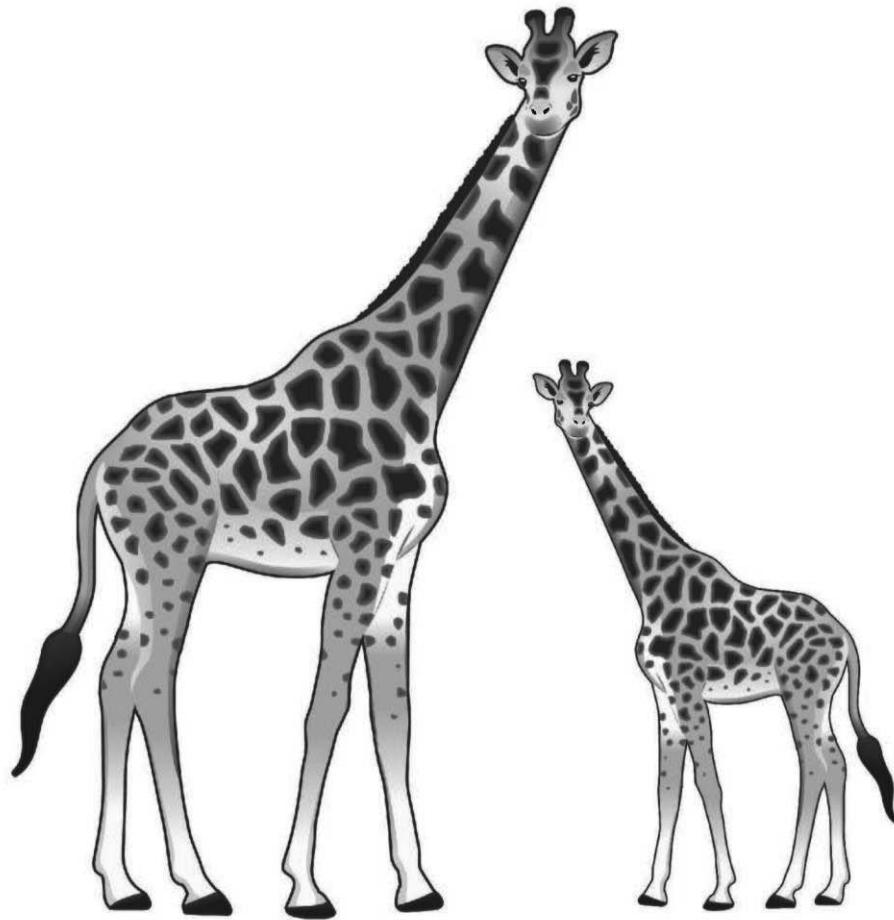
Actual Date:

Page(s):
13



Spot the Tall Giraffe

Tick (✓) the TALL giraffe using your pencil.



13

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 'Spot the Tall Giraffe'.
- Ask them to tick the tall giraffe using their pencil.
- Observe learners while they complete the practice sheet.

Class Pulse Check



- 1) Draw a tall object on the board.

Annual Day:
15/50

Day:
15/15

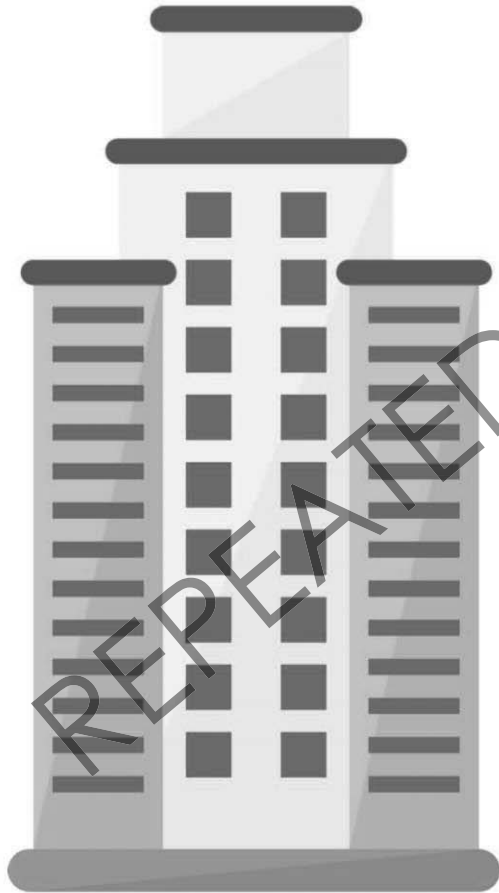
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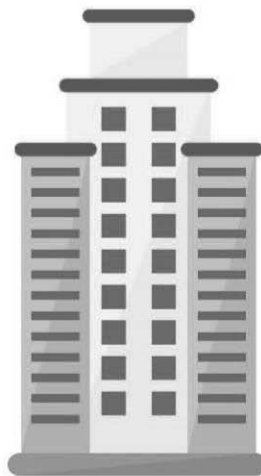


Tall and Short

Look at the buildings. One is TALL and one is SHORT.
Point to them and say TALL or SHORT.



TALL BUILDING



SHORT BUILDING



Important Words

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

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg. 11.
- Revise the concept of 'tall and short' with the learners.
- Ask the learners to open AB: Pg. 33 and look at the activity sheet 'Tall and Short'.
- Ask them to colour the tall animal.










Class Pulse Check



- 1) Draw a short object on the board.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Look at TB: Pg. 3 and point at the same objects.	Period 4 - Distinguish between groups of same and different objects	
2	Point to the big star on the board.	Period 8 - Distinguish between big and small objects	
3	Pick up the thick book from the table.	Period 11 - Distinguish between thick and thin objects	
4	Circle the tall animal on the board.	Period 15 - Distinguish between tall and short 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 _____