

DAILY LESSON PLAN

Math GRADE:1

(NO.1/3)



Unit 3: Measurement, Length, and Mass

Date: _____

Topics: Long and Short, Tall and Short.

Key Learning Area: Identifying and comparing lengths of two

Year Level: 1

or more objects

Outcomes: Concepts of: Long vs Short, Tall vs Short, Tall, Taller and Tallest.

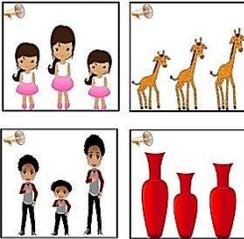
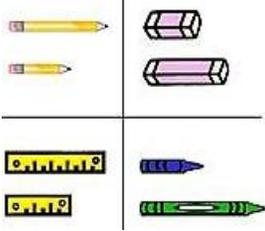
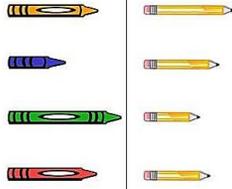
Lesson Structure:

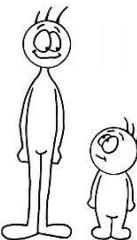
Time	Introduction (Set):	Teaching Approaches
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10 min.	<p>Work on understanding a word before you expect a child to use it. Most children need to understand a word before they can use it correctly.</p> <p>Words such as long and short seem very simple, but actually, they can be difficult for children to understand. This is because they are quite abstract words the concept of “long” or “short” depends on what else is around it.</p> <p>Use classroom objects to classify them according to Long vs short and tall vs short.</p>	<p>Comparing Heights/lengths:</p> <p>Teach pairs of opposites one at a time. So, for example, first of all, you might contrast “long” and “not long”. When your child has fully understood this, then introduce the word “short”. This helps to prevent them from becoming muddled about which word is which.</p> <p>Fun Search Activity:</p> <p>Choose any object from your classroom says a ruler. Ask your students to find another long object than it? Which thing is shorter than this object?</p>
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LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
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<p>25 min.</p>	<p>Draw some of the objects on the board or paste some printed pictures on the board and ask your students to identify which one is long.</p> <p>Now reverse your question as to which one is short in this picture?</p> <p>Now draw the 3 pictures of the same objects to demonstrate the long, longer, longest concept.</p> <p>Once the students get comfortable with the idea of Long and Short. Introduce them with the new words "Tall" and "short".</p> <p>Ask two of your students to stand in front of the class and compare their heights. Tell by names as Ahmad is "short" while Ali is "Tall".</p> <p>Then ask your class who is even short than Ahmad???</p> <p>Children can compare trees, buildings, and other upright structures.</p> <div style="text-align: center;">  </div>	<p>Activity 1 : Students were given a worksheet and asked to order the objects based on their length.</p> <div style="text-align: center;">  </div> <p>Activity 2: Students were given a worksheet and asked to order the objects based on length as long, longer, longest.</p> <p>You can use the same worksheet for the classification of the short, shorter, shortest objects.</p> <div style="text-align: center;">  </div> <p>Activity 3: Draw 2 objects of different lengths to induce the concept of tall and short. You can even make the kids compare their</p>
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		<p>heights to find out who is short and who is tall.</p> 
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Time	Conclusion:	Teaching Approaches
5 min.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Learn the concept of measurement. Compute the concept of long and short. Compute the concept of tall and short. Comparison of things. 	<p>Review the lesson with students. Ask students, "what did we learn about measurements today"?</p> <p>Ask for questions.</p>

Resources:

Wroksheets of Long and short, worksheets of tall and short, board, objects for comparision, Incredible Mathematics Grade 1 book, Notebooks, Markers etc.

Safety Consideration/ Materials

None

Assessment

Students will be asked to complete a worksheet (independent practice) on measurements.
 Students will asked to practice the Incredible mathematics book of grade 1,

page numbers 95-97.

Mind games.

Quiz etc.

Reflection

Students have understood the following:

The concept of measurement.

Compute the concept of long and short.

Compute the concept of tall and short.

Comparison of things.