

## A – Curriculum to Learning Objectives: Comparing Qualities

Prior Knowledge		<ul style="list-style-type: none"> <li>Knowledge of big and small, full and empty, thin and thick, tall and short, long and short and heavy and light</li> </ul>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
Nursery	1	Comparing Qualities	1.a	• Distinguish between groups of same and different objects
			1.b	• Distinguish between big and small objects
			1.c	• Distinguish between thick and thin objects
			1.d	• Distinguish between tall and short objects
LKG	1	Comparing Qualities	1.a	• Distinguish between groups of big and small objects
			1.b	• Distinguish between full and empty objects
			1.c	• Distinguish between thick and thin objects
			1.d	• Distinguish between tall and short objects
			1.e	• Distinguish between long and short objects
			1.f	• Distinguish between heavy and light objects
UKG	1	Comparing Qualities	1.a	• Distinguish between big and small objects
			1.b	• Distinguish between tall and short objects
			1.c	• Distinguish between heavy and light objects
			1.d	• Distinguish between thick and thin objects
			1.e	• 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"> <li>Know the terms 'biggest' and 'smallest'</li> </ul>	<ul style="list-style-type: none"> <li>Using Concrete Materials</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Boxes</li> <li>Bowls of three different sizes</li> <li>Bangles</li> <li>Books</li> <li>Cars</li> <li>Dolls</li> </ul>	–	
2 DD/MM/YYYY	4	1.a	<ul style="list-style-type: none"> <li>Compare three objects and identify the biggest and smallest 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> <li>Pictures of objects in three different sizes</li> </ul>	TB: Pg. 4	
3 DD/MM/YYYY	5-6	1.b	<ul style="list-style-type: none"> <li>Compare and distinguish between thick and thin objects</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Thick and thin ropes</li> </ul>	TB: Pg. 6	
4 DD/MM/YYYY	7	1.c	<ul style="list-style-type: none"> <li>Know the terms 'tallest' and 'shortest'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Building blocks</li> </ul>	–	
5 DD/MM/YYYY	8	1.c	<ul style="list-style-type: none"> <li>Compare and identify the tallest and shortest 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. 8	
6 DD/MM/YYYY	9	1.d	<ul style="list-style-type: none"> <li>Know the terms 'longest' and 'shortest'</li> </ul>	<ul style="list-style-type: none"> <li>Using Concrete Materials</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Pencils of three different sizes</li> </ul>	–	
7 DD/MM/YYYY	10	1.d	<ul style="list-style-type: none"> <li>Compare three objects and identify the longest and shortest objects</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 10	
8 DD/MM/YYYY	11	1.e	<ul style="list-style-type: none"> <li>Know the terms 'heavy' and 'light'</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> <li>Cloth</li> <li>Pebble</li> </ul>	AB: Pg. 17	
9 DD/MM/YYYY	12-13	1.e	<ul style="list-style-type: none"> <li>Compare two objects and identify the heavy and light objects</li> </ul>	<ul style="list-style-type: none"> <li>Using Concrete Materials</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Leaf</li> <li>One bowl of rice</li> <li>Empty bowl</li> </ul>	TB: Pg. 13	

Annual Day:  
1/50

Day:  
1/9

Actual Date:

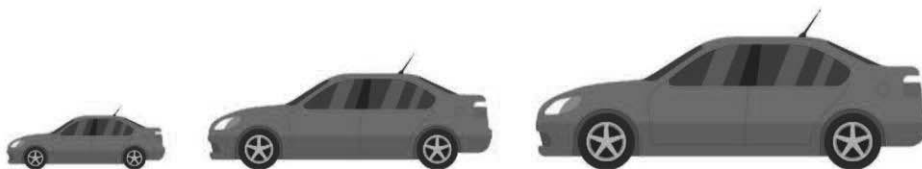
Page(s):  
3

## 1) Comparing Qualities



### Big and Small

Look at the objects. Point out the BIGGEST and SMALLEST object in each row.



3

### Important Words

- Today's Class: biggest, smallest

### Transactional Tip(s)



#### Using Concrete Materials:

- Place a set of objects like bangles, boxes, books, cards and dolls of two different sizes on the table.
- Ask learners to identify which objects are big and which objects are small.
- Add one more set of objects of a different size preferably one which is of a medium size to the set.
- Ask learners to identify the one which is big and the one which is small among the objects.

#### Demonstration:

- Introduce the terms 'Biggest' and 'Smallest'.
- Ask learners to open TB: Pg. 3.
- Ask learners to point to the 'Biggest' and 'Smallest' object in each row.

### Class Pulse Check



- 1) Place three books on the table and ask learner to identify the biggest book.

Annual Day:  
2/50

Day:  
2/9

Actual Date:

Page(s):  
4



## Mark Biggest and Smallest Objects

Given below are sets of objects in three different sizes. Cross (X) the BIGGEST object and circle (O) the SMALLEST object in each row.



### Important Words

- Last class: biggest, smallest
- Today's class: Revise biggest, smallest

### Transactional Tip(s)



#### Circle Time:

- Revise the terms 'Biggest' and 'Smallest' with the learners.
- Show a few pictures to the learners and ask them to identify the Biggest and Smallest ones in the set. E.g., Show pictures of big apple, medium sized apple, small apple.

#### Demonstration:

- Ask learners to open TB: Pg. 4 and look at the sheet 'Mark Biggest and Smallest Objects'.
- Ask learners to look at the pictures and cross the Biggest object and circle the Smallest object in each row.

#### Suggested Activity:

- Give each learner a sheet of paper, a pencil and some colour pencils.
- Ask them to draw circles of three different sizes.
- Ask them to colour the Biggest circle in red and Smallest in yellow.

### Class Pulse Check



- 1) Look at your feet and point to your Biggest and Smallest toe.

Annual Day:  
3/50

Day:  
3/9

Actual Date:

Page(s):  
5



## Thick and Thin

Look at the objects. Point out the THICK and THIN objects in each set.



Thick Log



Thin Log



Thick Rope

Thin Rope



Thick Carrot

Thin Carrot



Thick Candle



Thin Candle



### Important Words

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

### Transactional Tip(s)



#### Circle Time:

- Place two ropes of the same colour, one Thick and one Thin before the learners.
- Invite each learner to touch the ropes and ask them if both are same or there is some difference.
- Introduce the terms 'Thick' and 'Thin'.
- Ask learners to open TB: Pg. 5 and point to the Thick and Thin objects in each set.
- Ask them to point to each picture and read the labels aloud.

### Class Pulse Check



- 1) Observe the learners as they touch the rope and compare them.

Annual Day:  
3/50

Day:  
3/9

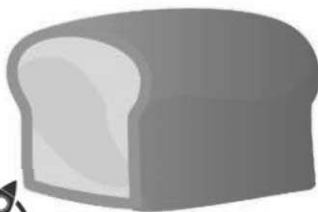
Actual Date:

Page(s):  
6



## Mark Thick and Thin Objects

Put a tick (✓) for THICK objects and put a cross (X) for THIN objects in the given boxes.

☐☐☐☐☐☐☐☐

## Important Words

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

## Transactional Tip(s)



### Practice:

- Ask learners to open TB: Pg. 6.
- Read the instructions to them and ask learners to identify the Thick and Thin objects.
- Ask them to tick the Thick objects and put a cross for the Thin objects in the given boxes.

## Class Pulse Check



- 1) Draw two lines on the board, one thick and the other thin. Ask learners to identify the Thick and the Thin line.

Annual Day:  
4/50

Day:  
4/9

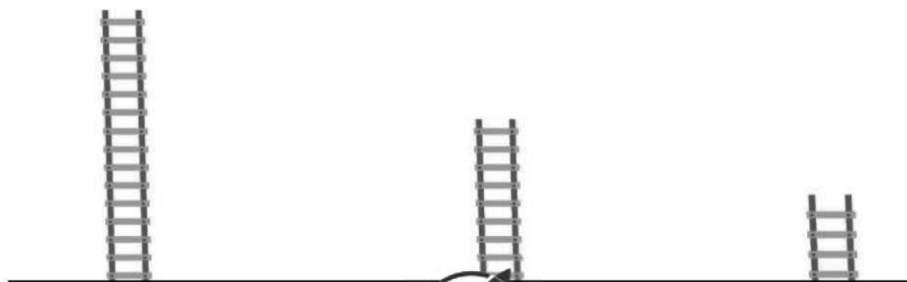
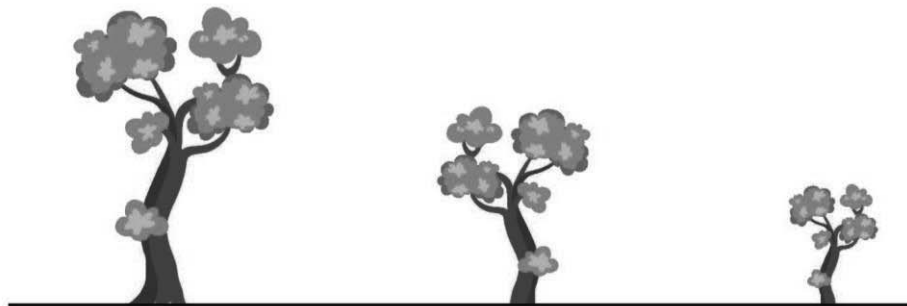
Actual Date:

Page(s):  
7



## Tall and Short

Look at the objects. Point out the **TALLEST** object and the **SHORTEST** object in each row.



### Important Words

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

### Transactional Tip(s)



#### Demonstration:

- Build three towers using blocks of three different sizes.
- Place the three towers one beside the other and ask learners to compare their heights.
- Introduce the terms 'Tallest' and 'Shortest' as you refer to the tower of blocks.
- Ask learners to open TB: Pg. 7.
- Ask them to point to the Tallest and Shortest object in each row.

### Class Pulse Check



- 1) Point to the tallest finger on your hand.

Annual Day:  
5/50

Day:  
5/9

Actual Date:

Page(s):  
8



## Mark Tallest and Shortest Persons

Tick (✓) the box under the TALLEST person and cross (X) the box under the SHORTEST person in each row.

☐☐☐☐☐☐☐☐☐

## Important Words

- Last class: tallest, shortest
- Today's class: Revise tallest, shortest

## Transactional Tip(s)



### Practice:

- Ask learners to open TB: Pg. 8.
- Read the instructions to the learners and ask them to tick the box below the picture of the Tallest person and cross the box below the picture of the Shortest person.

## Class Pulse Check



- 1) Who is the tallest person in your family?

Annual Day:  
6/50

Day:  
6/9

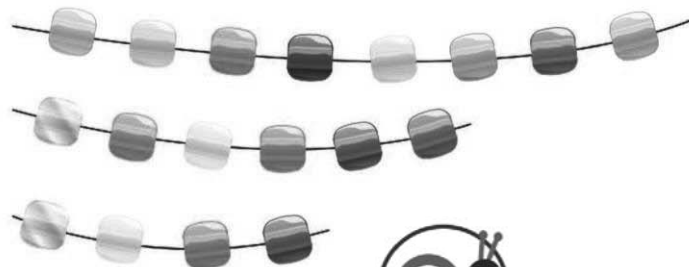
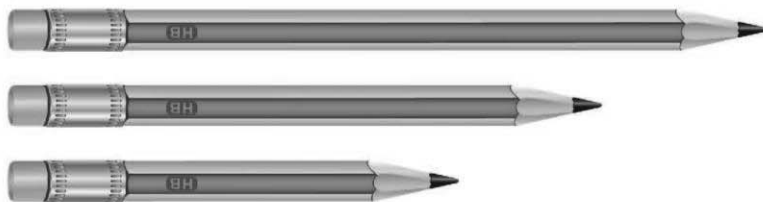
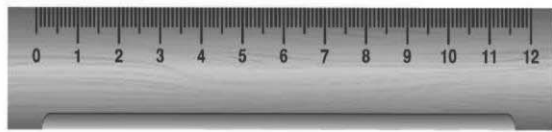
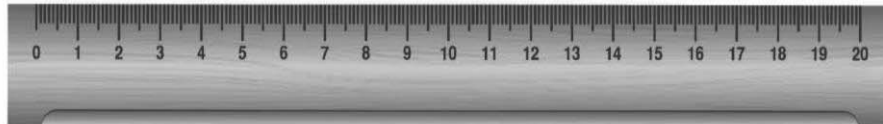
Actual Date:

Page(s):  
9



## Long and Short

Look at the objects. Point out the LONGEST object and the SHORTEST object in each set.



### Important Words

- Last class: Revise tallest, shortest
- Today's class: longest, shortest

### Transactional Tip(s)



#### Using Concrete Materials:

- Place two pencils of different lengths on a table.
- Ask learners to compare the lengths and identify the long and the short pencil.
- Add one more pencil of a medium length to the set.
- Ask learners to identify the pencil which is long and the one which is short among the three.
- Introduce the terms 'Longest' and 'Shortest' and explain them.
- Ask learners to open TB: Pg. 9.
- Ask them to point the Longest and the Shortest objects in each set.

#### Suggested Activity:

- Give the learners some coloured beads and strings.
- Ask them to string the beads.
- Ask them compare the lengths of the necklace and identify the one that is Longest and the one which is Shortest.

### Class Pulse Check



- 1) Identify the Tallest and Shortest scale in the picture on TB: Pg. 9.

Annual Day:  
7/50

Day:  
7/9

Actual Date:

Page(s):  
10



## Mark Longest and Shortest Objects

Look at the objects. Tick (✓) the box under the LONGEST object and cross (X) the box under the SHORTEST object in each set.

☐☐☐☐☐☐☐☐☐☐☐☐

## Important Words

- Last class: longest, shortest
- Today's class: Revise longest, shortest

## Transactional Tip(s)



### Circle Time:

- Draw a few sets of pictures on the board such as lines, scales and pencils.
- Ask learners to identify the Longest and Shortest ones.

### Practice:

- Ask learners to open TB: Pg. 10.
- Ask learners to compare the length of the objects and identify the Longest and Shortest objects in each set.
- Ask them to tick the box under the Longest object and cross the box under the Shortest object in each set.

## Class Pulse Check

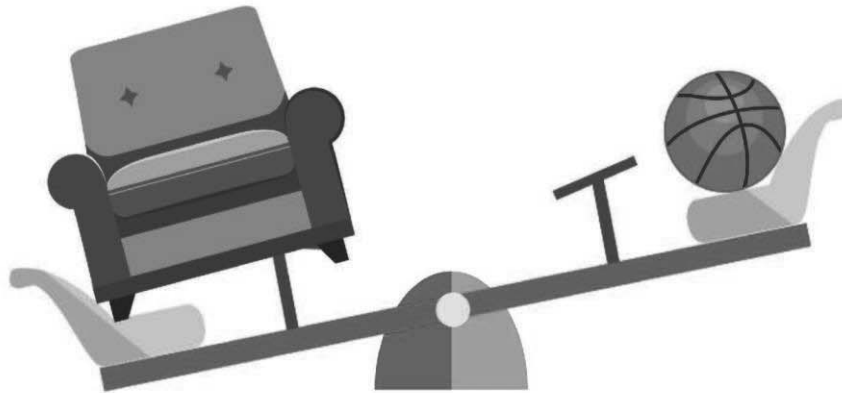


- 1) Draw a few lines of different lengths on the board and ask the learners to identify the longest and the shortest line.



## Heavy and Light

Look at the objects on the see-saw. The object that is down on the see-saw is **HEAVY**. The object that is up on the see-saw is **LIGHT**.



### Important Words

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

### Transactional Tip(s)



#### Questioning:

- Show learners a Pencil and a Duster and ask them to identify the one that is Heavy.
- Ask learners to open TB: Pg. 11 and look at the pictures on the page.
- Discuss which side of the see-saw is close to the ground.
- Introduce the terms 'Heavy' and 'Light' as you explain the concept.
- Point at the pink see-saw and tell the learners that the Sofa is a Heavy object and the Ball is a Light object.
- After explaining the concept, ask learners to look at the blue see-saw and identify the objects which are Heavy and Light.
- Discuss with the learners that heavy objects are making the see-saw move close towards the ground.

#### Activity:

- Ask learners to open AB: Pg. 17.
- Read the instructions on the activity sheet.
- Assist the learners in completing the activity sheet.

### Class Pulse Check



- 1) Ask learners to hold a piece of cloth and a pebble in each hand and say which object is Heavy and which is Light.

Annual Day:  
9/ 50

Day:  
9/9

Actual Date:

Page(s):  
12



## Heavy and Light

Place the things shown in the pictures in your hand.  
Say which object is HEAVY and which object is LIGHT.



Duster



Leaf



4 Books



1 Book



Bowl of Rice



Empty Bowl



### Important Words

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

### Transactional Tip(s)



#### Using Concrete Materials:

- Ask learners to open TB: Pg.12.
- Place the following objects on the table such as a duster, a leaf, five books of the same size and weight, one bowl of rice and an empty bowl.
- Ask learners to come to the table one by one to compare 2 objects and identify which one is Heavy and which one is Light.
- Discuss with learners about the objects which are Heavy and the ones which are Light.

### Class Pulse Check



- 1) Observe the learners as they compare and identify the Heavy and Light objects.

Annual Day:  
9/ 50

Day:  
9/9

Actual Date:

Page(s):  
13



## Mark Heavy and Light

Look at the pictures. Answer the questions by ticking (✓) the box under the correct picture.

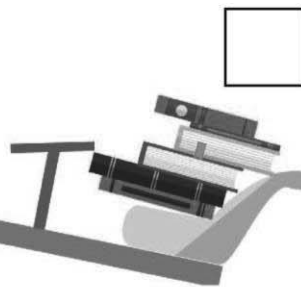
Which object is **LIGHT** between these?

☐☐

Which object is **HEAVY** between these?

☐☐

Which object is **LIGHT** between these?

☐☐

## Important Words

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

## Transactional Tip(s)



### Practice:

- Ask learners to open TB: Pg.13
- Read out the instructions on the page and ask learners to tick the right answers.
- Help them if necessary.

## Class Pulse Check



- 1) Observe the learners as they solve the worksheet.

## ✍️ C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning Objective(s)	Number of learners who answered correctly
1	Identify the biggest and the smallest square. (Draw three squares of different sizes on the board.)	Period 2 - Distinguish between big and small objects	
2	Identify the thick book. (Place a thick and a thin book on the table.)	Period 3 - Distinguish between thick and thin objects	
3	Which is tall and which is short? (Show pictures of tall and short objects and ask learners to recognise.)	Period 5 - Distinguish between tall and short objects	
4	Identify the longest and the shortest ribbon. (Place three ribbons of different sizes on the table.)	Period 7 - Distinguish between long and short objects	
5	Which one is more heavy – a table or a book?	Period 8 - 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
<b>Names</b>		
<b>Exam Revision Strategy</b>	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
<b>App Report</b>	Number _____	Signature _____