

**DAILY LESSON PLAN**

**Math GRADE:1**

**(NO.2/3)**



**Unit 3:** Measurement, Length, and Mass

**Date:** \_\_\_\_\_

**Topics:** Tall, Taller and Tallest

High, Higher and Highest

**Key Learning Area:** Identifying and comparing lengths and heights

**Year Level:** 1

more than three objects.

**Outcomes:** Concepts of: Tall, Taller and Tallest, High, Higher, Highest.

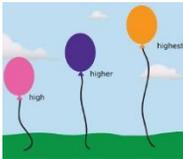
**Lesson Structure:**

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>Use classroom objects/ daily life examples to classify the concepts.</p> <p>Now compare more than 3 objects and infuse them with the idea of Tall, taller, and tallest. Same with the high, higher, and highest.</p>	<p><b>Comparing Heights/lengths:</b></p> <p>Teach pairs of opposites one at a time. So, for example, first of all, you might contrast “long” and “longest”. When your child has fully understood this, then introduce the word “longer”. This helps to prevent them from becoming muddled about which word is which.</p> <p><b>Fun Search Activity:</b></p> <p>Choose any kid from your classroom. Ask your students to find another taller kid than him? Then ask them who is tallest than all?</p>
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**LESSON STRUCTURE:**

Time	Main Content:	Teaching Approaches
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25 min.	<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 tallest?</p> <p>Then ask to give the numbers to the objects according to increasing order of tallness.</p> <p>Now draw the 3 pictures of the same objects to demonstrate the High, higher, and highest concepts.</p> <p>Ask the students to orderly arrange the things with increasing heights.</p> <p>Children can compare trees, buildings, and other upright structures.</p>	<p><b>Activity 1 :</b></p> <p>Students were given a worksheet and asked to order the objects based on their heights as tall taller and tallest.</p>  <p><b>Activity 2:</b></p> <p>Students were given a worksheet and asked to order the objects based on high, higher and highest.</p> 
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Time	Conclusion:	Teaching Approaches
	<p>Students will be able to:</p> <p>Learn the concept of measurements.</p> <p>Compute the concept of tall.taller and tallest.</p>	<p>Review the lesson with students. Ask students, "what did we learn about measurements today"?</p>

5 min.	Compute the concept of High, higher and highest.  Comparison of things.	Ask for questions.
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**Resources:**

Comparison worksheets of tall, taller and tallest objects, Comparison worksheets of high, higher and highest objects, board, objects for comparison, 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 be asked to practice the Incredible mathematics book of grade 1, page numbers 98-100.  
Mind games.  
Quiz etc.

**Reflection**

Students have understood the following:  
  
Learn the concept of measurements.  
  
Compute the concept of tall, taller and tallest.  
  
Compute the concept of High, higher and highest.  
  
Comparison of things.

