

## Comparatives

### LESSON PLAN

#### SPECIFIC OBJECTIVES

The students will

- recognise the size of something, i.e., Big–Small, long–short, tall–short, thick–thin, heavy–light, more–less, etc.
- identify the shape and size of an object.
- distinguish between shape and size of an object.
- identify the objects having more/less components.

#### CONTENTS EXPLAINED INSIDE THE CHAPTER

- BIG–SMALL, LONG–SHORT, TALL–SHORT, THICK–THIN, HEAVY–LIGHT, MORE–LESS (pages 42 – 47)

#### TEACHING AIDS

- few concrete objects like chalk, pencil, eraser, crayon, marble, pebble, a lock, a key, two toys of different heights, etc.

#### TEACHING STRATEGY

- The teacher should divide the class into groups of 2 students. Then, invite one group with every student having a different item like a lock, a key etc.
- Instruct them to set the items on the table placing one along the other. Hence clarify to the class about which item is big and which is small so formed. Now, go through the page 42.
- Then invite another group carrying a pencil, a chalk etc. Ask them to put these items on the table and check, which is long and which is short.
- Again, the teacher should place two similar items of different height on the table, like teddy bears, two similar toys, etc and ask them to identify the item, which is tall and which is short. Then, go through the page 44 to understand the situations.
- Similarly the teacher should perform the activities with other groups to make clear the concept of thick–thin, heavy–light and more–less showing the things inside the classroom and outside it. Hence, go through the situation reflected on pages 45–47.

#### EXPECTED LEARNING OUTCOMES

Students are able to

- differentiate between Big–Small, Long–Short, Tall–Short, Thick–Thin, Heavy–Light, More–Less.
- know about shape and size of an item.