Mathematical de	Mathematical development Title : Sorting Day: I			Class: Nursery	
Learning Outcomes	Activity Plan / Methodology			Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be  Identify to sort objects according to their colour, size and shape.	Recap:  Students will be shown different concrete objects and them and tell the total number.  We are learning to:  We are learning to identify sort objects according shape.  What I am looking for:  How well you identify and sort objects and determine Gained skill:  It helps us to enhance our cognitive skills.  Introduction:  Introduce your class to the lesson by telling them the explore sorting. Define sorting as the action of grouping them we can sort things according to shapes, colour or less. Show some of biscuits, cakes, or sandwiches are the same colour or are different colours? Whe shape or are shaped differently?  Students will be shown sorting video.  https://youtu.be/Wx705alS2A8  Do practice on the board with the help of real spoons, ice-cream sticks and things from the classrooms.	g to their colour, size and the sorting rule.  The sorting rule begin to the sobjects together. Tell so sizes, and quantity more and ask: Which of these ich of these have the same objects, small blocks, balls,	5mins IOmins	Students will be assessed on to sort objects according to their colour, size and shape.	Toys, cars

Guided practice:	20	
Divide students into four groups and give each group a tray containing	mins	
different packs of biscuits, cakes of different shapes, sizes and colours. Then ask		
them to sort the items according to shape, size and colours. Now show one item		Biscuits, cakes
from a different angle and ask each group to pick biscuits/cakes of a similar		
shape, size and colour from the tray. Invite one student to draw a pair of cakes		
of the same shape on the board. Invite other student to indicate the cakes that		
have same colours and size.		
Focused task:		Book pg. no.40
Ask students to open book page no 40. Ask them what is in the pictures. Ask		. •
them things are grouped together according to their shapes, colours and sizes.		Worksheet
Give each student a worksheet circle the transport which move on the roads.		
As the students are doing worksheet walk around, monitor and offers lot of		
encouragement.		
Wrap up:	5mins	
Students will be asked to sort the same colour of pencils from pencil basket at		
the end of the lesson.		
Reflection:		

Mathematical development Title: Sorting Day :2		Day:2		Class: Nursery		
Learning Outcomes	Act	ivity Plan / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of	Recap:					
this lesson,	· ·	to roam in a class and coll	ect at least three objects of	5mins	Students will be	
students will be		nape like blocks, counters, c	5		assessed on sort	
able to	We are learning to:	'			objects according to	
	We are learning to ide	ntify sort objects according	to their colour.		their colour	
ldentify to sort	What I am looking for	•				
ob jects according	How well you identify a	nd sort objects according t	o their colour.			
to their colour	Gained skill:					
	It helps us to enhance o	ur cognitive skills.				
	Introduction:	-				
	Divide the students into	groups of three and give o	ach group a mystery bag.			
	Help the students by as	king them to compare toys	according to colours.	10 mins		
	Provide the box of block	s to students and allot the	n different colours ask			Toys, blocks
	them separate the block	s according to colours allot	ted them.			
	Students will be shown	sorting song				
	https://youtu.be/c5KBo	DRm.5JO				
	Guided practice					
	Fruit and vegetable bas	kets give the teacher more	space to work since different			Fruits,
	combinations of fruits of	ind vegetables. Tell the stu	dents that you have placed			vegetables,
	the two identical basket	s (containing the same fru	ts and vegetables). Allow			baskets
	them to takeout the sar	ne colour of fruits and veg	etables and put them in			
	another basket. You ca	n have a conversation with	the students regarding the			

fruits and vegetables present before the activity starts. This will also help	20	
them that fruits and vegetables can have the same colour.	mins	
Focused task:		
Ask students open book pg. no. 41. Ask them what is in the pictures. Ask them		
cross the button in each box which has different colours.		Book pg. no.41
Wrap up:		
Students will be shown pencils ask them sort out same colours of pencils	5mins	
Reflection:		

Mathematical development		ematical development Title: Sorting Day: 3		Class: Nursery		
Learning Outcomes	Activity Pla	n / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources
	Recap: Students will be asked to	show the different things of	same colour.	5mins		Ppt
By the end	We are learning to: We are lea	9			Students will be	
of this	What I am looking for: How we	•	9		assessed on sort	Concrete
lesson,	Gained skill: It helps us to enhar	0 0			ob jects according to	ob jects /
students will	Introduction: Show different this	ngs of same and different sl	napes to the students and ask		their shapes	counters
be able to	them to identify the colours of	ind differentiate by size (l	arge and small). Ask two	10mins	·	
	volunteers to pick their favouite	shape, and then ask: Wh	ich shape is this? (Point to a			Toys, cups
ldentify to	square.) What is the colour o	f this square? Engage more	students in the activity. Ask			Number
sort objects	them to separate the things whi	ch have same shape. Repeat	the vocabulary of large and			flashcards
according to	small. In the same way ask questions related to the rest of the shapes.				basket,	
their shapes	Guided Practice: Provide the stu	udents a big basket of toys h	raving different shapes. Invite			counters
	the students one by one and a basket.  Ask students open book pg. no.4			20mins		toys basket
	in the given sets. As the student encouragement.	_	•			Book pg. No.42
	Wrap up: Students will be asked class.	ed to show the different th	ings of same shape from the	5mins		
	Reflection:					
	Homework: Students will do wor	ksheet. Match the objects wi	th the correct shape.			Worksheet

Mathematical development Title: Sorting Day: 4			Class: Nursery			
Learning Outcomes	Activity Plan	r / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources
	Recap: Students will be shown dif	ferent things of same shape a	nd asked the name of shape.	5mins		Ppt
By the	We are learning to: We are lear	ning to identify sort objects a	ccording to their size.		Students will be	
end of	What I am looking for: How well	l you identify and sort objects	according to their size.		assessed on sort	Concrete
this	Gained skill: It helps us to enhan	ce our cognitive skills.			objects according to	objects /
lesson,	Introduction: Show squares of di	fferent sizes to the students. /	Ask a volunteer to identify the		their size	counters
students	largest among them. Do the sar	ne activity by showing other	shapes of different sizes. The	Ю		
will be	teacher will display a pair of obj	ects (different in sizes) in from	rt of the students and will ask	mins		White
able to  Identify to	them to identify the bigger/sm different objects until the studer confidence.	3				sheet Bowl of different
sort	Guided Practice: Teacher will o	give loose sheets of paper to t	he students and ask them to	25		size of
ob jects according to their size	draw a big and a small ball, a be as imaginative as they want, and visible in their drawings. Te ask the students put the smaller	big and a small fish, etc. Stu as long as the concept of big o acher will give a bowl having	dents should be encouraged to nd small is clearly understood different sizes of buttons and			buttons, red bowl, blue bowl
	Focused task: Ask the students different in size in each set. A offers lot of encouragement.  Wrap up: Students will be shown Reflection:	open book pg. no.43 and tell s s the students are doing wor	them circle the animal that is k walk around, monitor and	5mins		Book pg. no. 43

Mathematical development Title: Sorting Day: 5			Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to  Identify to sort objects by comparing them less or more	Recap: Students will be asked to roam in a class and collect the things of different sizes.  We are learning to: We are learning to identify sort objects by comparing them less or more.  What I am looking for: How well you identify and sort objects by comparing them less or more.  Cained skill: It helps us to enhance our cognitive skills.  Introduction:  Place the objects on the table, and split them into groups, e.g. place one bead on one side, and the remaining four beads on the other side. Split the students into small groups and ask them to guess which side has more beads. Show them two glasses of water one is full and other one is half. Ask the students which glass has more water and which glass has less water. Students to come to the front of the class. Split them into 2 groups. The first group should have 2 students, and the other should have 3. Ask the class which group has more people and which one has less people. Ask the students to continue guessing until all groups have quessed correctly	3mins	Students will be assessed on sort objects by comparing them less or more	Concrete objects  Beads, two glasses of water
	Guided Practice:  Ask the students to sit in a circle on the floor. Put twenty coloured pencils in the middle of the circle. Then put nineteen coloured pencils next to twenty pencils. Ask the students to decide which are more, which are less or do they have the same amount. What strategy can they use to find out? In this case counting will be	30mins		Coloured pencils

Focus Ask s and moni Wra Stud group	ssary since it is a larger amount and the amounts are so similar.  Students to open their book pg. no.44. Ask them tick the set which has more less objects. Give them a set amount of time to complete the task and itor their progress and do help if needed.  Ap up:  dents will be shown different number of things in a group and ask them which up has more things and which group has less things.  ection:	2mins	Book page no 44
	nework: rksheet will be given in which student will do colour in less number of groups.		Worksheet