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| | <p>Guided practice: Divide students into four groups and give each group a tray containing 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 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.</p> <p>Focused task: 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. 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.</p> <p>Wrap up: Students will be asked to sort the same colour of pencils from pencil basket at the end of the lesson.</p> <p>Reflection:</p> | <p>20 mins</p> <p>5mins</p> | | <p>Biscuits, cakes</p> <p>Book pg. no.40</p> <p>Worksheet</p> |
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| Mathematical development | | Title: Sorting | Day :2 | Class: Nursery | |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| <p>By the end of this lesson, students will be able to</p> <p>Identify to sort objects according to their colour</p> | <p>Recap: Students will be asked to roam in a class and collect at least three objects of same colour, size and shape like blocks, counters, colours.</p> <p>We are learning to: We are learning to identify sort objects according to their colour.</p> <p>What I am looking for : How well you identify and sort objects according to their colour.</p> <p>Gained skill: It helps us to enhance our cognitive skills.</p> <p>Introduction: Divide the students into groups of three and give each group a mystery bag. Help the students by asking them to compare toys according to colours. Provide the box of blocks to students and allot them different colours ask them separate the blocks according to colours allotted them. Students will be shown sorting song https://youtu.be/c5KBoDRm5JO</p> <p>Guided practice Fruit and vegetable baskets give the teacher more space to work since different combinations of fruits and vegetables. Tell the students that you have placed the two identical baskets (containing the same fruits and vegetables). Allow them to takeout the same colour of fruits and vegetables and put them in another basket. You can have a conversation with the students regarding the</p> | <p>5mins</p> <p>10 mins</p> | <p>Students will be assessed on sort objects according to their colour</p> | <p>Toys, blocks</p> <p>Fruits, vegetables, baskets</p> | |

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| | <p>fruits and vegetables present before the activity starts. This will also help them that fruits and vegetables can have the same colour.</p> <p>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.</p> <p>Wrap up: Students will be shown pencils ask them sort out same colours of pencils</p> <p>Reflection:</p> | <p>20 mins</p> <p>5mins</p> | | <p>Book pg. no.41</p> |
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| Mathematical development | | Title: Sorting | Day : 3 | Class: Nursery | |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| <p>By the end of this lesson, students will be able to</p> <p>Identify to sort objects according to their shapes</p> | <p>Recap: Students will be asked to show the different things of same colour.</p> <p>We are learning to: We are learning to identify sort objects according to their shapes.</p> <p>What I am looking for: How well you identify and sort objects according to their shapes.</p> <p>Gained skill: It helps us to enhance our cognitive skills.</p> <p>Introduction: Show different things of same and different shapes to the students and ask them to identify the colours and differentiate by size (large and small). Ask two volunteers to pick their favourite shape, and then ask: Which shape is this? (Point to a square.) What is the colour of this square? Engage more students in the activity. Ask them to separate the things which have same shape. Repeat the vocabulary of large and small. In the same way ask questions related to the rest of the shapes.</p> <p>Guided Practice: Provide the students a big basket of toys having different shapes. Invite the students one by one and ask them take out the two toys of same shape from the basket.</p> <p>Ask students open book pg. no.42. Tell them circle the objects that have the same shape in the given sets. As the students are doing work walk around, monitor and offers lot of encouragement.</p> <p>Wrap up: Students will be asked to show the different things of same shape from the class.</p> <p>Reflection:</p> | 5mins | Students will be assessed on sort objects according to their shapes | Ppt | |
| | 10mins | Concrete objects / counters | | | |
| | 20mins | Toys, cups Number flashcards basket, counters toys basket | | | |
| | 5mins | Book pg. No.42 | | | |
| | <p>Homework: Students will do worksheet. Match the objects with the correct shape.</p> | | | Worksheet | |

| Mathematical development | | Title: Sorting | Day : 4 | Class: Nursery | |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| <p>By the end of this lesson, students will be able to</p> <p>Identify to sort objects according to their size</p> | <p>Recap: Students will be shown different things of same shape and asked the name of shape.</p> <p>We are learning to: We are learning to identify sort objects according to their size.</p> <p>What I am looking for: How well you identify and sort objects according to their size.</p> <p>Gained skill: It helps us to enhance our cognitive skills.</p> <p>Introduction: Show squares of different sizes to the students. Ask a volunteer to identify the largest among them. Do the same activity by showing other shapes of different sizes. The teacher will display a pair of objects (different in sizes) in front of the students and will ask them to identify the bigger/smaller object. The teacher will continue to do this with different objects until the students have grasped the concept and can answer with relative confidence.</p> <p>Guided Practice: Teacher will give loose sheets of paper to the students and ask them to draw a big and a small ball, a big and a small fish, etc. Students should be encouraged to be as imaginative as they want, as long as the concept of big and small is clearly understood and visible in their drawings. Teacher will give a bowl having different sizes of buttons and ask the students put the smaller buttons in red bowl and big buttons in blue bowl.</p> <p>Focused task: Ask the students open book pg. no.43 and tell them circle the animal that is different in size in each set. As the students are doing work walk around, monitor and offers lot of encouragement.</p> <p>Wrap up: Students will be shown different things ask them which is big and which is small?</p> <p>Reflection:</p> | <p>5mins</p> <p>10 mins</p> <p>25 mins</p> <p>5mins</p> | <p>Students will be assessed on sort objects according to their size</p> | <p>Ppt</p> <p>Concrete objects / counters</p> <p>White sheet</p> <p>Bowl of different size of buttons, red bowl, blue bowl</p> <p>Book pg. no. 43</p> | |

| Mathematical development | | Title: Sorting | Day : 5 | Class: Nursery | |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| <p>By the end of this lesson, students will be able to</p> <p>Identify to sort objects by comparing them less or more</p> | <p>Recap: Students will be asked to roam in a class and collect the things of different sizes.</p> <p>We are learning to: We are learning to identify sort objects by comparing them less or more.</p> <p>What I am looking for : How well you identify and sort objects by comparing them less or more.</p> <p>Gained skill: It helps us to enhance our cognitive skills.</p> <p>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 guessed correctly</p> <p>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</p> | 3mins | Students will be assessed on sort objects by comparing them less or more | Concrete objects | |
| | 5mins | Beads, two glasses of water | | | |
| | 30mins | Coloured pencils | | | |

