

| Mathematical Development                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Week: 20 | Topic: Sorting | Day: 1           | Class: Nursery                                                                   |                     |
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| Learning Outcomes                                                             | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                | Time: 40 minutes | Assessment of Learning                                                           | Resources           |
| Upon the completion of this lesson, Students will be able to:                 | <p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards.</p> <p><b>We Are Learning to:</b> Identify to sort objects according to their colour, size, shape and quantity.</p> <p><b>What I am looking for:</b> How well you Identify to sort objects according to their colour, size, shape and quantity.</p> <p><b>Gained skill:</b> This will help us to improve our fine motor, cognitive, social and visual skills.</p> <p><b>Introduction:</b></p> <p>Students naturally gravitate to sorting all kinds of things in the classroom on a daily basis anyways! For instance, they sort toys when cleaning up, place crayons by colour in the basket, blocks are sorted by size, etc. Ask students to find one object in the classroom and bring it to the circle. This object could be anything from a book to a pencil to a block to a crayon, buttons, feathers, plastic animals, cork, whatever you have!!! . When students are settled ask one student to stand with the object he has. I also place a variety of baskets and muffin tins to use to sort. Tell students to think of ways we can group the items...and then listen to their response. Ask students Sorting is grouping objects together by their qualities. Tell them we can sort things according to shapes, colours, sizes, and quantity more or less. Show some of biscuits, cakes, or sandwiches and ask: Which of these are the same colour or are different colours? Which of these have the same shape or are shaped differently? <a href="https://youtu.be/EeljX3uN79U">https://youtu.be/EeljX3uN79U</a></p> <p><b>Focused task:</b></p> <p>Put the different pairs of sock on the table and mix them up all. Invite your students to sort the socks and then clip the matches together with a clothespin for additional fine motor practice. For even more fun, string a piece of yarn between two chairs or attach it to the wall and invite your students to hang the matching socks on the clothesline.</p> <p>Ask students to open book pgs. no 13 &amp; 14. Ask them look at the pictures and tell their names. Ask them sorting is to arrange and group objects according to their colour, shape, size and quantity. Ask them look at these two pages the things are sorted according to their colour, shape, sizes an quantity. Show them flashcards of different objects and ask them sort them by shape, colour, size and quantity.</p> <p><b>Wrap up:</b></p> <p>Students will be asked to sort the objects according to their colour, shape and size</p> <p><b>Reflection</b></p> |          |                | 5 mins           | Students will be assessed on                                                     | Flashcards          |
| Identify to sort objects according to their colour, size, shape and quantity. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                | 5 mins           | Identifying to sort objects according to their colour, size, shape and quantity. | Socks, clothespins  |
|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                | 25 mins          |                                                                                  | Book pg. no 13 & 14 |

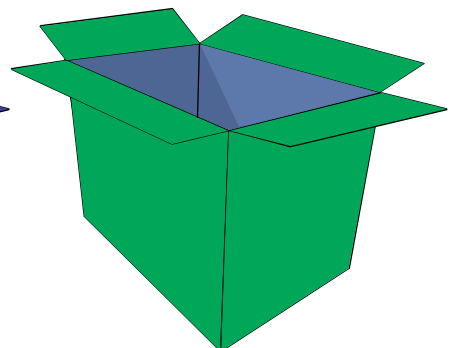
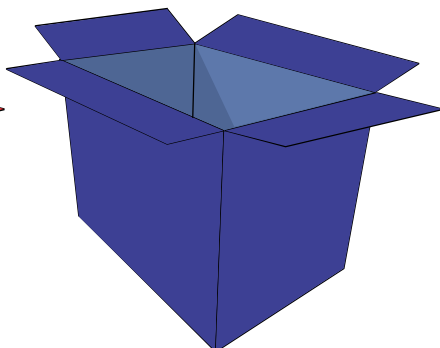
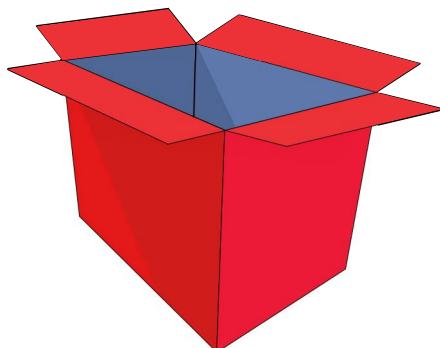
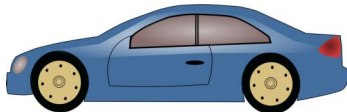
| Mathematical Development                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Week: 20 | Topic: Sorting | Day: 2           | Class: Nursery                                        |                      |
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| Learning Outcomes                                                                                                       | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |          |                | Time: 40 minutes | Assessment of Learning                                | Resources            |
| Upon the completion of this lesson, Students will be able to:<br><br>Identify to sort objects according to their colour | <p><b>Recap:</b> 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><b>We Are Learning to:</b> Identify to sort objects according to their colour.</p> <p><b>What I am looking for:</b> How well you identify to sort objects according to their colour.</p> <p><b>Gained skill:</b> This will help us to improve our cognitive, social and visual skills.</p> <p><b>Introduction:</b></p> <p>Colour sorting is one of the favourite easy STEM activities for students. A great way to encourage students to learn to sort is by sorting first by colour. Use <a href="#">colour sorting mats</a> and encourage your students to group by colour. Provide students with rainbow buttons, pom-poms, or geometric shapes. Encourage students to find their own sorting rules... Ask questions like, "How did you sort your items? What attribute is in this group? Why are the red and blue animals together? Oh, they all have tails?" Sorting is lots of fun when the options are endless! An easy way to introduce colour sorting with students is to do a scavenger hunt. Students love to be active participants during circle time. Choose coloured cardstock and ask the students to find something around the room that is the colour red. When they find a red object, they return to the carpet and set it on the red cardstock. Continue the activity for all of the colours. <a href="https://youtu.be/xz5rA5ssww8">https://youtu.be/xz5rA5ssww8</a></p> <p><b>Focused task: L</b></p> <p>Lay the different coloured papers on the floor. Mix up the small toys and place them in a pile. Lay the different coloured papers on the floor. Mix up the small toys and place them in a pile. Talk about what each colour is and if things are multiple colours, discuss what colour they think it most matches and why. Ask them put the toys in related colour paper. Remind your students that scientists have to make choices like this, too!</p> <p>Ask students to open book pg. no 15. Ask them what is in the pictures. Ask them cross the button in each box which has different colours. Use the real buttons and ask students to sort them according to their colours. Roam around in the class and help them to complete the task.</p> <p><b>Wrap up:</b></p> <p>Students will be shown pencils ask them sort out same colours of pencils</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Do the worksheet.</p> |  |          |                | 5 mins           | Students will be assessed on                          | Flashcards           |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |          |                | 25 mins          | Identifying to sort objects according to their colour | Coloured paper, toys |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |          |                | 5 mins           |                                                       | Book pg. no 15       |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |          | 5 mins         |                  | Worksheet                                             |                      |



scan QR code for  
more worksheets

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a line to put the things in their regarding colour boxes.



| Mathematical Development                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week: 20 | Topic: Sorting   | Day: 3                                               | Class: Nursery                                 |  |
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| Learning Outcomes                                                                                                      | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          | Time: 40 minutes | Assessment of Learning                               | Resources                                      |  |
| Upon the completion of this lesson, Students will be able to:<br><br>Identify to sort objects according to their shape | <p><b>Recap:</b> 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><b>We Are Learning to:</b> Identify to sort objects according to their shape.</p> <p><b>What I am looking for:</b> How well you identify to sort objects according to their shape.</p> <p><b>Gained skill:</b> This will help us to improve our fine motor, cognitive, social and visual skills.</p> <p><b>Introduction:</b></p> <p>Explain that today we will be sorting objects by their shape. Review the different shapes that the students sorted. Show the students the different objects and ask them to identify the shapes. Encourage them to use descriptive language (e.g., "this is a red circle"). Model how to sort the objects by placing them on the sorting mats based on their shape. Allow students to practice sorting the objects on their own, using the sorting mats. Encourage students to compare and contrast the objects, discussing similarities and differences. Encourage students to continue sorting objects at home or during free play time. 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><a href="https://youtu.be/2NurCaZFI">https://youtu.be/2NurCaZFI</a></p> <p><b>Focused task:</b></p> <p>Scatter a variety of attribute blocks (having different shapes) on the floor along with 2-3 hula hoops. Ask students place a shape inside the hula hoop, ask students if they can figure out how to sort. Then invite students to come up and continue to sort the shapes.</p> <p>Ask students to open book pg. no 16. Talk about the pictures. Ask students to tell the names of these pictures. Tell them circle the objects that have the same shape in the given sets. Draw the shapes on board and ask students match the similar object by showing pictures and objects. Roam around in the class and help students to complete the task.</p> <p><b>Wrap up:</b> Students will be asked to show the different things of same shape from the class.</p> <p><b>Reflection:</b></p> |          | 5 mins           | Students will be assessed on                         | Flash cards                                    |  |
|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | 25 mins          | Identifying to sort objects according to their shape | Shapes block, hula hoops<br><br>Book pg. no 16 |  |
|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | 5 mins           |                                                      |                                                |  |

| Mathematical Development                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Week: 20 | Topic: Sorting | Day: 4             | Class: Nursery                                      |                          |                |
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| Learning Outcomes                                                                                                     | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                | Time: 4-10 minutes | Assessment of Learning                              | Resources                |                |
| Upon the completion of this lesson, Students will be able to:<br><br>Identify to sort objects according to their size | <p><b>Recap:</b> 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><b>We Are Learning to:</b> Identify to sort objects according to their size.</p> <p><b>What I am looking for:</b> How well you identify to sort objects according to their size.</p> <p><b>Gained skill:</b> This will help us to improve our fine motor, cognitive, social and visual skills.</p> <p><b>Introduction:</b></p> <p>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. There are so many ways to sort by size! One easy way to get started is to place a small box and a large box on the floor. Ask students to put any objects that can't fit in the small box go into the big box! Tell students big things will go in big box and small things will go in small box! Ask students find toys to place in each box. Then they had to figure out which of the box each toy should be placed in based on the toys size. Once they put a toy in a box they could run back to get another one. Once teacher said stop they had to sit down in front of the box. Ask them we went over all the toys in each box and talked about why the toy was in that box. Ask them big toys are in in big box and small toys are in small box. <a href="https://youtu.be/4EFLtiitMmk">https://youtu.be/4EFLtiitMmk</a></p> <p><b>Focused task:</b></p> <p>Provide the different size of pom-poms, cupcake liners and tweezers to all students. Ask them put two cupcake liners one big and one small on the table. Ask them pick up the big pom-pom and put it in big cupcake line and small pom-pom in small cupcake liner. Ask students when cupcake liner will fill then stop to putting the pom-poms</p> <p>Ask students to open book pg. no 17. Talk about the pictures. Ask students to tell the names of animals. Wait for their replies. Ask them circle the animal that is different in size in each set. Roam around in the class and help students complete the task.</p> <p><b>Wrap up:</b></p> <p>Tell them circle the animal that is different in size in each set.</p> <p><b>Reflection :</b></p> |          |                | 5 mins             | Students will be assessed on                        | Flashcards               |                |
|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                | 25 mins            | Identifying to sort objects according to their size | Pom-poms, cupcake liners | book pg. no 17 |
|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                | 5 mins             |                                                     |                          |                |

| Mathematical Development                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | week: 20 | Topic: Sorting | Day: 5           | Class: Nursery                                             |                             |
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| Learning Outcomes                                             | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                | Time:4:0 minutes | Assessment of Learning                                     | Resources                   |
| Upon the completion of this lesson, Students will be able to: | 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.<br><b>We Are Learning to:</b> Identify to sort objects by comparing them less or more.<br><b>What I am looking for:</b> How well you identify to sort objects by comparing them less or more.<br><b>Gained skill:</b> This will help us to improve our fine motor, cognitive, social and visual skills.<br><b>Introduction:</b> Pass out the bags of snacks. For the purposes of this lesson, we will use the example of bunties or small candies. Have students carefully pour out snacks onto a clean desk. Ask them divide the snack in to two groups one big and one small. Now ask them do a <b>choral counting</b> of each group of snacks. Ask students which group has the most. Which group of bunties and small candies has more than any other group? Which has the least? Which group of bunties or small candies is the smallest? 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. 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. |          |                | 5 mins           | Students will be assessed on                               | Flashcards                  |
| Identify to sort objects by comparing them less or more       | <b>Focused task:</b><br>Provide 2 dices and blocks on each table. Ask students do work in groups. Ask your students to roll the dices. Check the number on both dice and ask the other student put the blocks according to numbers to explain it using more and less. For example, if they get 5 and 3, put the 5 blocks under 5 and 3 blocks under 3. They can say that 5 is greater than 3 or 3 is smaller than 5. 5 is more and 3 is less. Repeat the activity by rolling the dice again.<br>Help the students to open book pg. no 18. Talk about the pictures. Ask students to tell the names of these pictures. Ask them tick the set which has more and less objects. Roam around in the class and help students to complete the task.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                | 25 mins          | Identifying to sort objects by comparing them less or more | 2 dices, blocks             |
|                                                               | <b>Wrap up:</b> Students will be shown different number of things in a group and ask them which group has more things and which group has less things.<br><b>Reflection :</b><br><b>Homework:</b> Do the worksheet.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                | 5 mins           |                                                            | Book pg. no 18<br>Worksheet |





Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Put the big things in big box and small things in small box by drawing a line.

