

Lesson-1: Revision

Theme 1: I Am Strong

11 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster



eBook

Confirming better

I love to learn every day

Curricular Goals and Objectives (NCF - FS)

To enable the students:

- to develop a foundational understanding of mathematical concepts.
- to enhance spatial reasoning and problem-solving skills.
- to engage in experiential and creative learning through hands-on activities.
- to build cognitive and logical thinking skills.
- to cultivate social-emotional awareness through gratitude and collaboration.

Methodology

Period 1

Teacher: Hello students! Welcome to the new class. How are you all?

(Wait for their responses and acknowledge their expressions)

Teacher: Alright, Let us begin our new lesson for this year! Before we start, Let us check what we remember from what we learned before. Ready?

Teacher: Great!

A Note to the teacher: Prepare a KWL chart for the class. Help students identify the concepts they already know and what they want to know.

We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

As they share, consolidate their ideas in the K (What I Know) and W (What I Want to Know) columns of the chart, respectively. Display or paste the chart in a place that is accessible for children so they can refer to and reflect on it throughout the lesson.

Confirming better

Teacher: Everyone, please open page 5 and look at Confirming better – I love to learn every day.



Confirming better I love to learn every day.

PLH

05

Teacher: Learning is something we do every day. Can you think of something new you learned this week

Teacher: That is wonderful Learning helps us grow and understand the world better. How do you feel when you learn something new

Teacher: Yes, it makes us feel happy and confident. Learning is not just about books. Where else do we learn from

Teacher: Great answers We learn from our experiences teachers friends and even from our mistakes. Why do you think loving to learn is important

Teacher: That is right When we enjoy learning we stay curious and keep improving. Let us all say together I love to learn every day

Kinaesthetic

Use CRM signs to bring students' focus and guide them to work in pairs. Students can use their rough notebooks or a piece of paper for this activity.

Teacher: Let us pair up! This means you need to find one friend to work with.

(Give students some time to find and sit with their partners.)

Kinaesthetic

Work in pairs. Place your hand on your partner's hand. Is it bigger, smaller or the same size?

05

Teacher: Great work! Now, place your left hand on your partner's hand. Look closely at both hands for a moment. Can you tell if they are the same size?

Teacher: Well done! Now, compare your hands. Look carefully to see whose hand is bigger and whose is smaller. (Give students time to observe and encourage a few pairs to share their answers with the whole class.)

Teacher: Excellent observations! Let us move to the next activity.

Auditory

MUST DO

10 MIN.

Teacher: Great work, everyone! Now, let us move on to the next activity. This time, I need you to listen carefully to what I say. After that, I will ask you a few questions and you can share your answers. Are you ready to begin?

Auditory*

Listen to your teacher carefully. Answer the questions.

05

(Read the listening text given on the last page of the Main Course Book. Ensure students are seated comfortably and can hear you clearly. Use a calm and engaging tone to maintain their attention. Then, ask the students the questions related to the text. Encourage them to take turns answering. If needed, read the text once or twice to help them understand better. Support them by repeating or rephrasing the questions and praising their efforts.)

MUST DO

10 MIN.

Pictorial

Guide students to open their books to page 5.

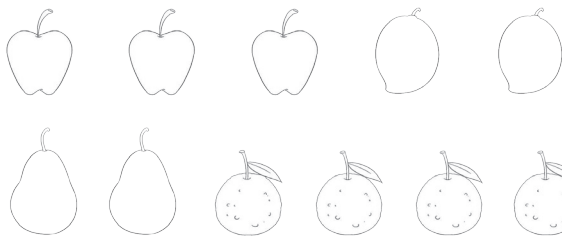
Teacher: Look at the picture on this page. Can you name the fruits you see?

MUST DO

10 MIN.

Pictorial PS

Count and write the total number of fruits. Colour them.



Total number of fruits

05

Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there. *Guide the students to recall and answer these in their notebooks.

Teacher: Excellent! Now, use your finger to point to each fruit and count how many there are.

(Give students time to count, then ask them to share their total.)

Teacher: How many fruits did you count?

(Acknowledge correct answers and guide students who may need help. Encourage everyone to write the total

number in the space provided.)

Teacher: Well done! Now, it is time to colour the fruits. Pick your favourite colours and colour the fruits. Once you are finished, say 'Bingo!' so I know you are done. Ready?

(Move around the class to guide or support while students work on their book).

Differentiated Activities

110 km/hr



Draw a fruit basket on a blank sheet and fill it with at least five different fruits of your choice. Write the total number of fruits.

80 km/hr



Look at the picture on page 5 and count the number of each fruit (apples, pears oranges). Write the name and the count of each fruit in your notebook.

40 km/hr



Identify and name the fruits on page 5 aloud with your teacher's help. Count the fruits with a partner and write the total number in your notebook.

Home Task

Find three fruits in your kitchen at home. Draw and colour them in your notebook. Write their names below each picture.

Bonus Task: Try to compare the size of the fruits/vegetables with your hands. Write or tell someone in your family which fruit is the biggest and which is the smallest.

Period 2

Teacher: Hello students, Did you try to compare the fruits with your hand. Which one you found to be bigger or smaller than your hand?

(Invite a few students to share. Appreciate and acknowledge their responses.)

SHOULD DO

10 MIN.

Interacting better

Teacher: Now, let us find out how many pencils we have by counting! First, I want everyone to open your pencil box. Show me a thumbs up when you are ready.

(Wait for students to open their pencil boxes.)



Interacting better

ICL

Count the number of pencils in your box. Let your partner count the number of pencils in their box. Write the answer here.

06

Teacher: Great work! Now, count how many pencils you have in your box. After that, share your number with your partner.

(Give students some time to count and share with each other.)

Teacher: Awesome! Can a few of you share with the class how many pencils you and your partner have?

(Invite a few pairs to share their answers.)

Teacher: Excellent! Now, write the total number of pencils you found in the space provided.

MUST DO

15 MIN.



Teacher: Open your books to page 6. Can you tell me what you see in the picture?

Students: (Possible responses) Students, class, chocolates/ candy.

Teacher: Wonderful! These are Lina's friends and Lina is celebrating her birthday. Let us read the story to find out what happens next.

(Read the story aloud to the students in a clear and engaging voice. Pause occasionally to ensure they are following along and looking at the text.)

Teacher: As I read, follow along in your books. After we finish, I want you to share your thoughts about the story.

(Encourage students to share their ideas and praise their efforts to express themselves.)

Teacher: Did you notice that Lina had many chocolates in her bowl before she shared them with her friends? After she gave them out, the number of chocolates in her bowl became less.

Teacher: That is right! Sharing is a kind thing to do. Now, Let us talk about something important from the story. Did you see the word 'strong'? Being strong is not just about having big muscles—it is also about having a healthy body and a happy mind!

(Introduce the concept of being healthy in simple terms.)

Teacher: To stay strong, we need to eat healthy foods like

fruits and vegetables and do simple exercises, like walking or stretching. Let us all try a little stretch together now!

(Lead the class in a quick stretch or simple movement to make the concept fun and engaging.)

Teacher: Great work, everyone! Let us remember to stay healthy and strong every day!

Differentiated Activities

110 km/hr



Give each student a set of small objects (e.g., pencils, blocks or balls). Ask them to count how many objects they have and compare their count with a partner.

80 km/hr



Draw a large number line on the floor or a piece of paper (from 0 to 20 or 0 to 30). Call out simple addition or subtraction problems (e.g., 'Start at 5 and jump 3 spaces forward') and have students physically jump or move their counters on the number line to solve the problem.

40 km/hr



Give students a mix of shapes like squares, circles, triangles and rectangles cut out from paper. Ask them to sort the shapes into categories based on their properties (e.g., 4 sides, curved sides, etc.).

Home Task

Count the number of different objects in your house. Write their names with the total number and draw their pictures in your notebook.

Period 3

More – Less

SHOULD DO

5 MIN.

Teacher: Good Morning students. How are you all?

Teacher: In the last class we studied about 'More - Less' , can anyone tell me about that?

MORE-LESS

Lina has 1 pencil.
Jas has 2 pencils.
Ryan has 3 pencils.



a. Who has more pencils, Ryan or Jas?

b. Who has less pencils, Jas or Lina?

Circle the group that has more.

a.



b.



c.



d.



07

Teacher: Open your books to page 7. Can you all see the picture of Lina, Jas and Ryan?

(Read the sentences slowly and clearly, pointing to the text and the picture. You may also write them on the board if needed)

MUST DO

15 MIN.



Teacher: Now, let us answer the Exercise 1 together. Who has more pencils, Ryan or Jas?

Take a moment to look at their pencils in the picture.

Students: Ryan has more pencils.

Teacher: That is right! Ryan has 3 pencils, which is more than the 2 pencils Jas has. Let us write Ryan in the first box. (Repeat the above steps for the for the next question)

Teacher: Great work! Now, let us move to the next question where we need to circle the group that has more.

Teacher: In part (a), there are two groups. Which group has more? Let us count together.

(Model the sum on the board by drawing the picture. Write the numbers below each group for students to differentiate)

Students: The group on the left

Teacher: Excellent! Now, circle the group with more things.

Teacher: Great! Now it is your turn to finish the rest. Show me a thumbs up when you're done. Remember to point at each picture one by one while counting.

(Move around to guide students who need help.

Once they finish, discuss the answers together before moving on.)

Tall – Short

Invite a few students and ask them to stand in pairs. Ask the class to observe the pairs to identify who is tall and who is short.

Now ask students to open their books to page 7. Read out the sentences by pointing to the images of the lamp post and lamp.

P.S Explain that 'tall is used for height and long for length'.

Teacher: Now we are going to look at the pictures on this page. Circle the ones that are tall. Can you see the animals in the pictures? What are they?

MUST DO

20 MIN.



TALL-SHORT
The lamp post is **tall**.
The lamp is **short**.

2 Circle the one that is tall.

a.

b.

07

Teacher: Well done! Now, circle the animal that is tall.

Teacher: Now, it is your turn to do the next one.

(Move around to guide students who need help. Once everyone finishes, discuss the answers together before moving to the next part of the lesson.)

Differentiated Activities

110 km/hr



Give students pictures of different objects or animals and ask them to write sentences like 'The giraffe is taller than the zebra' or 'The pencil is shorter than the ruler.'

80 km/hr



Show students images of two animals (like a giraffe and a rabbit) and ask them to circle which one is tall. Have them say, The giraffe is tall and The rabbit is short.

40 km/hr



Provide images of familiar objects or animals (like a tree and a plant) and help students compare them. Ask, Which one is taller? Circle it.

Home Task

Find two objects at home and compare them. Write which one is more and which one is less, then draw their pictures.

Period 4

SHOULD DO

5 MIN.



Teacher: Good morning, everyone Let us start with a quick warm-up game on more and less

Teacher: Look at your hands How many fingers do you have on one hand and how many on both hands Which is more

Teacher: Now, look around the classroom Are there more chairs or more windows

Teacher: If I have 3 apples and you have 5 apples who has more and who has less

Teacher: Great thinking Let us continue learning about more and less in today's lesson

Long – Short

Show pictures or objects to reinforce the terms long and short. Ask students to identify which one is long and which one is short. Then, guide students to open their books to page 8.

Exercise 3

LONG-SHORT

Maria has **long** hair.

Lina has **short** hair



3 Which one is shorter? Tick (✓) the correct answer.

a.



b.



08

Teacher: I hope you remember the examples we learned about tall and short. Today, we are going to find out about objects that are long and short. Do you see Lina and Maria in your book?

Teacher: Great! Now, can you tell me who has long hair and who has short hair?

Students: Maria has long hair and Lina has short hair.

Teacher: Awesome! Now, turn to your friend and look at their hair length. Can you tell me if your friend has long hair or short hair?

(Give students some time to observe and share their responses.)

Teacher: Well done, everyone! Let us turn to Exercise 3 on page 8 and start working on it together.

(Move around to guide students who need help. Once everyone finishes, discuss the answers together before moving to the next part of the lesson.)

MUST DO

15 MIN.



Big – Small

Display a few objects on your table for students to see. Then invite students to pick the objects and identify which one is big and which one is small. After this activity, guide students to open their books to page 8.

Teacher: Do you see a picture of a teddy bear and a toy car?

Teacher: Great! Can you tell me which one is big and which one is small?

Students: The car is small and the teddy is big.

Teacher: Awesome! Since it is a toy car, it appears smaller than the teddy bear. But remember, there are toy cars and real cars that are big too!


MUST DO

15 MIN.







Teacher: Well done, everyone! Now, let us turn to Exercises 4, 5 and 6 on page 8 and work on them together.

(Guide students to complete the exercises one by one. Move around the room to assist students who need help. Once everyone finishes, discuss the answers together before moving on to the next part of the lesson.)



BIG – SMALL
 The teddy bear is **big**.
 The toy car is **small**.
 



4 Circle the one that is smaller.

a.  



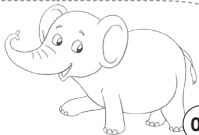
b.  

5 Circle the one that is bigger.

a.  

b.  

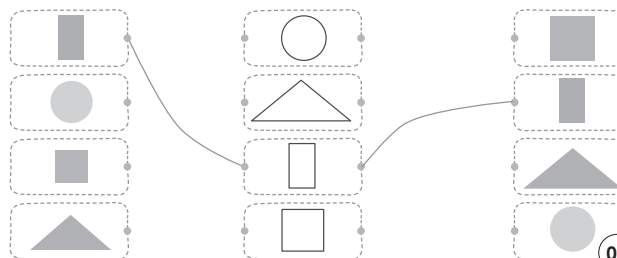
6 Colour the one that is the biggest.

Matching

Exercise 7

Begin by showing the shapes to the class and discussing their names (e.g., circle, triangle, square, rectangle).

MATCHING
 Match the shapes that are similar, as shown.
 

Teacher: We are going to match the shapes that look the same.

(Point to the first shape on the left and ask students to identify it. Then, find its match on the right side as a class.

Allow students to complete the rest of the matches independently or in pairs. Once done, review the answers together, encouraging students to explain their choices.)

Teacher: Well done students, Let us end the class with huge round of applause see you in the next class.

MUST DO

05 MIN.



Differentiated Activities

110 km/hr



Pair students and give them classroom objects to measure (e.g., a pencil, a book, a water bottle).

Ask them to compare the measurements and identify which object is longer and which is shorter. Have them record their findings in their notebooks.

80 km/hr



Ask students to find one big and one small object in the classroom. Let them present their findings to the class by showing the objects and describing their sizes.

40 km/hr



Display a few pictures. Ask students to sort the pictures into two groups: big and small.

Home Task

Look around your home. Draw and write the name of one thing that is long, short, big and small.

Period 5

SHOULD DO

5 MIN.



Sorting

Teacher: Good morning everyone, I hope you are fine!

Teacher: Today we are going to do something fun. We are going to help Lina, Jas and Sam sort things into the right places. Do you know what sorting means?

Teacher: Sorting is when we put things into different groups based on their shapes, colors or sizes. For example, we can sort these cuttings by their shapes. Now, Let us help Lina, Jas and Sam sort paper cuttings into their boxes. These cuttings are of different shapes. Are you ready to help them?

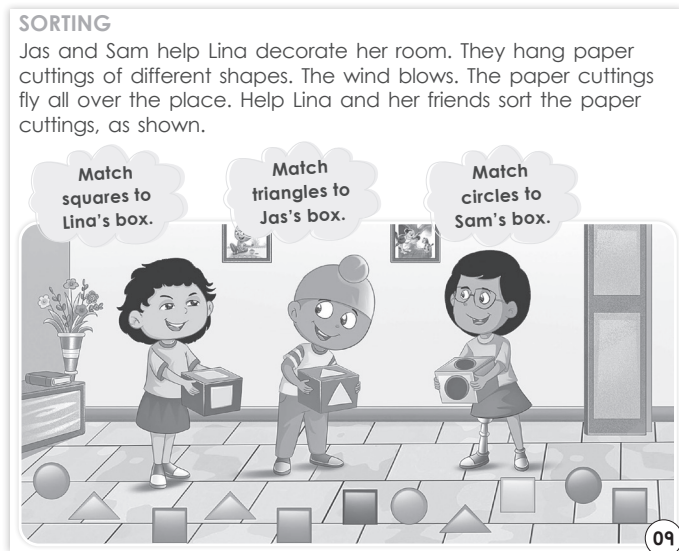
(Read out the text aloud to students and initiate a discussion on the topic)

Teacher: Great! Let us look at the picture in your books. Turn your books to page 9. Can you tell me which shapes you see on the floor?

MUST DO

15 MIN.

Students: Circle, triangle, square!



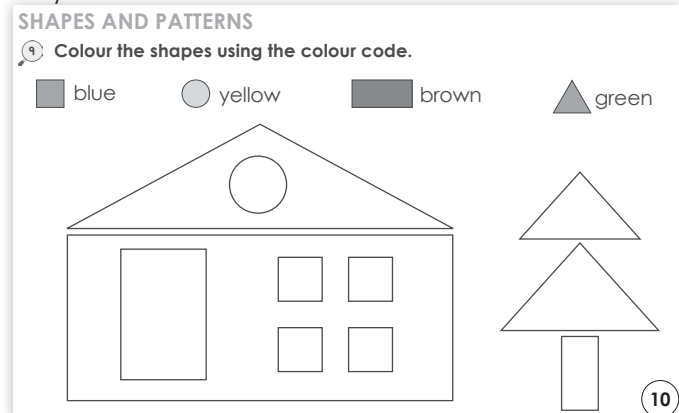
Teacher: Wonderful! Each friend has a box for a specific shape. Lina's box is for squares, Jas's box is for triangles and Sam's box is for circles.

Teacher: Let us start by finding all the squares. Can you point to a square on the floor?

Students: (Point to a square).

Teacher: Good! Now, who will take it to Lina's box?

Students: (Respond and point to Lina holding the square box).



Teacher: Excellent! Let us move to the triangles. Can you find a triangle and show me who it belongs to?

Students: (Point to a triangle and Jas's box).

Teacher: Great work! Finally, let us sort the circles. Can you find a circle and tell me who gets it?

Teacher: Now it is your turn! Look at the shapes on the floor. Draw a line to match each shape to the correct box in your book. Remember: Lina's box is for squares, Jas's box is for triangles and Sam's box is for circles.

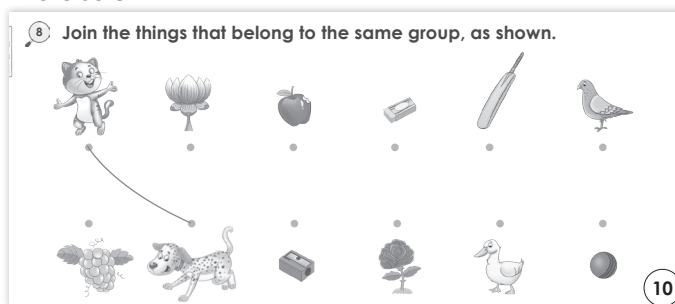
Teacher: Good work! Let us move to the next exercise. we will learn how to group things that are alike. Look at the picture in your books on page 10. Can you tell me what you see?

MUST DO

20 MIN.

(Move around the room to assist students who need help. Once everyone finishes, discuss the answers together before moving on to the next part of the lesson.)

Exercise 8



Students: A cat, flower, apple, dog.

Teacher: Wonderful! Some of these things belong to the same group. For example, can you see how the cat and dog are connected? They both belong to the group of animals. We're going to connect other things that belong together, just like this.

Teacher: Let us do the next one together. Look at the flower. What other thing on the page belongs to the group of flowers?

Students: The rose!

Teacher: That is right! Let us draw a line from the lotus to the rose to show they belong to the same group.

(Pause to allow students to draw the line.)

Teacher: Now it is your turn! Look at the remaining pictures and find the objects that belong to the same group. Draw a line to connect them. Remember to think about what makes them similar.

(Move around the room to assist students who need help. Once everyone finishes, discuss the answers together before moving on to the next part of the lesson.)

Differentiated Activities

110 km/hr

Give students a collection of everyday objects (e.g., a spoon, a book, a pencil, a toy, a sock, a cup). Ask them to sort the objects into two or more groups based on characteristics (e.g., things to eat with, things to wear, things to read).

80 km/hr



Give students a small set of everyday objects (e.g., a spoon, a pencil, a ball). Ask them to sort the objects into two groups, such as 'things you write with' and 'things you play with.' After they finish sorting, they can share which objects belong in each group.

40 km/hr



Provide students with two or three simple everyday objects (e.g., a pencil, a book, a toy). Ask them to sort the objects into two groups with your guidance (e.g., things you use for learning and things you use for playing).

Home Task

Complete Exercise 8 and 9 given on the page 10 in the Main Course Book.

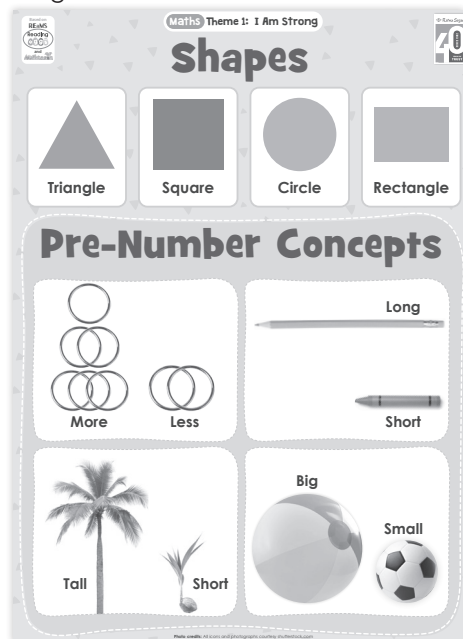
Period 6

Poster

Teacher: Good morning, students! Today, we will have fun learning about shapes and sizes. Let us look at this poster together.

SHOULD DO

5 MIN.



Teacher (pointing to the shapes section): Here is a shape with four equal sides. What do we call it? Yes, it is a square! Now, let us draw a square in the air with our fingers. Well done!

Teacher (pointing to the pre-number concepts section): Look at these two pencils. One is long and the other is short. Can you show me a long pencil with your hands? Now, show me a short pencil. Fantastic!

This keeps the lesson simple, engaging and interactive for Grade 1 students. Let me know if you need further adjustments!

Recalling better

Teacher: Now, we will explore different shapes and sizes. I have some objects with me. Let us take turns identifying them.

Recalling better

CING

In this chapter, I have revised

- big – small.
- long – short.
- tall – short.
- more – less.
- matching.
- sorting.
- shapes and patterns.

10

Teacher (holding up a round object): Look at this object. It has no corners and is perfectly round. What shape is this?

Teacher (holding up a square object): Now, here is an object with four equal sides. Can you tell me its shape?

Teacher (showing two objects of different sizes): Look at these two objects. One is big and one is small. Can you point to the big one?

Teacher (looking around the classroom): Who can find something in the classroom that looks like a rectangle?

Teacher: Wonderful! You all did a great work identifying shapes and sizes. Give yourselves a big round of applause!

- Is the object tall, long or short?
- Which object has more or less?
- Can you pick the smaller, longer or bigger one?

MUST DO

10 MIN.



Learning better

Exercise A

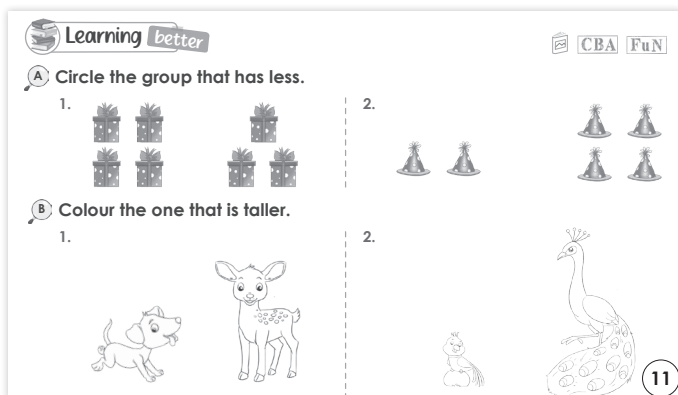
Teacher: Let us begin with the practice exercises. Open Learning better on page 11. Look at the Exercise A. Can you name the objects you see in the picture?

Students: gifts and hats

Teacher: Well done! Now count the presents with me. Which group has less?

MUST DO

25 MIN.



(Students count and answer)

Teacher: Great! Now, look at the party hats. Count them on your own. Which group has less?

(Allow time for independent work, then review answers.)

Teacher: Well done! You compared the groups correctly. Let us move to the next exercise.

Exercise C

Teacher: Next, let us proceed with Exercise C. Look at the picture. What do you see in the first one?



Students: A hummingbird and an eagle.

Teacher: Very good! Now, which one is smaller, the hummingbird or the eagle?

Students: The hummingbird.

Teacher: That is right! Circle the hummingbird to show that it is smaller.

Teacher: Now, look at the second picture. What do you see?

Students: A car and a bicycle.

Teacher: Which one is smaller, the car or the bicycle?

Students: The bicycle.

Teacher: Great! Circle the bicycle.

Teacher: Now, it is your turn to do the last one.

(Give time for students to complete the task.)

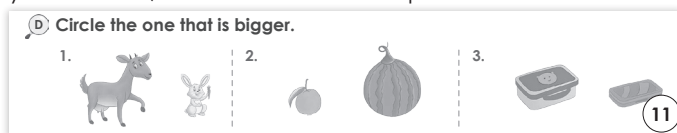
Teacher: Which backpack is smaller?

Students: The blue backpack.

Teacher: Excellent! You have correctly identified the smaller object in each picture. Remember, when we compare sizes, we need to look carefully and see which object is smaller than the other.

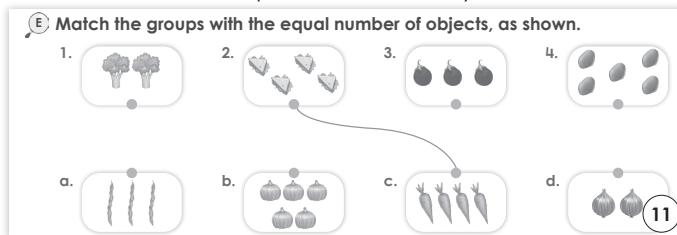
Exercise D

Teacher: Now that you know how to identify the smaller objects, let us move on to the next exercise. In each pair, you will compare and circle the one that is bigger. Once you're done, show me a thumbs-up!



Exercise E

Teacher: Look at the picture. What do you see?



Students: I see different groups of food.

Teacher: Yes, there are groups of vegetables and fruits. Our task is to match the groups that have the same number of objects.

Teacher: Let us start with the first group. How many broccoli are there?

Students: Two broccoli.

Teacher: Great! Now, we need to find another group with two objects. Look at the other groups carefully.

(Give students time to compare the groups.)

Students: The group with the onions has two onions.

Teacher: That is correct! So, we can match the broccoli with the onions.

(Demonstrate drawing a line to connect the group of broccoli with the group of onions.)

Teacher: Now, let us move to the next group. How many sandwiches are there?

(Guide students to count the sandwiches.)

Teacher: Now, find the group that has the same number of objects as the sandwiches.

(Allow students to compare and find the matching group.)

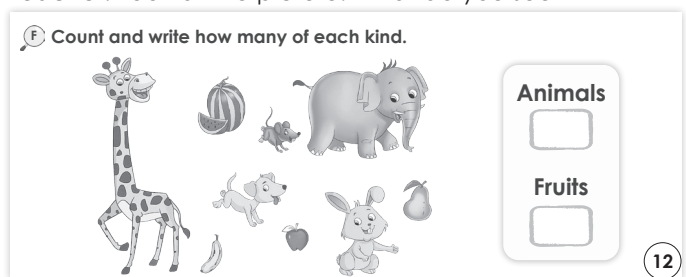
Teacher: Great work! You are doing a wonderful work matching the groups with the same number of objects.

Teacher: Now, work with your partner to match the remaining groups. Remember to count carefully and compare the number of objects in each group.

(Give students a few minutes to work in pairs and complete the exercise. Discuss the answers and move to the next exercise)

Exercise F

Teacher: Look at the picture. What do you see?



Students: I see animals and fruits!

Teacher: Great! We are going to count how many of each there are. Let us count the animals first. Who can tell me the first animal they see?

Students: A giraffe!

Teacher: Good! Let us count the animals as we point to them. One, two, three... How many animals are there in total?

(Guide students to count the animals together.)

Students: Five animals!

Teacher: Excellent! Now, count the fruits. Who can tell me the first fruit they see?

Students: A watermelon!

Teacher: How many fruits are there?

Students: Three fruits!

Teacher: Great work! Now, write down how many of each we found. How many animals were there?

Home task

Solve Exercise B given on page 11 in the Main Course Book.

Bring coloured paper for 'creating better' activity which will be done in the next period.

Period 7

Exercise G

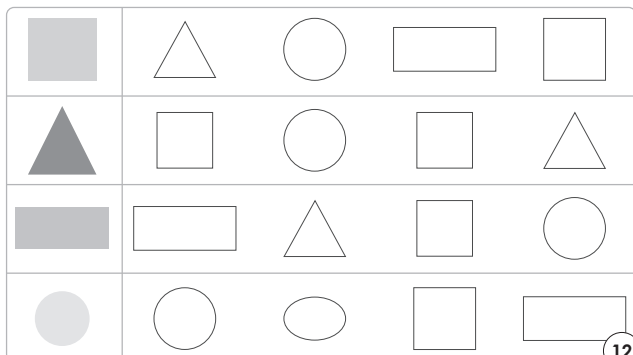
Teacher: Good morning, everyone. I hope you are all feeling great today. Let us get ready for an exciting activity.

MUST DO

15 MIN.



© Colour the shape that is the same as the one on the left.



12

Teacher: I would like each of you to work on your own. Look at the shape on the left and colour the shape that is the same. Take your time and observe carefully before you start colouring.

Teacher: Let us do one together.

Teacher: Now, it is your turn to complete the rest. Take your time and focus carefully on matching the shape. Once you have finished, I want you to check your friend's work to see if they coloured the right shape. Remember, checking each other's work can help us learn from one another.

Creating better

Teacher: We are going to have fun with shapes and make a beautiful picture using them. Did everyone bring their coloured paper? Wonderful!

MUST DO

15 MIN.



Creating better

Use shapes to make a picture.

- Take one yellow and one orange sheet of paper. Draw a big circle on the yellow sheet and twelve small triangles of equal size on the orange sheet.
- With the help of an adult, cut out the pieces.

12

Teacher: First, take your coloured paper and trace different shapes on it. You can draw circles, triangles, squares and rectangles. If you need help, I will guide you.

Teacher: Now, carefully cut out the shapes with the help of an adult. Once you have your shapes ready, let us use them to make a picture. You can create a hut, a flower, a sun or even a mountain!

Teacher: You can also draw around these shapes to complete your scene. Be creative and have fun! I am excited to see all your wonderful pictures.

Note - This activity can also be assigned as a homework task for students.

Thinking better

Teacher: We are going to solve a fun toffee problem using pictures. Let us start by drawing two jars on the board—one pink and one yellow.

SHOULD DO

10 MIN.



Thinking better

Think and answer.

A pink jar has 4 toffees. A yellow jar has 6 toffees. Lina takes 2 toffees from the yellow jar. Now which jar has more toffees?

13

Teacher (drawing the jars): Here is the pink jar and here is the yellow jar. Now, let us add toffees inside them. The pink jar has six toffees and the yellow jar has eight toffees.

Teacher: Look at both jars. Which jar has more toffees? Yes, the yellow jar has more toffees than the pink jar.

Teacher: Now, Lina takes two toffees from the yellow jar. Let us remove two toffees from the drawing. How many toffees are left in the yellow jar now? Think and tell me.

Teacher: Well done! You have learnt how to compare numbers and find how many are left after taking some away. Great work, everyone!

Differentiated Activities

110 km/hr



Students will create a picture using multiple cut-out shapes and write a short description of their design.

80 km/hr



Students will arrange pre-cut shapes to form a given pattern or object and label the shapes used.

40 km/hr



Students will match basic shape cut-outs with their names and trace them on paper.

Home Task

Look around your house and find three objects of different shapes. Write their names and shapes, then draw them in your notebook.

Period 8

Choosing better

Teacher: Good morning, students! Today, we will talk about something very special—gratitude! Gratitude means being thankful for the people and things that make us happy.

SHOULD DO

10 MIN.



Choosing better

Take two blank pages from an old notebook (remember, it is important to reuse paper). Ask an adult to cut 2 squares and 2 rectangles from the pages. On each shape, write the name of someone or something you are thankful for. For example, family, friends, teachers, food, etc. Take a sheet from an old calendar. Paste the cut-outs on the back of the calendar sheet. Write on top, "Thank you, God. I am thankful for..." Your value poster is ready.

LSV

13

Teacher: Let us make a value poster to show what we are thankful for. First, take two blank pages from an old notebook. It is always good to reuse paper! Now, ask an adult to help you cut out two squares and two rectangles from the pages.

Teacher: On each shape, write the name of someone or something you are thankful for. It can be your family, friends, teachers or even your favourite food! Now, take a sheet from an old calendar and paste your cut-outs on the back of it.

Teacher: Finally, write on top, 'Thank you, God. I am thankful for...' Your value poster is ready! We will display it in the classroom so everyone can see and remember the importance of gratitude.

Note: This activity can also be assigned as a homework task for students.

Teacher: Do you remember how we made a Little Book before? Today, we will make another one, but this time, it will be called My Little Book of Revision!

Revising better

Teacher: First, take a blank page and fold it carefully to make a little book. On the cover, write My Little Book of Revision using your favourite colours.

Revising better
DBL

As described on page 15 of the English section, you have already learnt how to make a Little Book. Now, make another Little Book in the same way. Write My Little Book of Revision on the cover using your favourite colours.

Which shape do you like the best? Draw and colour it in your Little Book. You can make other objects using the same shape.

13

Teacher: Now, think about shapes. Which shape do you like the best? Is it a circle, square or rectangle? Draw and colour that shape inside your little book.

Teacher: You can also make other objects using the same shape. Have fun creating your book! I cannot wait to see your colourful designs.

Worksheet 1

Ask students to open their Math workbook to page 10. Guide the to complete the exercises in worksheet 1.

MUST DO

30 MIN.

Theme 1: I Am Strong

1. Revision

Worksheet 1

A. Colour the box for small ones with a yellow crayon. Colour the box for bigger ones with a green crayon.

1.

2.

3.

4.

5.

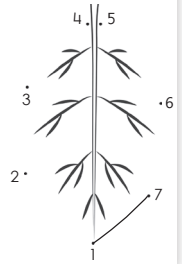
10

B. Match the numbers with their number names.

- | | | |
|-------|---|----------|
| 1. 6 | • | a. five |
| 2. 9 | • | b. ten |
| 3. 3 | • | c. six |
| 4. 10 | • | d. nine |
| 5. 5 | • | e. three |

C. Connect the dots. What shape did you get?
Write your answer on the blank.

10



Note: You may also take up this worksheet in class for concept recap or for assessment purpose.

Differentiated Activities

110 km/hr



Look around the classroom and find two objects, one big and one small. Write their names in your notebook and describe how they are different in size.

80 km/hr



I will show you pictures of objects in pairs. Your task is to circle the bigger object in each pair and write 'big' next to it.

40 km/hr



I will give you two objects. You will touch and feel them, then tell me which one is bigger and which one is smaller. Point to the correct one when I ask.

Home Task

Practise worksheet 1 at home with the help of your parents.

Period 9

SHOULD DO

10 MIN.

Teacher: Good morning, everyone.

Let us begin with a fun warm-up. Look around the classroom and find a friend to stand next to. Now, tell me, who is taller? Who is shorter? Look carefully and compare.

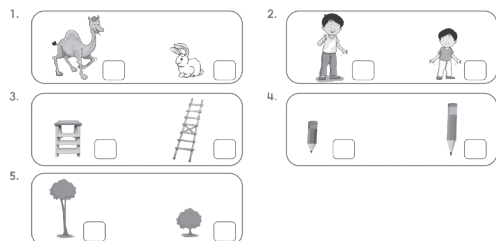
Teacher: (Pauses for students to observe and respond)

Teacher: Yes, some of you are taller and some are shorter. Now, let us play a quick game. I will show you two objects and you will tell me which one is shorter. (Holds up a long pencil and a short pencil) Which one is shorter?

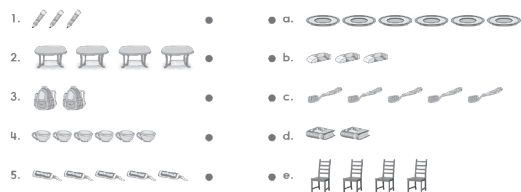
Teacher: (Listens to student responses)

Teacher: That is correct. The smaller pencil is the shorter one. Now, let us do a fun activity in our books. Open Worksheet 2, Exercise A.

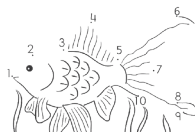
A. Colour the box for the short one green.



B. Match the groups that have the same number of objects.

C. Connect the dots. Which animal did you get?
Write the answer on the blank.

11



Teacher: Look at Question 1. We see a camel and a rabbit. Which one is shorter?

Teacher: Yes, the rabbit is shorter.

Now, colour the box near the shorter object green.

Teacher: (Gives time for students to complete)

Teacher: Now, let us look at the next one. There are two boys, one taller and one shorter. Can you point to the shorter one?

Teacher: Good. Colour its box green.

Teacher: (Continues guiding students through Section A)

Teacher: Now, let us move to Section B. We have to match groups that have the same number of objects. Look at the first question. We have two pencils. Can you find another group with the same number of objects?

Teacher: (Listens to student responses and helps them match correctly)

Teacher: Very good. Let us do the next one together. (Repeats the process for the remaining exercises)

Teacher: Now, let us move to Exercise C. Here, we have to connect the dots.

Once you connect them correctly, you will see an animal. Look at the numbers carefully and join them one by one.

Teacher: (Watches students as they connect dots)

Teacher: Who has completed it? What animal do you see?

Teacher: Yes, it is a fish. Well done. Let us talk about the fish. Where do we find fish? What do they eat?

Teacher: (Listens to students' responses and discusses briefly)

Differentiated Activities

110 km/hr



Now, I have a challenge for you. Look around the classroom and find three objects. Compare their heights and tell me which one is the shortest and which is the tallest. Write your answers in your notebook.

80 km/hr



I have some objects here – a book, a pencil and an eraser. Can you arrange them in order from shortest to tallest? Now, try the same with your own objects at your desk.

40 km/hr



I will give you some pictures of different objects. Your task is to find two objects of the same height and draw a line between them. Let us start.

Home Task

Complete the remaining exercises from Worksheet 2 in your workbook.

Period 10

Teacher: Good morning, everyone.

SHOULD DO

Let us start with a quick warm-up.

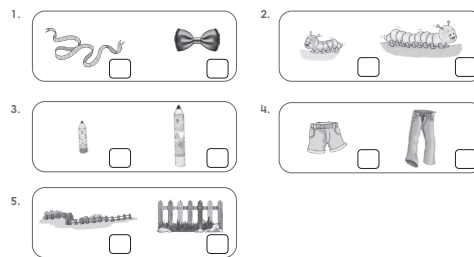
10 MIN.

Look around and find two objects at your desk, one long and one short. Hold them up and compare.

Teacher: (Pauses for students to observe)

Teacher: Now, tell me which one is longer and which one is shorter. Yes, that is correct. Longer objects take up more space, while shorter objects take up less space. Let us now open Worksheet 3, Exercise A.

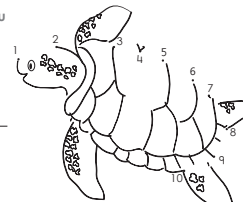
A. Colour the box for the long one green.



B. Colour the smaller number blue.

- | | |
|--------------|--------------|
| 1. 5 9 | 2. 13 7 |
| 3. 14 19 | 4. 2 10 |
| 5. 9 10 | |

C. Connect the dots. Which animal did you get? Write the answer on the blank.



12

Teacher: Look at Question 1. There is a snake and a bow. Which one is longer? Yes, the snake is longer. Now, colour the box near the

MUST DO

20 MIN.

☐

(Gives students time to complete)

Teacher: Let us move to the next one. We have a short caterpillar and a long caterpillar. Which one is longer? Very good. Colour the box near it green.

Teacher: (Continues guiding students through Section A)

Teacher: Now, let us move to Section B. Here, we have to colour the smaller number blue. Look at Question 1. We have 5 and 9. Which number is smaller?

Teacher: (Listens to students' responses)

Teacher: Yes, 5 is smaller. Now, colour it blue. Let us do the next question together. (Repeats the process for the remaining exercises)

Teacher: Now, let us move to Section C. Here, we have to connect the dots. Once you connect them correctly,

COULD DO

10 MIN.

☐

you will see an animal. Look at the numbers carefully and join them one by one.

Teacher: (Observes students as they connect dots)

Teacher: Who has completed it? What animal do you see?

Teacher: Yes, it is a turtle. Well done. Can you tell me where turtles live? Yes, some live in water and some live on land. Great work, everyone.

Teacher: Well done students. Let us have a huge round of applause. See you in the next period.

Differentiated Activities

110 km/hr



Now, let us try something different. Find two objects in the classroom and compare their lengths. Write their names and describe which is longer and which is shorter.

80 km/hr



I will give you different cut-out pictures of objects. Your task is to arrange them from shortest to longest.

40 km/hr



I have some pictures of different objects. Your task is to draw a line between two objects that are of similar lengths. Let us start.

Home Task

Complete the remaining questions of Worksheet 3.

Period 11

Teacher: Good morning, everyone. Let us begin with a fun warm-up. I will

SHOULD DO

10 MIN.

☐

say a word and you will tell me if it contains the letter 'a' or 'e'. Ready?

Teacher: (Says words like 'cat', 'pen', 'bag', 'hen', 'man', 'vet' and pauses for students to respond.)

Teacher: Great! Now, look at 'Book of Holistic Teaching, Chapter 1: Revision.' Look at the words in Section A. Read them aloud and count how many have the letter 'a' and how many have the letter 'e'.

(You may show the questions on screen or write them on board.)

Teacher: (Gives time for students to count and write their answers.)

Book of Holistic Teaching

MUST DO

20 MIN.

☐

Teacher: Now, let us move to the 'EVS activity in the Book of Holistic Teaching'. We all have different body parts. Can you name five body parts?

Chapter 1: Revision

Theme 1: How Do We Live?

A English

Identify and circle the ei words in the following.

ascending height subtract fractions weight

B Science

Rina prepared cookies in an oven. She heated them at 175 degrees celsius for 15 minutes. Name the method used for cooking.

C Social Studies

People from this civilization were the first to divide an hour into 60 minutes and a minute into 60 seconds. They built large structures called ziggurats to worship different gods and goddesses. Name the civilization.

10

Teacher: Very good! Now, write five parts of your body in your notebook and count the number of letters in each word.

Teacher: (Gives time for students to write and count.)

Teacher: Now, let us open Worksheet 4. Look at Section A. We have to find the picture that has more objects and colour the box near it with a green crayon. Let us do the first one together.

(Guides students through a few questions, then allows them to complete the rest.)

Teacher: Now, in Exercise B, we have to find the picture that has fewer objects and colour the box near it with a yellow crayon. Let us do the first one together.

(Gives time for students to complete.)

worksheet 4

Teacher: Now, let us look at Exercise C of Worksheet 4. Here, we have to colour different shapes in different colours. What colour should we use for circles? Yes, blue!


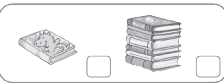



Teacher: (Gives time for students to colour.)

COULD DO

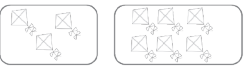
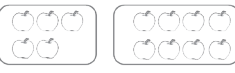



05 MIN.

☐

A. Colour the box for the picture that has more, with a green crayon.

1. 	2. 
3. 	4. 
5. 	

B. Colour the box that has less, with a yellow crayon.

1. 	2. 
3. 	4. 
5. 	

C. Colour the circles in blue. Colour the rectangles in red. Colour the squares in pink. Colour the triangles in brown.



13

Teacher: Now, let us look at rectangles. What colour should we use for rectangles? Yes, red!

Teacher: (Continue guiding students through the colouring task.)

(Discuss the difficult areas of this chapter.)

Teacher: Now, let us fill in the last column of the KWL chart.

SHOULD DO



Teacher: In this column we will write what we have learned in this chapter.

5 MIN.

Teacher: Think about the topics, have we learnt and write them in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



Find five objects in the classroom and count how many of each type you have. Write the numbers in your notebook and compare which one is more and which one is less.

80 km/hr



I will give you a set of number cards. Your task is to arrange them from smallest to largest and circle the smallest number in blue.

40 km/hr



I will show you two sets of objects. Your task is to point to the set that has more objects and say the number aloud.

Home Task

Practise the concepts discussed in this chapter.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• use coordinated movement of fine motor muscles for activities like pencil drawing, colouring, etc.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• enjoy being in the company of their peers.
Cognitive Development	<ul style="list-style-type: none">• understand the spatial concepts of size and shape by observing and comparing objects of various shapes and sizes.• identify different shapes.• differentiated more from less quantity by observing given pictures.• sort, classify and describe the objects based on their size and other observable properties.• identify simple patterns in their surroundings, shapes and numbers.
Language and Literacy Development	<ul style="list-style-type: none">• describe the physical features of solid objects in their own language.• use 'tall' and 'long' for height and length respectively.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw simple pictures and colour appropriately.
Positive Learning Habits	<ul style="list-style-type: none">• adopt classroom rules and norms• develop adequate working memory.

Starry Knights

How did your first session go? Could you connect with your learners?

Commendable, indeed!!!

Reward yourself with a STAR.

