

# Lesson-1

1 Period (40 minutes)



Art and Craft Workbook, Crayons, Pencils, Erasers



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills.
- to understand the concept of crabs and their natural habitat.
- to foster creativity through colouring and designing the crab.

## Methodology

### Period 1

**Teacher:** Greetings. How are you all today?

SHOULD DO

5 MIN.



**Teacher:** I hope you are ready for a fun activity. Today, we will be learning about crabs and creating our very own crab artwork.

**Teacher:** Do you know what a crab looks like?  
(Pause for responses)

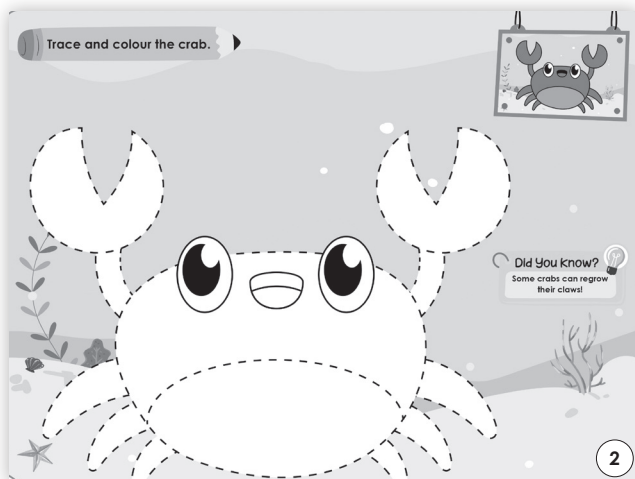
**Teacher:** Yes, they have a hard shell and claws. Some crabs even live under the sea.

**Teacher:** Did you know that some crabs can grow back their claws if they lose them? Today, we will trace a crab and colour it to make it look fantastic.

**Teacher:** Open page of your Art and Craft Workbook, where you will see an outline of a crab. Let us start by tracing the outline of the crab with our pencils.

MUST DO

25 MIN.



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Take your time to carefully trace the crab's body, legs and claws. Be gentle and make sure the lines are neat.

(Students trace the crab outline.)

**Teacher:** Now that we have traced the crab, let us move on to colouring it. What colours do you think crabs are?  
(Pause for responses)

**Teacher:** Yes, crabs can be red, green, brown or even blue. You can use any colour you like.  
(Students begin colouring the crab.)

**Teacher:** As you colour, remember that the crab's claws are its most important feature. Can you make the claws look big and strong?

**Teacher:** Do not forget to colour the background. Imagine where your crab lives. Is it under the sea, on the beach or in a rocky area? You can add some plants or water around the crab.

**Teacher:** Great job, everyone. Now, let us talk about where crabs live.

SHOULD DO

10 MIN.



**Teacher:** Can anyone tell me where you have seen a crab before?  
(Pause for responses)

**Teacher:** Yes, crabs usually live in oceans, but some can also live on beaches or in the sand. They love to hide under rocks and scuttle around.

**Teacher:** How do you think crabs move?  
(Pause for responses)

**Teacher:** Exactly. Crabs move sideways using their legs and claws.

## Home Task

Draw and colour a picture of a crab in its natural habitat. You can include the ocean, rocks and plants.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by tracing and colouring the crab.</li><li>• strengthen hand-eye coordination through detailed colouring work.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• gain an understanding of crabs and their features, such as claws and habitat.</li><li>• develop the ability to follow instructions and complete a creative task.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with terms like 'claws', 'shell', 'scuttle' and 'habitat'.</li><li>• describe the crab's appearance and where it lives.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• display creativity and self-expression through colouring.</li><li>• build confidence in completing the craft.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• enhance creativity using colours and imagination in creating the crab's environment.</li><li>• explore artistic expression through structured colouring activity.</li></ul>

### Starry Knights

How was your experience of teaching this lesson? Did you enjoy guiding students through the creative process? Could you keep the students engaged while maintaining a smooth flow during the activity?

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If yes, give yourself a STAR.

## Lesson-2

1 Period (40 minutes)



Art and Craft Workbook, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to enhance creativity through colouring activities.
- to develop fine motor skills by using crayons.
- to learn about elephants and their unique characteristics.

### Methodology

#### Period 1

**Teacher:** Today, we are going to colour a very special animal. This animal is very big. It has large ears. Can anyone guess which animal it is? (Accept all responses.)

**SHOULD DO**

10 MIN.



**Teacher:** That is right. This is an elephant. Elephants are the largest land animals. They have big ears, long trunks and strong tusks. Elephants love to play in the water and use their trunks to spray water on themselves.

**Teacher:** Do you know elephants flap their ears? (Accept all relevant responses.)

**Teacher:** Elephants flap their large ears to fan themselves in hot weather to keep themselves cool.

(Pictures or a short animation of elephants in their natural habitat could be shown. Engage the students in a discussion and ask questions like, what is the colour of the elephant, what other objects are there in the image, which colours will you use in the picture?)

**Teacher:** Now, Open page 3 of your Art and Craft Workbook and take out your colours. Let us start colouring.

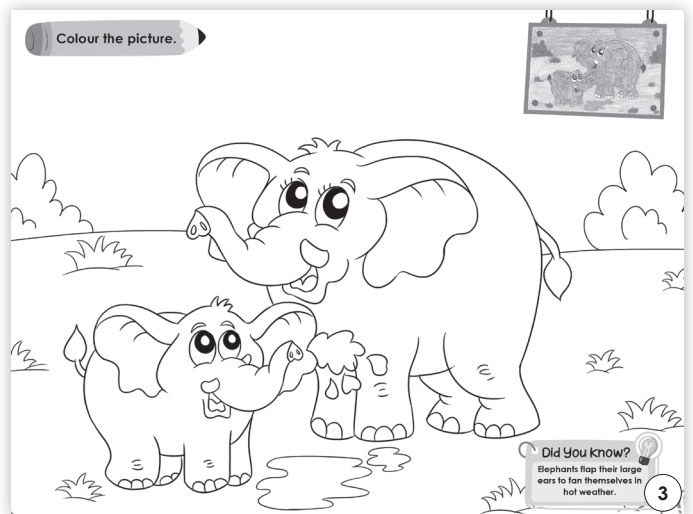
**MUST DO**


25 MIN.



**Teacher:** You can use different shades to show your creativity. You may look at the reference image if you need help.

(Observe and assist students while they colour.)



 You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Let us share our coloured elephants with the class. What colours did you use? Why did you choose those colours?

**COULD DO**

5 MIN.



(Encourage students to talk about their choices in simple sentences and appreciate their peers' work.)

### Home Task

Pretend to be an elephant. Use your arm like a trunk and try picking up a small object with it. Walk around and see how it feels to move like an elephant.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by gripping and using crayons.</li><li>• strengthen hand-eye coordination through controlled colouring.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and real-world knowledge (e.g., learning about elephants and their features).</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary through words related to animals (e.g., 'trunk', 'tusks', 'ears').</li><li>• listen and respond to teacher-led discussions and instructions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity without fear of mistakes.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different colours to express creativity.</li><li>• appreciate the beauty of artistic expression through colouring.</li></ul>

### Starry Knights

Did you go beyond the art and craft activity to deepen student engagement? As an educator, do you find joy in fostering curiosity and creativity in your classroom?

Award yourself a star for your dedication and ambition as a teacher.



## Lesson-3

 1 Period (40 minutes)



Art and Craft Workbook, Chart Paper, Crayons, Glazed Paper (Pink and Green), Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to explore creativity and self-expression through collaborative and individual art activities.
- to build teamwork, responsibility and a sense of belonging through group tasks.
- to develop fine motor skills and coordination through hands-on activities.
- to enhance observation and curiosity by linking art to real-world concepts.

### Methodology

#### Period 1

**Teacher:** Hello, everyone. Welcome to your art and craft class. I am so excited to see all of you. Are you ready to have fun and create something amazing today?

(Students respond enthusiastically.)

**Teacher:** Do you like flowers? Can you name a few flowers?

(Wait for students to respond.)

**Teacher:** Great. Can you tell me the name of our national flower?

**Teacher:** Correct. Lotus.

**Teacher:** Now, we are going to create a beautiful lotus using pink and green glazed paper. Open page 4 of your Art and Craft Workbook. Can anyone guess which flower is this?

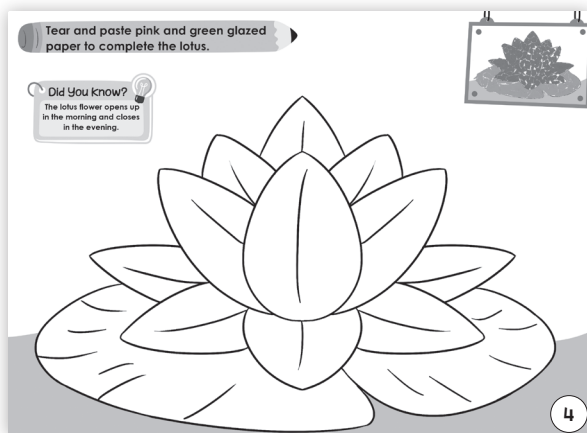
**SHOULD DO**

5 MIN.



**MUST DO**

25 MIN.



(Show the lotus craft sheet and accept all relevant responses.)


#### Learning Together

**Teacher:** That is right. This is a lotus. Did you know that the lotus flower opens up in the morning and closes in the evening? It grows in water and has broad leaves that float on the surface.

**Teacher:** What colours do you think the lotus is?

(Accept all relevant responses.)

**Teacher:** The lotus flower is usually pink and its leaves are green. Now, we will use pink and green glazed paper to complete the lotus.

 You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Let us start our craft. Tear the pink glazed paper into small pieces and paste them on the petals of the lotus. Then, tear the green glazed paper and paste it on the leaves. Be creative and make your lotus look beautiful.

(Observe and assist students while they work on the activity.)

**Teacher:** Let us share our completed lotus flowers with the class. What did you enjoy the most about this activity? Why did you choose those colours?

(Encourage students to talk about their choices in simple sentences and appreciate their peers' work.)

**COULD DO**

10 MIN.



#### Home Task

Observe flowers in your surroundings and note their colours. Try drawing and colouring a flower of your choice at home.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by tearing and pasting paper.</li><li>• strengthen hand-eye coordination through craftwork.</li><li>• improve spatial awareness while placing paper pieces correctly on the image.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and real-world knowledge (e.g., learning about the lotus flower and its characteristics).</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and respond to teacher-led discussions and instructions.</li><li>• expand vocabulary through words related to plants and flowers (e.g., lotus, petal, leaf).</li><li>• express thoughts and observations about their artwork and the class activity.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• develop a sense of belonging and identity by contributing to a creative activity.</li><li>• gain confidence in expressing creativity without fear of mistakes.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different textures and materials to create unique artwork.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of colouring the lotus and learning about its habitat?

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Were you able to keep students engaged while they explored the desert world?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



## Lesson-4

1 Period (40 minutes)



Art and Craft Workbook, Disposable Spoons, Coloured Wool (Black, Blue, Yellow), Black Sketch Pen, Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through hands-on craft activities.
- to foster creativity and imaginative thinking.
- to learn to follow step-by-step instructions to create an art project.
- to enhance communication skills through storytelling.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone. Are you all excited for today's class? Today, we are going to make something very special. (Accept all responses.)

**Teacher:** Wonderful. We are going to make a spoon puppet. Have you ever seen a puppet show? Puppets help us tell stories and make learning fun. By the end of this class, each of you will have your very own spoon puppet.

**Teacher:** Let us begin by following these steps. Open page 5 of your Art and Craft Workbook.

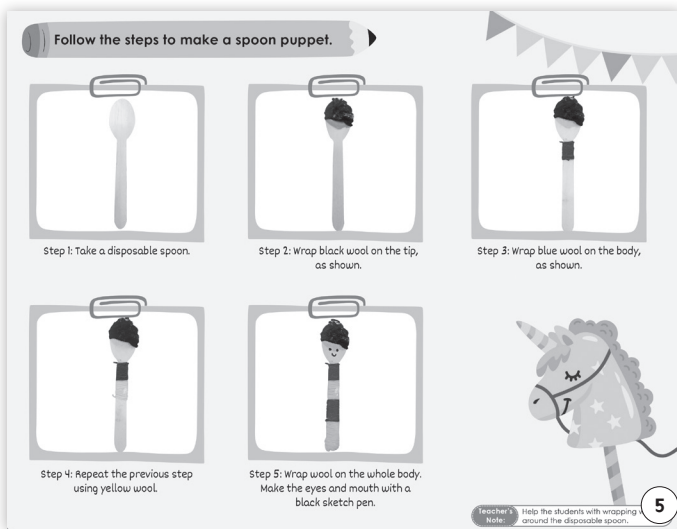
SHOULD DO

5 MIN.



MUST DO

20 MIN.



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take a disposable spoon. This will be the base of our puppet. Can you all hold up your spoons? Wonderful.

**Teacher:** Now, we will make the puppet's hair. Take the black wool and wrap it around the top of the spoon. Keep wrapping until it looks like hair. Is everyone doing it? Great.

**Teacher:** Next, let us dress our puppet. Take the blue wool and start wrapping it around the body of the spoon, just below the hair. Make sure it is nice and neat. Show me your spoons once you are done.

**Teacher:** Fantastic. Now, let us add another colour to make our puppet look even more interesting. Take the yellow wool and wrap it below the blue wool. Keep wrapping until it looks complete.

(Give some time to the students.)

**Teacher:** Well done. We are almost done. Now, wrap the remaining part of the spoon with wool to cover the whole body. You can use more of the blue or yellow wool. This will make our puppet look colourful.

**Teacher:** Amazing job. Finally, take a black sketch pen and carefully draw the puppet's eyes and mouth. Give your puppet a big smile. Hold up your puppets so I can see them. Wow, they all look wonderful.

(Observe and assist students as they complete each step, ensuring they follow the instructions carefully.)

**Teacher:** Now that we have completed our spoon puppets, let us share them with the class. What do you want to name your puppet? What kind of story can you create using your puppet?

COULD DO

15 MIN.



(Encourage students to share their ideas in simple sentences and appreciate their creativity.)

### Home Task

Use your spoon puppet to create a short story at home. You can act out the story for your family members.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by wrapping wool and using a sketch pen.</li><li>• improve hand-eye coordination through step-by-step crafting.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• learn sequencing skills by following step-by-step instructions.</li><li>• enhance problem-solving skills through creative design choices.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and respond to teacher-led discussions and instructions.</li><li>• express thoughts and ideas through storytelling using their puppet.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• develop a sense of accomplishment through creating a craft item.</li><li>• gain confidence in presenting their work to the class.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• explore different textures and materials to create unique artwork.</li><li>• appreciate artistic expression and the role of puppetry in storytelling.</li></ul>

### Starry Knights

Did you enjoy guiding students through the process of making their own puppet?

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Were you able to keep students engaged while they followed the folding and pasting steps?

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If you successfully facilitated a fun and smooth lesson, give yourself a STAR.

## Lesson-5

1 Period (40 minutes)



Art and Craft Workbook, Coloured Wool (Brown/Yellow), Glue, Craft Scissors



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through cutting and pasting activities.
- to enhance creativity and artistic expression.
- to learn about lions and their unique characteristics.
- to improve hand-eye coordination through craft-based learning.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone. Today, we are going to create something very special. But first, let me ask you a question. Can you guess which animal is known as the 'King of the Jungle'?

(Accept all responses.)

**Teacher:** That is correct. It is the lion. Have you ever seen a lion? What makes a lion look so majestic?

(Accept responses, guiding students to mention the mane.)

**Teacher:** A male lion has a thick, bushy mane around its face. Today, we are going to make a lion's mane using wool. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 6 of your Art and Craft Workbook to the given page. Let us start making our lion's mane together.

You can show the **Learning Together** video to make the class more engaging and fun.

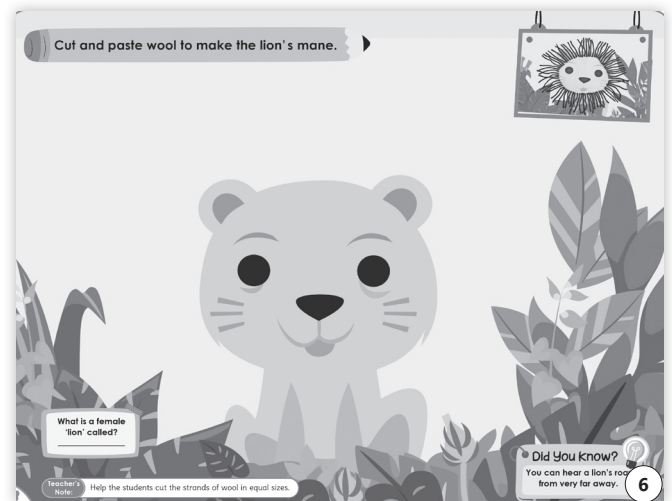
**Teacher:** First, take your wool and pick up your glue. Where do you think we should apply it?

(Encourage responses)

**Teacher:** Yes. Around the lion's face where the mane should be. Carefully apply the glue in a circle.

**Teacher:** Great. Now, take the wool strands and start pasting them onto the glued area one by one. Make

sure to cover the entire space so that our lion gets a big, fluffy mane. Let me see how you are doing.



**Teacher:** Well done, everyone. Now, gently press the wool so that it sticks properly. Does your lion look like a real one now?

(Accept responses)

**Teacher:** Excellent. Now, we need to let it dry for a few minutes. While we wait, let us talk about lions.

**Teacher:** Now that we have made our lion's mane, let us share our work with the class. What do you think of your lion? What name would you give it?

(Encourage students to describe their craft and appreciate each other's work.)

**Teacher:** Here is a fun fact. Did you know that a lion's roar can be heard from very far away? Why do you think lion's roar?

(Accept responses and explain how lions roar to communicate and protect their territory.)

**Teacher:** Now, What is a female lion called?  
(Student responded)

**Teacher:** Correct. Lioness.

### Home Task

Observe a cat or a dog around your neighbourhood. How is its fur different from a lion's mane? Draw a picture and bring it to the next class to share.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by cutting and pasting wool.</li><li>• strengthen hand-eye coordination through craft activities.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and real-world knowledge (e.g., lion's characteristics).</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to animals (e.g., "mane," "roar," "territory").</li><li>• listen and respond to teacher-led discussions and instructions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity without fear of mistakes.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different textures and materials to express creativity.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of making a lion's mane?

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Were you able to keep students engaged while they explored their creativity?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.

## Lesson-6

1 Period (40 minutes)



Art and Craft Workbook, Cotton, Glue, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through pasting and colouring activities.
- to enhance creativity and artistic expression.
- to learn about the night sky, clouds, stars and the moon.
- to improve hand-eye coordination through craft-based learning.

### Methodology

#### Period 1

**Teacher:** Hello, everyone. Today, we are going to create something very special. But first, let me ask you a question. What do you see when you look at the sky at night?

(Accept all responses.)

**Teacher:** That is right. We see the moon, stars and clouds. Have you ever wondered why the sky looks dark at night and blue during the day?

(Accept responses and explain that the sun lights up the sky during the day, while at night, we can only see the light from the moon and stars.)

**Teacher:** Today, we are going to create a beautiful night sky by pasting cotton on the clouds and colouring the stars and the sky. Are you all excited?

(Students respond enthusiastically.)

**Teacher:** Open page 7 of your Art and Craft Workbook to the given page. Let us start making our night sky together.

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take some cotton. Can you all pull small pieces from it to make them look fluffy like real clouds? Wonderful.

**Teacher:** Now, pick up your glue. Where do you think we should apply it?

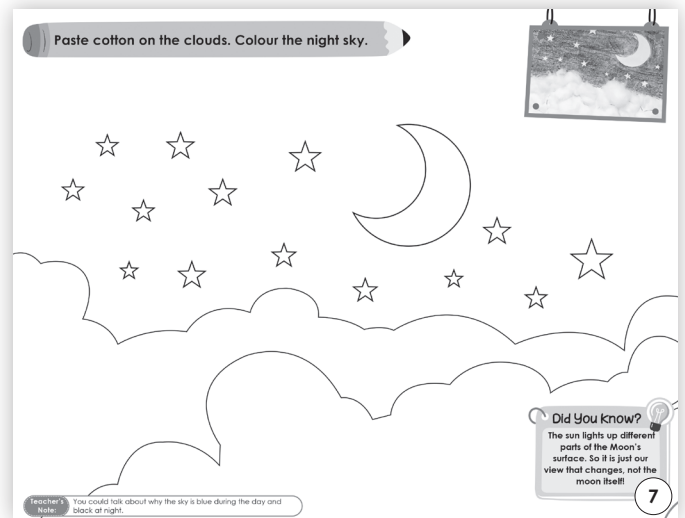
(Encourage responses)

SHOULD DO

5 MIN.

MUST DO

25 MIN.



**Teacher:** Yes. On the clouds. Carefully apply the glue inside the cloud shapes.

**Teacher:** Great. Now, take the cotton pieces and start pasting them onto the glued areas one by one. Make sure to cover the entire cloud shape so that our sky looks soft and fluffy. Let me see how you are doing.

**Teacher:** Well done, everyone. Now, take your crayons. What colour do you think we should use for the night sky? (Encourage responses)

**Teacher:** Yes. A dark blue or black crayon will be perfect. Carefully colour the sky.

**Teacher:** What colour should we use for the stars and moon?

(Accept responses)

**Teacher:** That is right. The stars and moon look yellow or white in the sky. Colour them beautifully.

(Observe and assist students, ensuring they paste the cotton properly and colour within the lines.)

**Teacher:** Excellent. Now, let us wait for our artwork to dry. While we wait, let us talk about the night sky.

**Teacher:** Now that we have completed our night sky, let us share our work with the class. What do you like the most about your artwork?



(Encourage students to describe their craft and appreciate each other's work.)

**Teacher:** Here is a fun fact. Did you know that the moon

does not change its shape? The sun lights up different parts of the moon and that is why we see different shapes, like a crescent moon and a full moon. Have you ever noticed the moon changing shape?

(Accept responses and explain the phases of the moon in simple terms.)

### Home Task

Go outside in the evening and observe the sky. Can you see the moon and stars? Draw what you see and bring it to the next class to share.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills by pasting cotton and colouring.</li> <li>strengthen hand-eye coordination through craft activities.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>make connections between art and real-world knowledge (e.g., night sky, moon and stars).</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>expand vocabulary with words related to the night sky (e.g., moon, stars, clouds).</li> <li>listen and respond to teacher-led discussions and instructions.</li> </ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"> <li>gain confidence in expressing creativity without fear of mistakes.</li> <li>develop a sense of achievement through completing an artwork.</li> </ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"> <li>experiment with different textures and materials to express creativity.</li> <li>appreciate the beauty of artistic expression through hands-on activities.</li> </ul>

### Starry Knights

Did you enjoy guiding students through the fun process of creating a night sky?

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Were you able to keep students engaged while they explored their creativity?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.

## Lesson-7

1 Period (40 minutes)



Art and Craft Workbook, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through colouring activities.
- to enhance creativity and artistic expression.
- to learn about fish and their body parts.
- to improve hand-eye coordination through colour-based learning.

### Methodology

#### Period 1

**Teacher:** Hello, everyone. How are you all? Did you all enjoy our last activity.

SHOULD DO

5 MIN.

**Teacher:** Great. Today also we are going to create something very colourful. Can you name some animals that live in water?

(Accept all responses.)

**Teacher:** That is correct. Fish, dolphins and turtles are some of the animals that live in water. Have you ever seen a fish swimming? How do you think a fish moves in water? (Accept responses and guide students to mention tails and fins.)

**Teacher:** Fish use their tails to swim and their fins to balance. Today, we are going to colour a beautiful fish using numbers as our guide. Are you all excited? (Students respond enthusiastically.)

**Teacher:** Open page 8 of your Art and Craft Workbook. Let us start colouring our fish together.

MUST DO

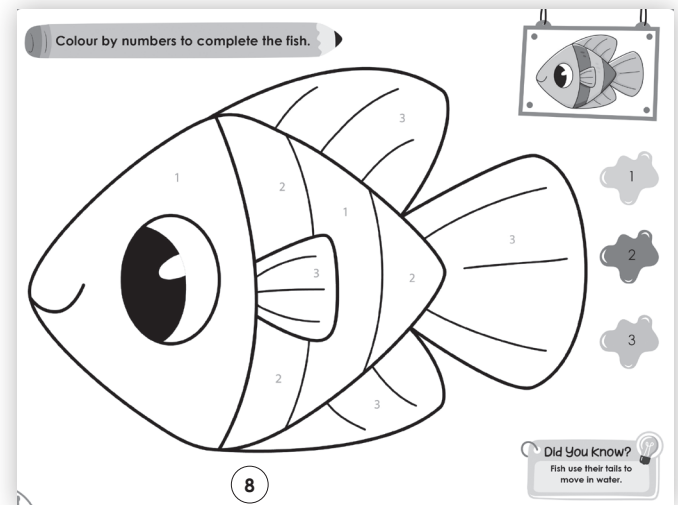
20 MIN.

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Look at the numbers on the fish. Each number represents a colour. Let us check the colour guide. What colour should we use for number 1?

(Accept responses and confirm that number 1 is light blue.)

**Teacher:** Now, find all the areas marked with the number 1 and carefully colour them with light blue. Take your time and stay inside the lines.



**Teacher:** Well done. Now, let us move to number 2. What colour should we use?

(Accept responses and confirm that number 2 is dark blue.)

**Teacher:** Excellent. Find all the areas with the number 2 and colour them with dark blue. Make sure your strokes are even and neat.

**Teacher:** Now, we are left with number 3. What colour should we use here?

(Accept responses and confirm that number 3 is yellow.)

**Teacher:** Great job. Colour all the areas with the number 3 using yellow. This will complete our beautiful fish.

(Observe and assist students, ensuring they follow the colour guide correctly and colour neatly.)

**Teacher:** Now that we have completed our fish, let us share our work with the class. What do you like the most about your fish?

COULD DO

15 MIN.

(Encourage students to describe their artwork and appreciate each other's work.)

**Teacher:** Here is a fun fact. Did you know that fish use their tails to move forward in water? Their fins help them stay balanced. Have you ever observed a fish swimming?

(Accept responses and discuss different types of fish.)

### Home Task

Observe any fish in an aquarium, pond or on TV. Try drawing a fish of your own and bring it to the next class to share.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by colouring within the lines.</li><li>• strengthen hand-eye coordination through careful colouring.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and real-world knowledge.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to aquatic life (e.g., tail, swim).</li><li>• listen and respond to teacher-led discussions and instructions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity without fear of mistakes.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different colours to express creativity.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of colouring the fish?

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Were you able to keep students engaged while they explored their creativity?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.

## Lesson-8

1 Period (40 minutes)



Art and Craft Workbook, Cotton, Googly Eyes, Coloured Paper (Orange/Yellow for Beak), Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through pasting and crafting activities.
- to enhance creativity and artistic expression.
- to learn about penguins and their physical features.
- to improve hand-eye coordination through hands-on craft activities.

### Methodology

#### Period 1

**Teacher:** Hello, everyone. I hope you are all doing well. In our last class, we learnt about fish. Did you enjoy the activity?

(Student responded)

**Teacher:** Great. Today, we are going to make something exciting. But first, let me ask you a question. Can you name some animals that live in very cold places?

(Accept all responses.)

**Teacher:** That is right. Animals like polar bears and penguins live in icy places. Have you ever seen a penguin? How do they look? What makes them special?

(Accept responses and guide students to mention the black-and-white body, short legs and beak.)

**Teacher:** Penguins have short legs and a smooth body that helps them swim easily.

**Teacher:** Today, we are going to create a penguin by pasting cotton on its body, adding googly eyes and making a beak using paper. Are you excited?

(Students respond enthusiastically.)

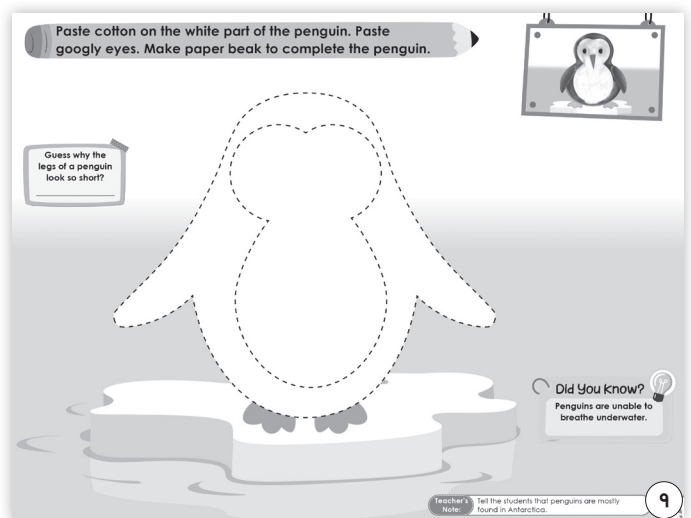
**Teacher:** Open page 9 of your Art and Craft Workbook. Let us start making our penguin together.

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take some cotton. Can you all pull small pieces from it to make them soft and fluffy?

**Teacher:** Wonderful. Now, pick up your glue. Where do you think we should apply it?

(Encourage responses)



**Teacher:** Yes. On the white part of the penguin's body. Carefully apply the glue inside the marked area. Once you are done, colour the outer part black.

**Teacher:** Great. Now, take the cotton pieces and start pasting them onto the glued area one by one. Make sure to cover the entire body so that our penguin looks fluffy and warm.

**Teacher:** Well done, everyone. Now, let us give our penguin some eyes. Take your googly eyes and stick them on the face of the penguin. Look at those cute eyes.

**Teacher:** Finally, we need to add a beak. Take your orange/yellow coloured paper and cut out a small triangle. Now, paste it below the eyes. Does your penguin look complete now?

(Accept responses)

**Teacher:** Excellent. Now, let us wait for our artwork to dry. While we wait, let us talk about penguins.

(Observe and assist students, ensuring they paste the cotton properly and use glue neatly.)

**Teacher:** Now, that we have completed our penguin, let us share our work with the class.

What do you like the most about your penguin?

(Encourage students to describe their craft and appreciate each other's work.)

**Teacher:** Here is a fun fact. Did you know that penguins cannot breathe underwater? But they are great swimmers

and can hold their breath for a long time. Have you ever seen a penguin walk or swim?

(Accept responses and discuss how penguins waddle and swim.)

**Teacher:** Guess, why the legs of a penguins look so short. (Student excited to answer)

**Teacher:** Penguin's upper legs are hidden by their feathers.

COULD DO

10 MIN.



### Home Task

Observe birds around your house or on TV. How do they fly? Try drawing a bird of your choice and bring it to the next class to share.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• develop fine motor skills by pasting cotton, cutting paper and applying glue.</li><li>• strengthen hand-eye coordination through careful crafting.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• make connections between art and real-world knowledge (e.g., penguin anatomy and movement).</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• expand vocabulary with words related to penguins (e.g., waddle, beak, flippers).</li><li>• listen and respond to teacher-led discussions and instructions.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity without fear of mistakes.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>• experiment with different materials to express creativity.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of making a penguin?

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Were you able to keep students engaged while they explored their creativity?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



# Lesson-9

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through drawing and colouring activities.
- to enhance creativity and artistic expression.
- to learn about vehicles and their importance in daily life.
- to improve hand-eye coordination through guided tracing and colouring.

## Methodology

### Period 1

**Teacher:** Greetings, everyone. How are you all?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we are going to have a fun activity. Can you name different types of vehicles that we use for travel?

(Accept all responses.)

**Teacher:** That is correct. We use cars, buses, bicycles and trains to travel from one place to another. Have you ever been on a long car journey? What did you see on the way?

(Accept responses and guide students to describe their experiences.)

**Teacher:** Cars help us travel quickly and safely. Today, we are going to complete a car by connecting the dots and then colouring it beautifully. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 10 of your Art and Craft Workbook to the given page. Let us start connecting the dots to complete our car.

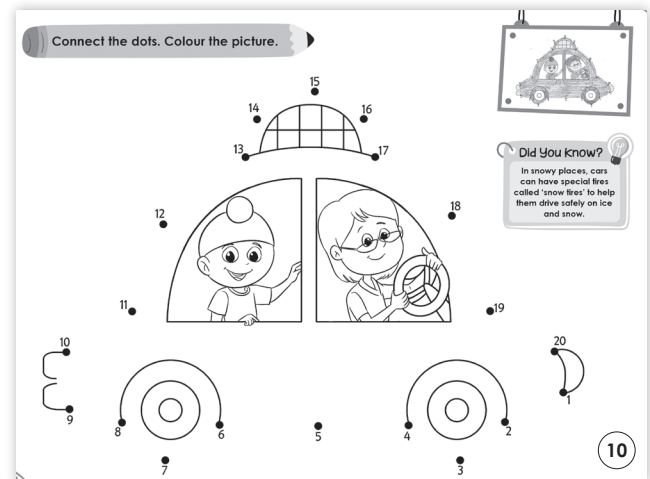
MUST DO

20 MIN.

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Look at the numbers on the page. We will start from number 1 and connect the dots in the correct order. Can everyone find number 1?

(Accept responses and ensure students start at the right point.)



**Teacher:** Now, slowly move to number 2 and connect it to number 3. Keep following the numbers until you reach the last one. Take your time and make sure the lines are smooth.

**Teacher:** Well done. Now, let us make our car colourful. What colour do you think cars can be?

(Accept responses and encourage students to use different colours.)

**Teacher:** Excellent. Pick your crayons and start colouring the car. You can use red, blue, yellow or any colour you like. Make sure to colour neatly inside the lines.

(Observe and assist students, ensuring they follow the correct sequence and colour neatly and give some time to complete the activity)

**Teacher:** Now that we have completed our car, let us share our work with the class. What colour did you choose for your car and why?

COULD DO

10 MIN.

(Encourage students to describe their artwork and appreciate each other's work.)

**Teacher:** Here is a fun fact. Did you know that in snowy places, cars use special tires called snow tires to drive safely on ice? Why do you think this is important?

(Accept responses and explain how snow tires help cars grip the road better.)

### Home Task

Imagine you are going on a road trip with your family. Draw and colour a picture of your journey, showing the car, the places you see and any traffic signs along the way.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by tracing and colouring.</li><li>• strengthen hand-eye coordination through careful drawing.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and real-world knowledge (e.g., vehicles and their uses).</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to transportation (e.g., wheels, engine, speed).</li><li>• listen and respond to teacher-led discussions and instructions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity without fear of mistakes.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different colours to express creativity.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Did you enrich the art and craft session by encouraging discussions and exploration? As a teacher, do you enjoy nurturing creativity and meaningful learning experiences?

Award yourself a for your dedication and passion as a teacher.



## Lesson-10

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons, Cotton, Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through drawing and colouring activities.
- to enhance creativity and artistic expression.
- to learn about the natural environment through hands-on activities.
- to improve hand-eye coordination through guided tracing and colouring.

### Methodology

#### Period 1

**Teacher:** Greetings. How are you today?

SHOULD DO

10 MIN.

**Teacher:** Fantastic. Today, we will explore something beautiful in nature. Let us play a quick guessing game. I will give you some clues and you must guess the answer. Ready?

**Teacher:** Here is the first clue – I am yellow when I bloom, but I turn white and fluffy when I am ready to fly away. What am I?

**Teacher:** Great. Dandelion. Now, what happens when you blow on a dandelion puff?

(The tiny seeds float away in the air.)

**Teacher:** Correct. Dandelions spread their seeds by the wind. Today, we will do a fun art activity related to dandelions. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 11 of your Art and Craft Workbook. Look at the beautiful dandelions on the page.

MUST DO

20 MIN.

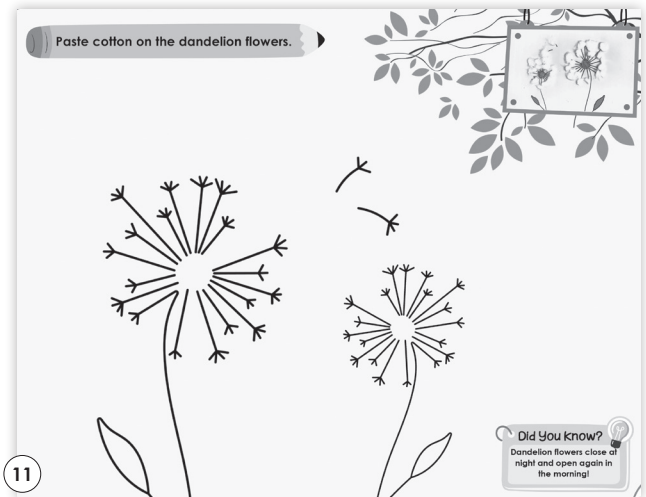
**Teacher:** Today, we are going to make them look real by pasting soft cotton on the flowers.



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Let us start. Take a small piece of cotton and gently stick it onto the centre of the flower. Does it look fluffy like a real dandelion?

**(Accept responses)**



**Teacher:** Now, continue adding cotton to the flower heads to complete the picture. Make sure to spread it out so it looks natural.

**Teacher:** Excellent. Now, let us add some colours. What colour is the dandelion stem?

**Teacher:** That is right. Use your green crayon to colour the stems neatly.

**Teacher:** Now, look at the tiny flying seeds. Let us draw a few more floating away in the air. Imagine the wind carrying them far away.

(Encourage students to add a few extra flying seeds. Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Look at all the beautiful dandelions you have made. They look so real.

COULD DO

10 MIN.

**Teacher:** Let us take turns sharing our artwork. What do you like most about your dandelion?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that dandelions close at night and open again in the morning? Why do you think this happens?

(Accept responses)

**Teacher:** That is right. Plants respond to light just like we wake up in the morning and sleep at night. Nature is amazing.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Home Task

Imagine you are in a field full of dandelions. Draw a picture of yourself blowing a dandelion and colour it beautifully. Do not forget to draw the tiny seeds flying in the air.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• develop fine motor skills by pasting cotton and colouring.</li><li>• strengthen hand-eye coordination through careful tracing.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• make connections between art and nature (e.g., dandelions and their seed dispersal).</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• expand vocabulary with words related to nature and plants.</li><li>• listen and respond to teacher-led discussions.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>• experiment with different textures and materials (cotton for fluffiness).</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

How was your experience of teaching this lesson? Did you enjoy guiding students through the creative process?

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Could you keep the students engaged while maintaining a smooth flow during the activity?

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If yes, give yourself a STAR.

# Lesson-11

1 Period (40 minutes)



Art and Craft Workbook, Coloured Paper (Orange and Green), Glue, Craft, Crayons



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through hands-on activities.
- to enhance creativity and artistic expression.
- to learn about step-by-step crafting and folding techniques.
- to improve hand-eye coordination through guided pasting and folding activities.

## Methodology

### Period 1

**Teacher:** Good morning, students. How are you all today?

**Teacher:** Wonderful. Before we start, let us talk about something interesting. Who can name a vegetable that is crunchy and sweet?

(Accept responses)

**Teacher:** Good answers. Now, let me give you some clues to guess today's special vegetable. It is long orange and rabbits love to eat it. Can you guess what it is?

(Accept responses)

**Teacher:** That is right. A carrot. How many of you like eating carrots? What do you like about them?

(Accept responses: They are crunchy, tasty and healthy.)

**Teacher:** Fantastic. Carrots are great for our eyes and keep us strong. Today, we will not just talk about carrots—we will create one using paper folding and pasting techniques. Does that sound fun?

(Students respond enthusiastically.)

**Teacher:** Open page 12 of your Art and Craft Workbook.

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take an orange-coloured sheet of paper. Hold it up and feel its texture. Is it smooth?

(Accept responses)

**Teacher:** Now, fold it from both sides to make a long shape. What do you think this fold will help create?

(Accept responses: A carrot shape.)

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Follow the steps to make a carrot.



Step 1: Take an orange coloured sheet of paper.



Step 2: Fold the sheet from both the sides. Also, fold from the upper corner, as shown.



Step 3: Take a green coloured sheet of paper. Fold it from both the sides, as shown.



Step 4: Repeat the fold from both the sides.



Step 5: Make three leaves of the same sizes.



Step 6: Paste the leaves.



Did You Know?  
Carrots can be eaten raw.

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**Teacher:** That is right. Now, fold the upper corner to give it a pointed tip. Look at your paper. Does it look like a carrot now?

(Accept responses)

**Teacher:** Excellent. Now, take a green-coloured sheet. What part of the carrot do you think we are making now?

(Accept responses)

**Teacher:** Great thinking. Leaves. Fold the paper from both sides to create leaf shapes. Now, repeat the fold so they look natural. How many leaves should we make?

(Accept responses: Three.)

**Teacher:** Yes. Once you have made three leaves of the same size, paste them onto the top of your carrot. Carefully press them so they stick well.

**Teacher:** Fantastic work. Look at your carrot. Does it look real?

(Accept responses)

**Teacher:** Now, let us add some details. Use your crayons to give some shading to the carrot to make it look fresh. What colour should we use for shading?

(Accept responses)

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your paper carrots look wonderful. Now, let us take turns sharing our artwork.

What do you like most about your carrot?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that carrots come in many colours, such as purple and yellow?



Why do you think carrots are usually orange? (Accept responses)

**Teacher:** That is correct. The orange colour comes from beta-carotene, which is good for our eyes and skin. Nature is amazing.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Home Task

Draw and colour a plate full of healthy vegetables, including carrots. Try to include as many different coloured vegetables as you can.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills by folding and pasting paper.</li> <li>strengthen hand-eye coordination through careful placement of materials.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>understand the importance of eating healthy vegetables.</li> <li>learn about different types of carrots and their nutritional value.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>expand vocabulary with words related to vegetables and healthy eating habits..</li> <li>listen and respond to teacher-led discussions.</li> </ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"> <li>gain confidence in expressing creativity.</li> <li>develop a sense of achievement through completing an artwork.</li> </ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"> <li>experiment with different colours and materials (paper for texture).</li> <li>appreciate the beauty of nature through hands-on activities.</li> </ul>

### Starry Knights

Did you enjoy guiding students through the process of making their own paper carrot?

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Were you able to keep students engaged while they followed the folding and pasting steps?

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If you successfully facilitated a fun and smooth lesson, give yourself a STAR.

## Lesson-12

1 Period (40 minutes)



Art and Craft Workbook, Jute Strings, Glue, Coloured Pencils, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through hands-on activities.
- to enhance creativity and artistic expression.
- to learn about natural fibres and their uses.
- to improve hand-eye coordination through guided pasting and colouring activities.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we will learn about something that birds build using things from nature. Let us play a quick guessing game. I will give you some clues and you have to guess the answer. Ready?

**Teacher:** Here is the first clue – I am round and cosy and birds use me to keep their eggs safe. What am I?

**Teacher:** That is right. A nest. Now, can you tell me what materials birds use to build a nest?

(Accept responses: twigs, leaves, grass, feathers, jute, etc.)

**Teacher:** Excellent. Today, we will create a bird's nest using jute strings. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 13 of your Art and Craft Workbook.

MUST DO

20 MIN.

You can show the **Learning Together** video to make the class more engaging and fun.

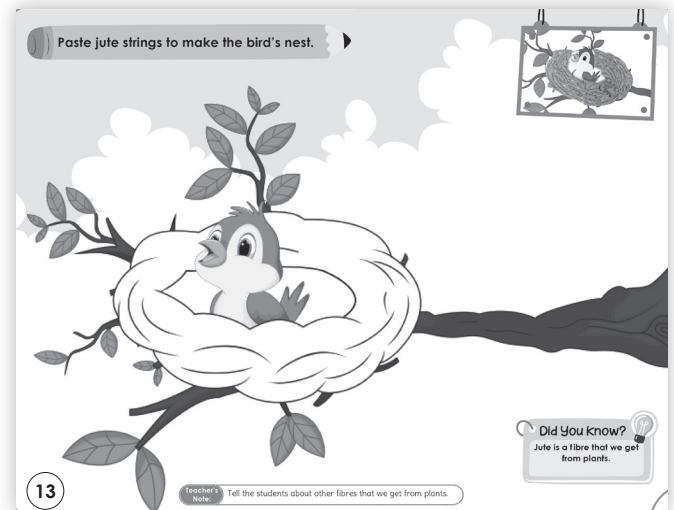
**Teacher:** Look at the lovely little bird sitting in the nest. But wait. The nest looks incomplete. What is missing?

(Accept responses)

**Teacher:** Correct. We will complete the nest by pasting jute strings onto it. Let us begin.

**Teacher:** Take a few pieces of jute strings. Feel them with your fingers. Are they soft or rough?

(Accept responses)



**Teacher:** Now, gently apply glue on the nest in your book.

**Teacher:** Stick the jute strings carefully onto the nest shape. Make sure to place them neatly.

**Teacher:** Look at your nest now. Does it look real?

(Accept responses)

**Teacher:** Fantastic work. Now, let us add some colours. What colour is the tree branch?

(Accept responses)

**Teacher:** That is correct. Use your brown crayon to colour the branch.

**Teacher:** Look at the leaves. What colour should we use for them?

(Accept responses: Green.)

**Teacher:** That is right. Use your green crayon to colour the leaves.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your nests look wonderful. Now, let us take turns sharing our artwork. What do you like most about your nest?

(Encourage students to express their creativity.)

**COULD DO**

10 MIN.



**Teacher:** Here is something interesting. Did you know Jute is a fibre that we get from plants.

(Encourage students to think)

**Teacher:** Jute comes from plants and we use it to make things like bags and ropes.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Home Task

Look at a tree near your home and observe if there is a bird's nest in it. Draw a picture of the nest and colour it beautifully.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills by pasting jute and colouring.</li> <li>strengthen hand-eye coordination through careful placement of materials.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>understand the importance of nests for birds.</li> <li>learn about different natural fibres used in daily life.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>expand vocabulary with words related to nature and nesting.</li> <li>listen and respond to teacher-led discussions.</li> </ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"> <li>gain confidence in expressing creativity.</li> <li>develop a sense of achievement through completing an artwork.</li> </ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"> <li>experiment with different textures and materials (jute for roughness).</li> <li>appreciate the beauty of nature through hands-on activities.</li> </ul>

### Starry Knights

Did you enjoy guiding students through the process of creating their own bird's nest?

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Were you able to keep students engaged while they explored different textures and colours?

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If you successfully facilitated a fun and smooth lesson, give yourself a STAR.



## Lesson-13

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons, Cotton, Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through drawing and colouring activities.
- to enhance creativity and artistic expression.
- to learn about marine animals through hands-on activities.
- to improve hand-eye coordination through guided tracing and colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you today?

SHOULD DO

10 MIN.

**Teacher:** That is wonderful to hear. Have any of you ever been to the beach? What do you like about it?

(Encourage responses)

**Teacher:** Yes sand, waves, seashells or marine animals. The beach is full of amazing things. Can you name some animals that live in the ocean?

(Accept responses)

**Teacher:** That is right. fish, dolphins, turtles or seals. Today, we are going to learn about one very special marine animal. Let me give you a few clues and you must guess.

**Teacher:** Here is your first clue – I have flippers instead of feet and I love to swim. What am I?

(Students guess)

**Teacher:** Well done. Seal. Now, can you guess what seals love to do the most?

**Teacher:** That is right. Seals are very playful animals. They are sometimes called the 'dogs of the sea' because they are friendly and curious. Today, we will do a fun colouring activity related to seals. Are you excited?

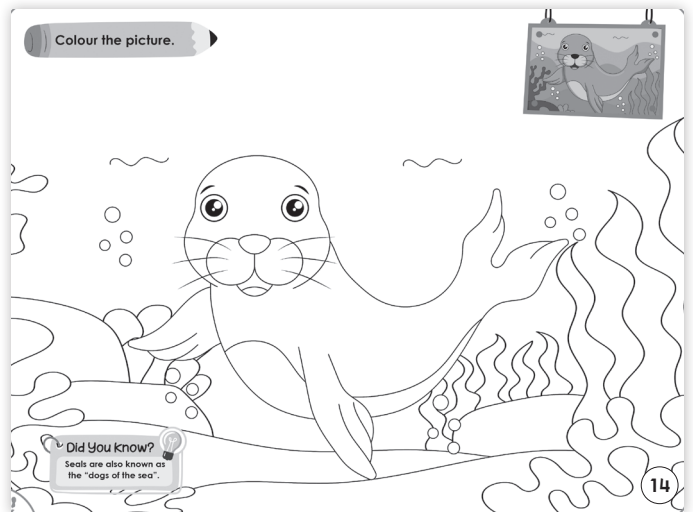
(Students respond enthusiastically.)

**Teacher:** Open page 14 of your Art and Craft Workbook. Look at the beautiful seal on the page.

MUST DO

20 MIN.

You can show the **Learning Together** video to make the class more engaging and fun.



**Teacher:** Take out your colours. Let us begin colouring. Take your time and be careful not to go outside the boundaries. If you need any suggestions, feel free to ask. You can also use the reference image to help with your colouring. I will walk around the class and observe your work.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Look at all the wonderful seals you have coloured. They look amazing.

COULD DO

10 MIN.

**Teacher:** Let us take turns sharing our artwork. What do you like most about your seal?

(Encourage students to express their creativity.)

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

## Home Task

Imagine you are at the beach watching a group of seals playing in the water. Draw a picture of them swimming

and colour it beautifully. Do not forget to draw some waves and bubbles around them.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by adding texture and colouring.</li><li>• strengthen hand-eye coordination through careful tracing.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and marine animals (e.g., seals and their habitat).</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to marine life.</li><li>• listen and respond to teacher-led discussions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different textures and materials (cotton for softness).</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

How was your experience of teaching this lesson? Did you enjoy guiding students through the creative process? Could you keep the students engaged while maintaining a smooth flow during the activity?

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If yes, give yourself a STAR.



# Lesson-14

1 Period (40 minutes)



Art and Craft Workbook, Green and Coloured Paper, Glue, Crayons, Googly Eyes



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through hands-on activities.
- to enhance creativity and artistic expression.
- to learn about step-by-step crafting and rolling techniques.
- to improve hand-eye coordination.

## Methodology

### Period 1

**Teacher:** Hello, students. How are you all today?



**Teacher:** That is wonderful. Before we begin, let us talk about something interesting. Have you ever seen a tiny creature crawling on a leaf?

(Accept responses)

**Teacher:** Some of them are green, some have stripes and they love munching on leaves all day long. What do you think they are?

(Accept responses)

**Teacher:** That is correct. Caterpillar. Where do you think caterpillars live? Have you seen them in a garden or on a plant?

(Accept responses)

**Teacher:** Caterpillars are very special because they do something magical. Do you know what happens to them after some time?

(Accept responses)

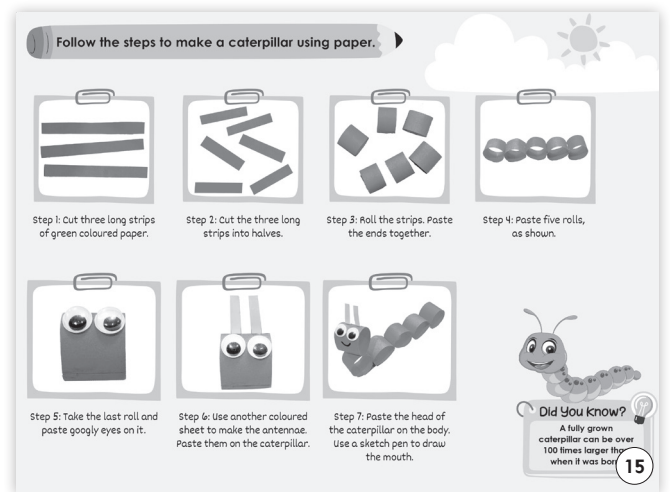
**Teacher:** Yes. A caterpillar eats a lot, grows bigger and then transforms into a beautiful butterfly. But today, instead of just talking about them, we are going to make our very own paper caterpillar. Are you ready to begin?

(Students respond enthusiastically.)

**Teacher:** Open page 15 of your Art and Craft Workbook. Look at the steps shown to make a caterpillar. Let us follow them together.



You can show the **Learning Together** video to make the class more engaging and fun.



**Teacher:** This is a green-coloured strip of paper. What does the colour green remind you of?

(Accept responses)

**Teacher:** Yes. Caterpillars love to eat green leaves. How many strips do I have?

(Show three strips of paper and accept all relevant responses.)

**Teacher:** Great. Three. Now, if I cut each strip in half. How many pieces do we have now?

(Accept responses)

**Teacher:** That is correct. Six. Now, take one piece and roll it into a small circle. Paste the ends together. Does it look like a tiny ring?

(Distribute the small strips to the students, Guide them to paste the ends together and assist wherever required.)

**Teacher:** Now, repeat this with all the pieces. Once done, paste five of them together in a line. What do you think this will become?

(Accept responses)

**Teacher:** Wonderful. Now, take the last roll. This will be our caterpillar's head. Paste googly eyes onto it. What else do we need to add?

(Accept responses and distribute 2 strips to each student for the antennae.)

**Teacher:** That is right. Now paste the other two thin strips on top of the caterpillar's head to make antennae.

**Teacher:** Finally, let us paste the head onto the body. Now, take a sketch pen and draw a little smiling mouth on it. Look at your caterpillar. Is it cute?

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your paper caterpillars look fantastic. Now, let us take turns sharing our artwork. What do you like most about your caterpillar?

**COULD DO**

5 MIN.



(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that a caterpillar can grow up to 100 times larger than when it was born? Imagine how much food it eats. Why do you think it eats so much?

(Accept responses)

**Teacher:** That is correct. It needs energy to grow and turn into a butterfly. Nature is full of surprises.

### Home Task

Draw and colour a caterpillar on a leaf. Show how it will transform into a butterfly by drawing a butterfly next to it. Use your imagination.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills by cutting, rolling and pasting paper.</li> <li>strengthen hand-eye coordination through careful placement of materials.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>understand the life cycle of a caterpillar.</li> <li>learn about different insects and their transformation.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>expand vocabulary with words related to insects and nature.</li> <li>listen and respond to teacher-led discussions.</li> </ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"> <li>gain confidence in expressing creativity.</li> <li>develop a sense of achievement through completing an artwork.</li> </ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"> <li>experiment with different shapes and materials (paper for texture).</li> <li>appreciate the beauty of nature through hands-on activities.</li> </ul>

### Starry Knights

Did you enjoy talking to students about caterpillars and their amazing transformation?

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Were you able to keep students engaged while guiding them through the rolling and pasting steps?

---

If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



## Lesson-15

1 Period (40 minutes)



Art and Craft Workbook, Purple Watercolour, Thumbprints, Coloured Pencils, Crayons, Tissue Papers



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through hands-on activities.
- to enhance creativity and artistic expression.
- to learn about the importance of fruits in our diet.
- to improve hand-eye coordination through guided fingerprint painting.

### Methodology

#### Period 1

**Teacher:** Hello everybody. How are you all today?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Before we start, let me ask you a question. Can you name some fruits that are round and juicy?

(Accept responses)

**Teacher:** Great. Now, here is a fun question—what fruit grows in bunches and can be purple or green?

(Accept responses)

**Teacher:** That is correct. Have you ever eaten grapes? What do you like about them?

(Accept responses)

**Teacher:** Did you know that grapes have been around since the time of dinosaurs? Scientists have found grape seeds that are over 60 million years old. Amazing, right?

(Accept responses)

**Teacher:** Today, we will create a bunch of grapes using a special technique. Instead of drawing them, we will use our thumbprints. Are you ready?

(Students respond enthusiastically.)

**Teacher:** Open page no 16 of your Art and Craft Workbook. Look at the big bunch of grapes on the page. What do you notice about it?

MUST DO

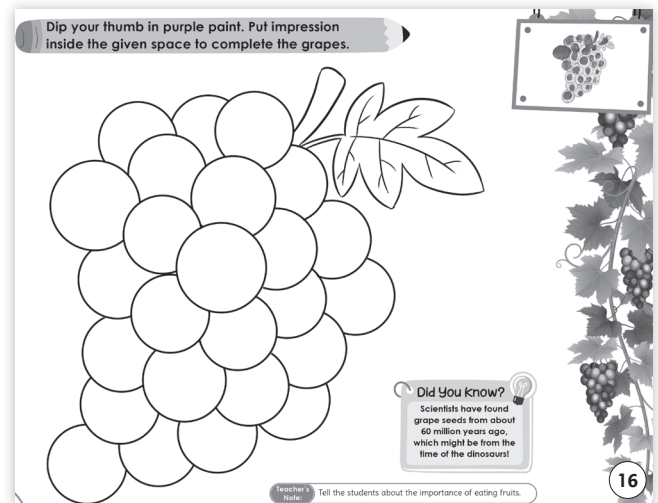
25 MIN.

(Accept responses: It is empty, not coloured.)



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** That is right. We are going to complete it using thumb impressions. Let us start.



**Teacher:** Dip your thumb in purple watercolour. Feel the texture of the watercolour—what does it feel like? (Accept responses)

**Teacher:** Now, gently press your thumb inside one of the circles on the grape bunch. Look at the print you made. Does it look like a grape? (Accept responses)

**Teacher:** Continue dipping your thumb and filling in all the circles until the bunch is complete. Make sure to press softly so that the watercolour does not spread too much.

**Teacher:** Once done, clean your hands using a paper towel or tissue.

**Teacher:** Now, let us colour the leaf and stem using our green crayons. What other colours do grapes come in? (Accept responses)

**Teacher:** Well done. Your grape bunch is now looking fresh and juicy.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your grape paintings look fantastic. Now, let us take turns sharing our artwork. What do you like most about your grapes?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Grapes are packed with vitamins and are very good for our health. Can you tell me why eating fruits is important?

COULD DO

5 MIN.



(Accept responses)

**Teacher:** That is correct. Eating fruits keeps us healthy and active. Next time you eat grapes, remember how special they are.

### Home Task

Draw and colour your favourite fruit. Write its name below and share one reason why you like it.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• develop fine motor skills by using thumbprints and colouring.</li><li>• strengthen hand-eye coordination through careful placement of prints.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• understand the importance of fruits in our diet.</li><li>• learn about different types of grapes and their history.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• expand vocabulary with words related to fruits and nutrition.</li><li>• listen and respond to teacher-led discussions.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>• experiment with different art techniques (thumbprinting).</li><li>• appreciate the beauty of nature through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of thumbprinting?

---

Were you able to keep students engaged while they learned about the importance of fruits?

---

If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



## Lesson-16

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons, Cotton, Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through drawing and colouring activities.
- to enhance creativity and artistic expression.
- to learn about nocturnal animals through hands-on activities.
- to improve hand-eye coordination through guided tracing and colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you today?



**Teacher:** Wonderful. Have you ever looked up at the sky at night? What do you see?

(Encourage responses)

**Teacher:** That is right. The night sky is full of wonders. Can you name any animals that come out only at night?

(Accept responses)

**Teacher:** Very good. Today, we are going to learn about a special bird that is awake at night. Let me give you some clues and you have to guess.

**Teacher:** Here is the first clue – I have big, round eyes that help me see in the dark. What am I?


(Students guess)

**Teacher:** Well done. Owls are amazing birds that stay awake at night and sleep during the day. Today, we will do a fun colouring activity related to owls. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 17 of your Art and Craft Workbook. Look at the beautiful owl on the page.

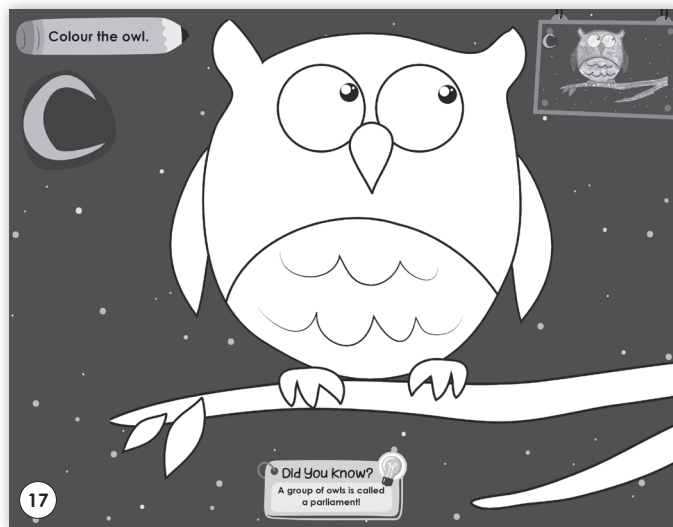


 You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Today, we are going to bring this owl to life with colours and textures.

**Teacher:** Let us start. Take a small piece of cotton and

gently stick it onto the owl's chest to make it look soft and feathery. Do you think owls have soft feathers?  
(Accept responses)



**Teacher:** That is right. Their feathers help them fly silently. Now, continue adding cotton to the chest and wings to complete the texture.

**Teacher:** Excellent. Take out your colours. Let us begin colouring. Take your time and be careful not to go outside the boundaries. If you need any suggestions, feel free to ask. You can also use the reference image to help with your colouring. I will walk around the class and observe your work.

(Give some time to the students to colour. Observe and assist wherever required.)

**Teacher:** Very good. Let us colour the sky dark blue and add some yellow for the stars. Imagine the owl sitting on a tree, watching the night.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Look at all the beautiful owls you have coloured. They look wonderful.



**Teacher:** Let us take turns sharing our artwork. What do you like most about your owl?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that a group of owls is called a 'parliament'? Why do you think they are called that?

(Accept responses)

**Teacher:** That is right. Owls are seen as wise birds, just like a group of people making important decisions.

### Home Task

Imagine you are in a forest at night and you see an owl sitting on a tree. Draw a picture of the owl and colour it beautifully. Do not forget to draw the moon and stars in the background.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• develop fine motor skills by adding texture and colouring.</li><li>• strengthen hand-eye coordination through careful tracing.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• make connections between art and nocturnal animals (e.g., owls and their habits).</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• expand vocabulary with words related to nocturnal birds.</li><li>• listen and respond to teacher-led discussions.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>• experiment with different textures and materials (cotton for softness).</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Reflect on your teaching experience for this lesson.

\_\_\_\_\_

If your students remained engaged, enjoyed adding texture to their artwork, understood why owls are nocturnal and expressed their creativity effectively.

\_\_\_\_\_

Give yourself a STAR for making learning fun and interactive. Keep inspiring young minds through art and imagination.



## Lesson-17

1 Period (40 minutes)



Art and Craft Workbook, Coloured Paper, Thread, Glue, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through folding and tying activities.
- to enhance creativity and artistic expression.
- to learn about the concept of airflow and how fans help in cooling.
- to improve hand-eye coordination through guided paper folding.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today?



**Teacher:** Wonderful. We did the paper activity earlier also. Do you remember it? Today, we are going to do another activity using paper.

**Teacher:** Have you ever felt hot on a sunny day? What do you do to cool yourself down?

(Accept responses)

**Teacher:** That is right. Fans help us stay cool by moving the air around us. But did you know that before electric fans, people used hand-held paper fans? Have you ever seen one?

(Accept responses)

**Teacher:** Today, we are going to make our own paper fans. These fans are not only fun to make but also useful. Are you ready to begin?

(Students respond enthusiastically.)

**Teacher:** Open page 18 of your Art and Craft Workbook. Look at the steps shown to make a paper fan. Let us follow them together.



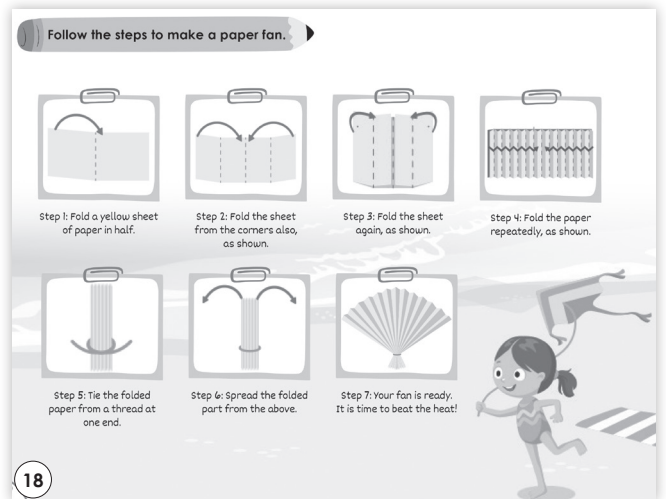
You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take a yellow sheet of paper. Hold it in your hands. How does it feel?

(Accept responses)

**Teacher:** Now, fold it in half. What shape does it make?

(Accept responses)



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**Teacher:** Great. Rectangle. Now, let us fold the corners of the paper slightly inward. What do you think will happen when we do this?

(Accept responses)

**Teacher:** Next, fold the paper again in the centre. Keep pressing the folds so they stay in place. Does your paper feel thicker now?

(Accept responses)

**Teacher:** Now comes the fun part. We will start making small consecutive folds from one end to the other. Fold the paper back and forth like a zigzag. Can you see how the folds create a pattern?

(Accept responses)

**Teacher:** Once all the folds are done, take a thread and tie it tightly around one end of the folded paper. Why do you think we need to tie it?

(Accept responses: It holds the folds together and keeps the fan from opening too much.)

**Teacher:** Now, carefully spread out the folds from the top to open your fan. What do you see?

(Accept responses)

**Teacher:** Fantastic. Now, let us try waving our fans. Do you feel the air moving?

(Accept responses)

**Teacher:** Wow. Your paper fans look fantastic. Now, let us take turns sharing our artwork. What do you like most about your fan?



**Teacher:** Here is something interesting. Did you know that people in many countries still use handmade fans? Some are made of paper, others from cloth or palm leaves.

Can you think of a place where a paper fan would be very useful?

(Encourage the responses)

**Teacher:** That is correct. A paper fan is simple but very useful. Keep yours handy for a hot day.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Home Task

Make another paper fan at home using a different colour of paper. Decorate it with patterns and designs. Bring it to class and share your creativity.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by folding, pressing and tying.</li><li>• strengthen hand-eye coordination through guided paper folding.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand the basic concept of airflow and how fans work.</li><li>• learn about traditional hand fans used in different cultures.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to cooling and airflow.</li><li>• listen and respond to teacher-led discussions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different paper folding techniques.</li><li>• appreciate the beauty of functional and artistic crafts.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of making a paper fan?

---

Were you able to keep students engaged while they learned about airflow and cooling?

---

If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



# Lesson-18

1 Period (40 minutes)



Art and Craft Workbook, Jute Strings, Glue, Coloured Pencils, Crayons



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through pasting and colouring activities.
- to enhance creativity and artistic expression.
- to learn about the importance of flowers in nature.
- to improve hand-eye coordination through guided pasting and colouring.

## Methodology

### Period 1

**Teacher:** Hello, students. How are you all today?

**SHOULD DO**

10 MIN.



**Teacher:** Wonderful. Before we begin, let us play a quick game. I will describe something and you must guess what it is.

**Teacher:** I am soft, colourful and smell nice. People use me for decoration, gifts and prayers. Bees love to visit me. What am I?

(Accept responses)

**Teacher:** That is correct. Flowers are beautiful and have many uses. Can you name some flowers that you have seen?

(Accept responses)

**Teacher:** Wonderful. Flowers help bees, butterflies and birds by giving them sweet juice. But should we pluck flowers from plants? Why or why not?

(Accept responses)

**Teacher:** That is right. Flowers should stay on the plant so they can grow and help nature. Have you ever seen a garden full of flowers? How did it make you feel?

(Accept responses)

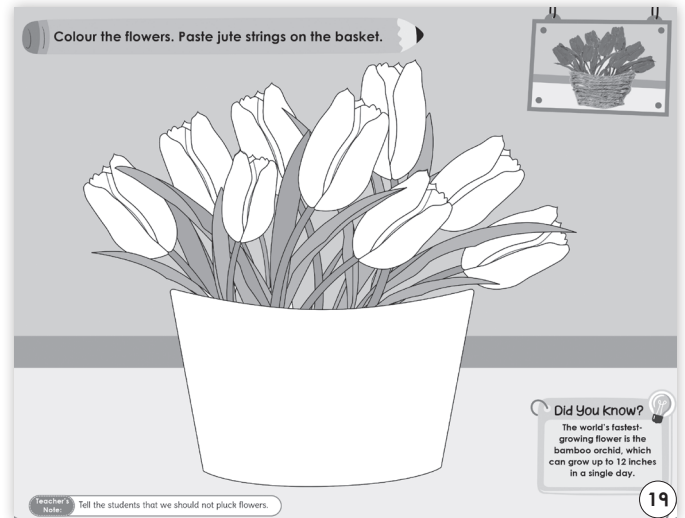
**Teacher:** Today, we will colour a beautiful flower basket and decorate the basket using jute strings. Are you ready?

(Students respond enthusiastically.)

**Teacher:** Open page 19 of your Art and Craft Workbook. Look at the flowers in the basket. What do you notice about them?

**MUST DO**

25 MIN.



(Accept responses: They are not coloured yet.)

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** That is right. Let us begin by colouring the flowers. Which colours do you want to use for your flowers?

(Accept responses)

**Teacher:** Now, take your crayons and start colouring the flowers. Make sure to stay inside the lines. What colour should the leaves be?

(Accept responses)

**Teacher:** Yes. Use your green crayon to colour the leaves neatly.

**Teacher:** Now, look at the basket. How can we make it look real?

(Accept responses)

**Teacher:** We will use jute strings to paste on the basket to give it a woven look. Take some jute strings and

apply glue on the basket. Now, gently stick the jute strings onto it.

**Teacher:** Does the basket look real now? Touch it and feel the texture. How does it feel?

(Accept responses)

**Teacher:** Wonderful. Your flower basket looks beautiful. Well done, everyone.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your flower baskets look amazing. Now, let us take turns sharing our artwork. What do you like most about your basket?

(Encourage students to express their creativity.)

**COULD DO**

5 MIN.



**Teacher:** Here is something interesting. Did you know that the world's fastest-growing flower is the bamboo orchid? It can grow up to 12 inches in just one day. Can you imagine how fast that is?

(Accept responses)

**Teacher:** Flowers are truly magical. Let us promise to take care of them and not pluck them from plants.

### Home Task

Draw a flower basket and colour it beautifully. Try to add as many different flowers as you can.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>develop fine motor skills by pasting jute and colouring.</li><li>strengthen hand-eye coordination through careful placement of materials.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>understand the importance of flowers in nature.</li><li>learn about different types of flowers and their growth.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to flowers and plants.</li><li>listen and respond to teacher-led discussions.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain confidence in expressing creativity.</li><li>develop a sense of appreciation for nature and flowers.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with different textures and materials (jute for a woven effect).</li><li>appreciate the beauty of flowers through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the creative process of colouring and pasting jute on the basket?

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Were you able to keep students engaged while they learned about flowers?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



# Lesson-19

1 Period (40 minutes)



Art and Craft Workbook, Brown Glazed Paper, Glue, Crayons, Pipe Cleaners



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through cutting and pasting activities.
- to enhance creativity and artistic expression.
- to learn about cultural celebrations through hands-on activities.
- to improve hand-eye coordination through guided craftwork.

## Methodology

### Period 1

**Teacher:** Hello, students. How are you today?

**SHOULD DO**  
5 MIN.

**Teacher:** That is great to hear. Have you heard about Halloween?

**Teacher:** Fine. Today, we are going to talk about something fun and exciting.

(Accept responses—students may mention costumes, pumpkins or trick-or-treating.)


**Teacher:** That is right. Halloween is a festival celebrated in many countries. People dress up in costumes, carve pumpkins and decorate their houses with spooky things.

**Teacher:** Witches are imaginary characters often shown flying on a broomstick. Today, we are going to make a broom using paper strips. Are you excited?

**Teacher:** Open page 20 of your Art and Craft Workbook. Look at the broomstick on the page.

**MUST DO**  
25 MIN.

**Teacher:** Today, we are going to complete this broom by rolling and pasting paper strips.

 You can show the **Learning Together** video to make the class more engaging and fun.

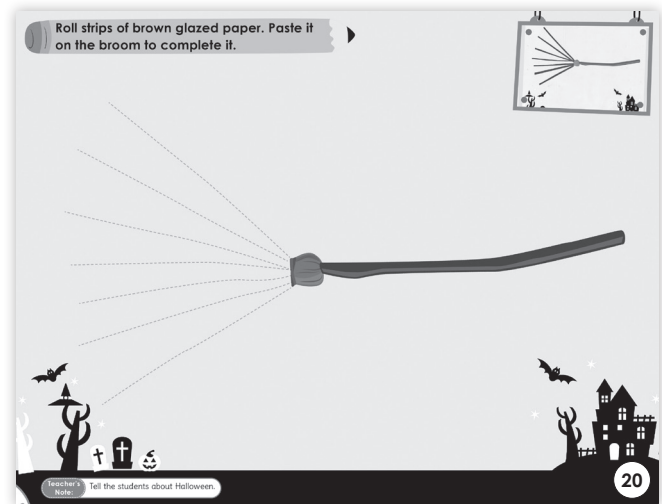
**Teacher:** Take the brown glazed paper strips.

**Teacher:** Take one strip and roll it gently to make it look like broom bristles. Does it look like the picture?

(Accept responses)

**Teacher:** Great. Now, paste the strips onto the marked lines on the page. Make sure to arrange them neatly.

(Guide students as they complete the activity.)



**Teacher:** Excellent. Now, let us colour the background to make it look magical. What colour do you think we should use for the night sky?

(Students suggest dark blue or black.)

**Teacher:** That is right. Fill in the background and add some stars to make it look like the broom is in the sky.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Look at all the creative brooms you have made. They look amazing.

**COULD DO**  
10 MIN.

**Teacher:** Let us take turns sharing our artwork. What do you like most about your broom?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that in some countries, people believe that witches use

brooms to fly? It is just a fun story, but do you think a broom could really fly? Why or why not?

(Accept responses and encourage discussion.)

**Teacher:** That is right. While brooms cannot really fly, they are very useful for keeping our homes clean.

### Home Task

Imagine you are flying on a magic broom at night. Draw a picture of yourself in the sky, holding the broom and colour it beautifully. Do not forget to add the moon and stars in the background. You can use pipe cleaners as well.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by cutting, rolling and pasting paper strips.</li><li>• strengthen hand-eye coordination through craft activities.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• make connections between art and cultural celebrations (e.g., Halloween and broomsticks).</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to Halloween and crafts.</li><li>• listen and respond to teacher-led discussions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different textures and materials.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Reflect on your teaching experience for this lesson.

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If your students remained engaged, enjoyed working with paper strips, understood the concept of Halloween and expressed their creativity effectively

---

Give yourself a **STAR** for making learning fun and interactive. Keep inspiring young minds through art and imagination.



## Lesson-20

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through colouring activities.
- to enhance creativity and artistic expression.
- to learn about the habitat and characteristics of frogs.
- to improve hand-eye coordination through guided colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today?



**Teacher:** Wonderful. Today, we are going to talk about an interesting animal. But first, let us have a little chat.

**Teacher:** Have you ever played outside after it rained? What do you hear when everything is wet and fresh? (Accept responses)

**Teacher:** Yes. Sometimes, we hear 'ribbit, ribbit' near ponds and gardens. Can you guess which animal makes this sound?

(Accept responses)

**Teacher:** That is right. Frogs are amazing creatures. Have you ever seen a frog jumping? How high do you think they can jump?

(Accept responses)

**Teacher:** Frogs can jump very high and they love living near water. Some frogs are green, some are brown and some are even bright red. Today, we will colour a beautiful picture of a frog sitting on a rock. Are you excited?

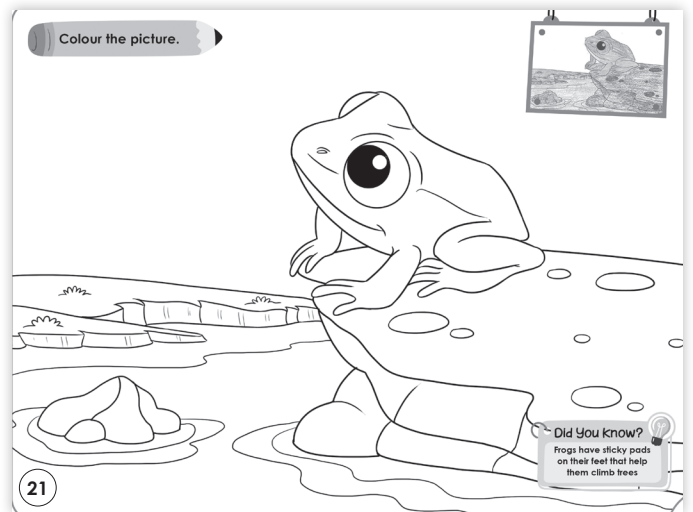
(Students respond enthusiastically.)

**Teacher:** Open page 21 of your Art and Craft Workbook. Look at the frog in the picture. What do you notice about it?



(Accept responses)

You can show the **Learning Together** video to make the class more engaging and fun.



**Teacher:** That is right. Now, let us begin colouring. What colour should we use for the frog?

(Accept responses)

**Teacher:** Great choice. Take your green crayon and start colouring the frog's body. Be careful to stay inside the lines. What colour should we use for the rock?

(Accept responses)

**Teacher:** Yes. Now, let us colour the water. What colour is water?

(Accept responses: blue)

**Teacher:** Excellent. Use a light blue crayon to colour the water. What else do you see in the picture?

(Accept responses: rocks, grass, sky)

**Teacher:** Let us colour the grass green and the sky light blue. Take your time and make your picture beautiful.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your frogs look fantastic. Now, let us take turns sharing our artwork. What do you like most about your picture?  
 (Encourage students to express their creativity.)



**Teacher:** Here is something interesting. Did you know that frogs have sticky pads on their feet? These help them climb trees and rocks without slipping. Can you think of any other animals that can climb trees?

(Accept responses: monkeys, squirrels, lizards.)

**Teacher:** That is right. Nature is full of surprises. Frogs play an important role in keeping our environment balanced. Let us always protect them and their homes.

### Home Task

Draw a frog in a pond and colour it beautifully. Try to add some rocks, trees or other animals in the background.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills by colouring carefully.</li> <li>strengthen hand-eye coordination through guided colouring.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>understand the characteristics and habitat of frogs.</li> <li>learn about the importance of frogs in nature.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>expand vocabulary with words related to frogs and their environment.</li> <li>listen and respond to teacher-led discussions.</li> </ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"> <li>gain confidence in expressing creativity.</li> <li>develop a sense of appreciation for animals and nature.</li> </ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"> <li>experiment with different colours to bring the picture to life.</li> <li>appreciate the beauty of nature through hands-on activities.</li> </ul>

### Starry Knights

Did you enjoy guiding students through the fun process of colouring the frog and learning about its habitat?

---

Were you able to keep students engaged while they explored the world of frogs?

---

If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



# Lesson-21

1 Period (40 minutes)



Art and Craft Workbook, Paper Cups, Coloured Paper, Glue, Googly Eyes, Sketch Pens



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through cutting and pasting activities.
- to enhance creativity and artistic expression.
- to learn about marine animals through hands-on activities.
- to improve hand-eye coordination through guided craftwork.

## Methodology

### Period 1

**Teacher:** Good morning, students.  
How are you today?



**Teacher:** That is wonderful. Today, we are going to explore an amazing creature that lives in the ocean. It is one of the most fascinating sea animals because it has eight arms and can change its colour to hide from enemies. It can squeeze into tiny spaces and even spray ink to escape from predators.


**Teacher:** Another interesting fact about this sea animal is that it has three hearts. These hearts help it to pump blood all over its body and keep it active underwater.

**Teacher:** Can you guess this animal?

**Teacher:** That is right. Today, we will be making a colourful craft of an octopus using a paper cup. Are you excited?  
(Students respond enthusiastically.)

**Teacher:** Open page 22 of your Art and Craft Workbook. Look at the steps to make an octopus.



 You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take a paper cup and cover it with a coloured paper of your choice. What colour do you think your octopus should be?  
(Accept responses)

**Teacher:** Now, take eight strips of the same coloured paper. These will be the octopus's arms.

**Teacher:** Next, roll each strip around a pencil to make it curly. Gently remove it and see how it looks.

(Encourage students to share their excitement.)



**Teacher:** Paste one end of each strip inside the cup, so they hang down like real octopus tentacles. Does it look like an octopus now?

(Accept responses)

**Teacher:** Fantastic. Now, let us add the final details. Paste two googly eyes and use a sketch pen to draw a happy smile.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Look at all the creative octopuses you have made. They look wonderful.



**Teacher:** Let us take turns sharing our artwork. What do you like most about your octopus?  
(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that an octopus have three hearts?

(Accept responses)

**Teacher:** That is right. Nature is full of amazing creatures.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

**Note:** Ask the students to bring 5 bhindi (Okra) for the next lesson.

### Home Task

Imagine you are an octopus swimming deep in the ocean. Draw a picture of yourself surrounded by seaweed and other sea animals. Do not forget to colour it beautifully.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• develop fine motor skills by cutting, rolling and pasting paper strips.</li><li>• strengthen hand-eye coordination through craft activities.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• make connections between art and marine animals (e.g., octopuses and their habitat).</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• expand vocabulary with words related to ocean life.</li><li>• listen and respond to teacher-led discussions.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of achievement through completing an artwork.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>• experiment with different textures and materials.</li><li>• appreciate the beauty of artistic expression through hands-on activities.</li></ul>

### Starry Knights

Reflect on your teaching experience for this lesson.

---

If your students remained engaged, enjoyed working with paper cups, understood the fascinating facts about octopuses and expressed their creativity effectively

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Give yourself a **STAR** for making learning fun and interactive. Keep inspiring young minds through art and imagination.



## Lesson-22

1 Period (40 minutes)



Art and Craft Workbook, Watercolours Coloured Pencils



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through finger painting.
- to enhance creativity and artistic expression.
- to learn about the importance of umbrellas and their use.
- to improve hand-eye coordination through guided finger painting.

### Methodology

#### Period 1

**Teacher:** Good morning/Good afternoon, students. How are you all today?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Let us start with a fun chat. Have you ever walked in the rain? How did it feel?

(Accept responses)

**Teacher:** That is right. When it rains, we often use something to keep ourselves dry. Can you guess what it is?

(Accept responses)

**Teacher:** Yes. Umbrellas help us stay dry on rainy days. Have you ever used one? What colour was it?

(Accept responses: Red, blue, yellow, rainbow-coloured.)

**Teacher:** Did you know that some people celebrate 'Umbrella Day' on February 10th? Today, we will make a colourful umbrella using a fun technique. Instead of crayons, we will use ladies' fingers to paint. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 23 of your Art and Craft Workbook. Look at the umbrella in the picture.

MUST DO

20 MIN.

What do you notice?

(Accept responses: It is plain, it has no colour yet.)

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** That is right. Now, let us begin decorating it. First, take a piece of a ladies' finger and dip it into some watercolours. What does it feel like?

(Accept responses)



**Teacher:** Now, gently press it onto one section of the umbrella. What do you see?

(Accept responses)

**Teacher:** Great. Now, use different colours and fill in each section of the umbrella with colourful prints. What happens when we mix two colours together?

(Accept responses)

**Teacher:** That is right. Keep stamping until your umbrella is bright and beautiful. Once done, let us colour the handle and background. What colour should the handle be?

(Accept responses)

**Teacher:** Excellent. Now, look at the background. What do we see in the sky when it rains?

(Accept responses)

**Teacher:** Let us add some raindrops using a blue crayon. Take your time and make your picture lovely.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your umbrellas look amazing. Now, let us take turns sharing our artwork. What do you like most about your picture?

**COULD DO**

**10 MIN.**



(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Umbrellas were not always used for rain. Long ago, people used them to protect themselves from the sun. Can you think of a place where people still use umbrellas for shade?

(Accept responses)

**Teacher:** That is correct. Umbrellas are useful in many ways. The next time you see an umbrella, think of how helpful it is.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Home Task

Draw an umbrella and colour it using any pattern or design you like. Show your creativity.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by using ladies' fingers for printing.</li><li>• strengthen hand-eye coordination through guided painting.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand the use of umbrellas in daily life.</li><li>• learn about patterns and colour mixing.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to rain and umbrellas.</li><li>• listen and respond to teacher-led discussions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of appreciation for art and functional objects.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different colours and patterns.</li><li>• appreciate the beauty of creating art using unique methods.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of decorating the umbrella with ladies' fingerprints?

---

Were you able to keep students engaged while they learned about umbrellas?

---

If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



## Lesson-23

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through colouring activities.
- to enhance creativity and artistic expression.
- to learn about camels and their adaptations.
- to improve hand-eye coordination through guided colouring.

### Methodology

#### Period 1

**Teacher:** Good morning, students.  
How are you all today?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we are going to talk about a special animal that lives in the desert. Let us play a quick guessing game. I will give you some clues and you must guess the animal. Ready?

**Teacher:** I have a hump on my back. I can walk for days in the hot desert without drinking water. People call me the 'Ship of the Desert'. Who am I?

(Accept responses)

**Teacher:** That is correct. Have you ever seen a camel? Where did you see it?

(Accept responses)

**Teacher:** Camels are amazing animals. Do you know why they are called the 'Ship of the Desert'?

(Accept responses)

**Teacher:** That is right. They can walk easily on sand, just like ships move in water. Camels have special feet that do not sink into the sand and their thick eyelashes protect their eyes from desert dust. Today, we will colour a picture of a beautiful camel in the desert. Are you ready?

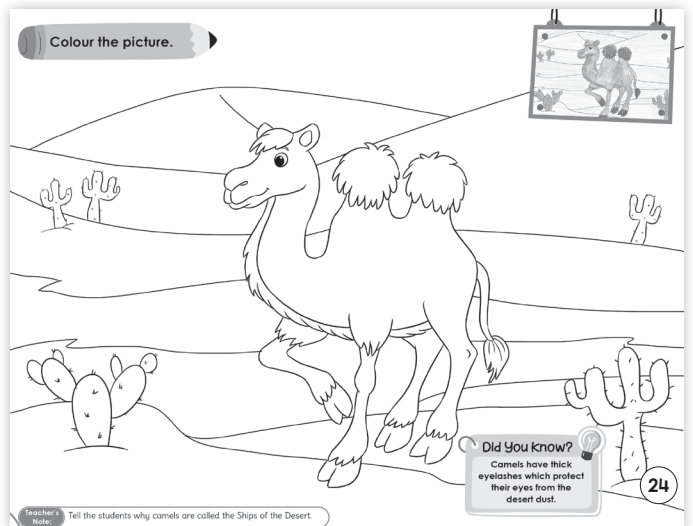
(Students respond enthusiastically.)

**Teacher:** Open page 24 of your Art and Craft Workbook. Look at the camel in the picture. What do you notice?

MUST DO

20 MIN.

(Accept responses: It has two humps, it is walking in the desert, there are cacti around it.)



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** That is right. Now, let us start colouring. Take out your colours. Take your time and be careful not to go outside the boundaries. If you need any suggestions, feel free to ask. You can also use the reference image to help with your colouring. I will walk around the class and observe your work.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your camels look fantastic. Now, let us take turns sharing our artwork. What do you like most about your picture?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that camels can drink up to 40 litres of water in one go? That

COULD DO

10 MIN.

is like drinking many bottles of water at once. Why do you think they do that?

(Accept responses)

**Teacher:** That is correct. Camels store fat in their humps, which helps them survive for many days without food and water. The desert is a tough place to live, but camels are perfectly made for it.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Home Task

Draw a camel in the desert and colour it beautifully. Try to add some sand dunes, cacti and mountains in the background.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills by colouring carefully.</li><li>• strengthen hand-eye coordination through guided colouring.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand the characteristics and habitat of camels.</li><li>• learn about why camels are called the 'Ship of the Desert'.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand vocabulary with words related to camels and the desert.</li><li>• listen and respond to teacher-led discussions.</li></ul>
<b>Socio-Emotional Development</b>	<ul style="list-style-type: none"><li>• gain confidence in expressing creativity.</li><li>• develop a sense of appreciation for animals and nature.</li></ul>
<b>Aesthetic and Creative Development</b>	<ul style="list-style-type: none"><li>• experiment with different colours to bring the picture to life.</li><li>• appreciate the beauty of nature through hands-on activities.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of colouring the camel and learning about its habitat?

---

Were you able to keep students engaged while they explored the desert world?

---

If you successfully led an interactive and enjoyable lesson, give yourself a STAR.

## Lesson-24

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons, Markers, Erasers



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through drawing and colouring activities.
- to enhance creativity and artistic expression.
- to learn about the natural environment and insects through hands-on activities.
- to improve hand-eye coordination through guided tracing and colouring.

### Methodology

#### Period 1

**Teacher:** Good morning, students.  
How are you all today?

**Teacher:** Wonderful. Today, we are going to explore something exciting and fun in nature. We will play a quick guessing game. I will give you some clues and you must guess the answer. Are you ready?

**Teacher:** Here is your first clue – I have two wings and I flutter around flowers. Who am I?

**Teacher:** Great. I am a butterfly. Now, here's another question – What do butterflies drink from flowers?

**Teacher:** Yes, they drink sweet juice. Butterflies are fascinating insects and today we will be drawing one. Let us get creative.

(Students respond enthusiastically.)

**Teacher:** Open page 25 of your Art and Craft Workbook where we are going to draw a butterfly.



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Let us follow the simple steps to draw our butterfly. I will guide you step by step.

**Teacher:** First, let us begin with the butterfly's body. Draw a long oval shape in the middle of your page. This will be the butterfly's body.

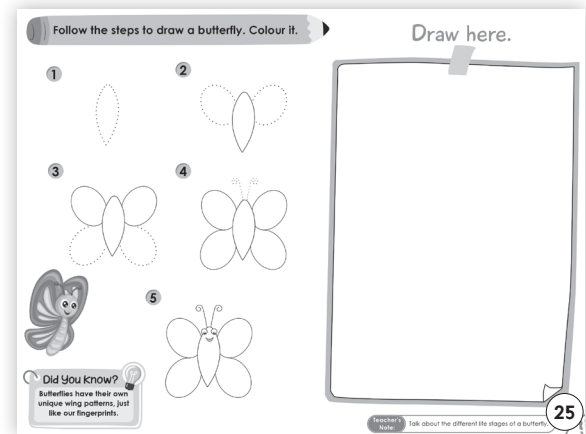
**Teacher:** How is it going? Great. Now, let us add the wings. Start by drawing the upper wings on each side of the body. These should be large, rounded shapes.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



**Teacher:** Wonderful. Now, let us add the lower wings. Draw two smaller, rounded wings below the body.

**Teacher:** Keep it up. Does everyone have their butterfly drawn? Fantastic.

**Teacher:** Now that the butterfly's shape is ready, it is time to give it some colour. What colours can we use for our butterfly?

(Encourage students to use their imagination and choose different colours.)

**Teacher:** Let us start with the wings. Colour the upper wings in bright colours and for the lower wings, you can use contrasting colours to make the butterfly look even more beautiful.

**Teacher:** Use your crayons or coloured pencils to colour in the butterfly and do not forget the body.  
(Observe and assist students, making sure they follow the instructions and enjoy colouring.)

**Teacher:** Wow. Look at all the beautiful butterflies you have created. They look amazing.

COULD DO

10 MIN.

**Teacher:** Now, let us share our artwork with the class. Can anyone describe what colours they used for their butterfly? (Encourage students to describe their artwork, sharing their creative choices.)

**Teacher:** Let us also talk about the butterfly's life cycle. Did you know that butterflies start as tiny eggs and turn into caterpillars before becoming butterflies? How do you think the butterfly feels when it flies away from its cocoon?

(Accept responses, guiding students to think about the emotions of a butterfly.)

**Teacher:** That's right. Butterflies must feel free and happy to fly. Now, let us add some extra touches to our drawing. Draw a few flowers around your butterfly and imagine it fluttering near them.

**Teacher:** Excellent. Your butterflies are ready to fly in the classroom.

### Home Task

Imagine you are a butterfly. Draw a picture of yourself flying around a garden. Colour your drawing and make the garden colourful too.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through drawing, tracing and colouring activities.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about the butterfly's life cycle and make connections between art and nature.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to butterflies and nature.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain confidence in expressing creativity and imagination.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with colours and shapes to create their own unique butterfly.</li></ul>

### Starry Knights

How did the lesson go? Did you have fun guiding the students through the creative process?

---

How did you keep the students engaged?

---

If everything went smoothly, give yourself a STAR.

## Lesson-25

1 Period (40 minutes)



Art and Craft Workbook, Blue-Coloured Paper, Glue, Craft Scissors (If Required), Googly Eyes, Markers



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through paper folding and crafting activities.
- to enhance creativity and artistic expression.
- to learn about marine life through hands-on activities.
- to improve hand-eye coordination through guided paper folding and decoration.

### Methodology

#### Period 1

**Teacher:** Good morning/Good afternoon, students. How are you all today?

**Teacher:** Wonderful. Today, we are going to explore something exciting. Let us play a quick guessing game. I will give you some clues and you must guess the answer. Are you ready?

**Teacher:** Here is your first clue – I am the largest animal on Earth and I live in the ocean. Who am I?

**Teacher:** Great. I am a blue whale. Now, here is another question – do whales lay eggs or give birth to babies?

**Teacher:** Yes, whales give birth to babies. Whales are fascinating marine creatures and today we will be making one using paper. Let us get creative.

(Students respond enthusiastically.)

**Teacher:** Open page 26 of your Art and Craft Workbook, where we will learn how to make a paper whale.

(Show students the steps on the eBook or a sample whale made beforehand.)

**Teacher:** Let us follow the simple steps to make our paper whale. I will guide you step by step.

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Take a blue sheet of paper and fold it in half to make a crease.

**Teacher:** Fold the lower side of the sheet till the crease, as shown.

SHOULD DO

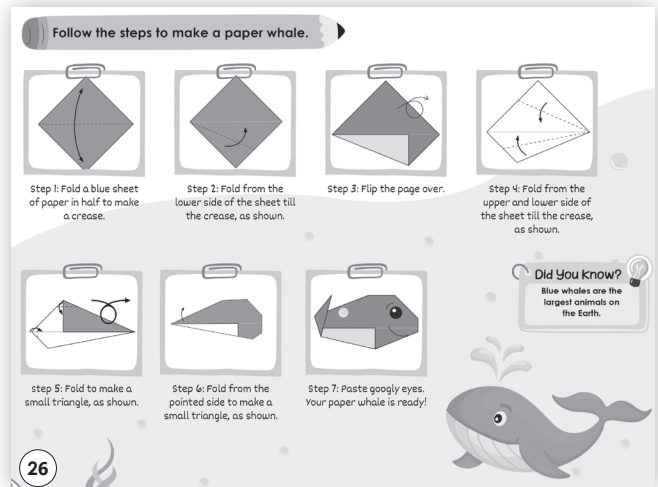
10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.



**Teacher:** Flip the page over and fold from the upper and lower sides of the sheet till the crease.

**Teacher:** Fold one side to make a small triangle for the tail.

**Teacher:** Fold the pointed side to make another small triangle, shaping the tail properly.

**Teacher:** Paste the googly eyes and use a marker to draw a smile. Your paper whale is ready.

(Observe and assist students as they fold and decorate their whales. Encourage students to be patient and follow the steps carefully.)

**Teacher:** Wow. Look at all the wonderful paper whales you have created. They look amazing.

**Teacher:** Now, let us share our artwork with the class. Can anyone describe how they made their whale?

(Encourage students to describe their folding process, adding their creative touches.)

**Teacher:** Let us also talk about whales. Did you know that

blue whales communicate using sounds? How do you think whales feel when they swim freely in the ocean? (Accept responses, guiding students to think about the emotions of whales.)

**Teacher:** That is right. Whales must feel free and happy in the ocean.

**Teacher:** Did you know blue whales are the largest animals on the Earth.

(Student shows excitement)

**Teacher:** Now, let us add some extra touches to our artwork. You can draw little fish or ocean waves around your whale.

**Teacher:** Excellent. Your whales are ready to swim in the ocean of creativity.

### Home Task

Imagine you are a whale swimming in the ocean. What would you talk about with other whales?

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through paper folding and pasting activities.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about whales and their habitat through a hands-on craft activity.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to marine life.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain confidence in expressing creativity and imagination.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with paper folding and decorations to create their own unique whale.</li></ul>

### Starry Knights

How did the lesson go?

---

Did you have fun guiding the students through the creative process?

---

How did you keep the students engaged?

---

If everything went smoothly, give yourself a STAR.



## Lesson-26

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons, Erasers



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through colouring activities.
- to enhance creativity and artistic expression.
- to learn about musical instruments through hands-on activities.
- to improve hand-eye coordination through guided colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today? Did you enjoy our last acidity.

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we are going to explore something musical and artistic. Let us play a quick guessing game. I will give you some clues and you must guess the answer. Are you ready?

**Teacher:** Here is your first clue – I have strings and when you pluck them, I make a melodious sound. Who am I?

**Teacher:** Great. I am a sitar. Now, here's another question – Do you know which famous Indian musician played the sitar and made it popular worldwide?

**Teacher:** Yes, it was Pandit Ravi Shankar. The sitar is a beautiful musical instrument and today we will be colouring one. Let us get creative.


(Students respond enthusiastically.)

**Teacher:** Open page 27 of your Art and Craft Workbook, where we will colour the sitar.

MUST DO

20 MIN.

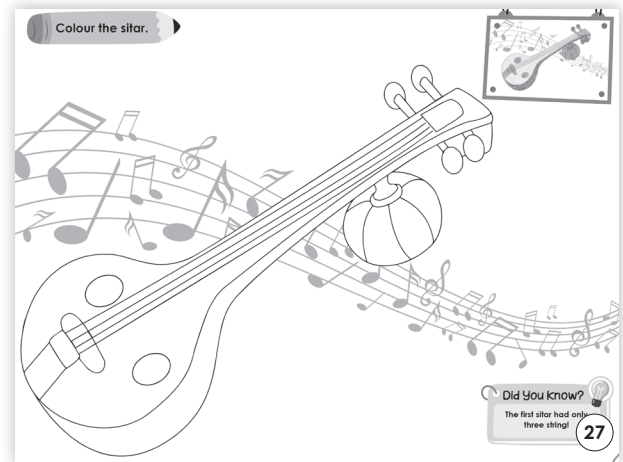
(Show students the eBook or a sample coloured sitar.)

 You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Let us follow the simple steps to colour our sitar. I will guide you step by step.

**Teacher:** First, let us start with the main body of the sitar. What colour do you think would look best for the sitar's wooden body?

(Encourage responses)



**Teacher:** That is right. The sitar is usually brown or golden in colour. Use your crayons or coloured pencils to shade the body neatly.

**Teacher:** Next, let us move to the strings. What colour are musical strings usually?

**Teacher:** Yes. They are silver or white. You can use a grey pencil or leave the strings uncoloured to give them a natural look.

**Teacher:** Now, let us colour the tuning pegs at the top. You can use darker shades like black or dark brown.

**Teacher:** Keep it up. Does everyone have their sitar coloured? Fantastic. Now, let us add some background details. You can draw a stage or some musical notes around the sitar.

(Observe and assist students, ensuring they are enjoying the colouring activity and following instructions.)

**Teacher:** Wow. Look at all the beautifully coloured sitars you have created. They look amazing.

COULD DO

10 MIN.

**Teacher:** Now, let us share our artwork with the class. Can anyone describe what colours they used for their sitar?  
(Encourage students to describe their artwork and explain their creative choices.)

**Teacher:** Let us also talk about the sitar's history. Did you know that the first sitar had only three strings? How many strings does a modern sitar have today?  
(Accept responses, guiding students to think about the evolution of musical instruments.)

**Teacher:** That is right. A modern sitar usually has 18 to 20 strings. Now, let us add some extra touches to our drawing.

You can draw a musician playing the sitar or decorate the background with music notes.

**Teacher:** Excellent. Your sitars are ready to make music in the classroom.

**Note:** Ask students to collect pencil shavings for the next lesson.

### Home Task

Imagine you are a musician playing the sitar. What would you play?

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through colouring activities.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about the sitar and its significance in Indian classical music.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to musical instruments.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain confidence in expressing creativity and imagination.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with colours and patterns to make their sitar artwork unique.</li></ul>

### Starry Knights

How did the lesson go?

---

Did you have fun guiding the students through the creative process?

---

How did you keep the students engaged?

---

If everything went smoothly, give yourself a STAR.



## Lesson-27

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons, Pencil Shavings, Glue



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through cutting, pasting, and colouring activities.
- to enhance creativity and artistic expression.
- to learn about farm animals through hands-on activities.
- to improve hand-eye coordination through guided craft and colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we are going to learn about a very special farm animal. Let us play a quick guessing game. I will give you some clues and you must guess the answer. Are you ready?

**Teacher:** Here is your first clue – I have feathers, but I cannot fly very high. Who am I?

**Teacher:** Great. I am a chicken. Now, here is another question – What sound does a chicken make?

**Teacher:** Yes, a chicken says, 'cluck cluck'. Chickens are fascinating farm animals and today we will be making and colouring one using pencil shavings. Let us get creative.

(Students respond enthusiastically.)

**Teacher:** Open page 28 of your Art and Craft Workbook, where we will decorate and colour the chicken.

MUST DO

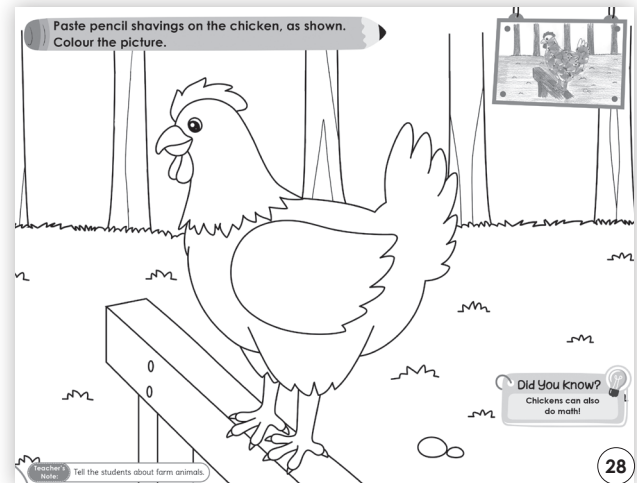
20 MIN.

(Show students the eBook or a sample decorated chicken.)

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** Let us follow the simple steps to create our chicken. I will guide you step by step.

**Teacher:** First, let us start by pasting the pencil shavings on the chicken's body. Use glue and carefully place the shavings to create a feathery texture.



**Teacher:** Well done. Now, let us move to the beak and legs. What colour should we use for them?

(Encourage responses)

**Teacher:** That is right. Chickens have orange or yellow beaks and legs. Use your crayons or coloured pencils to shade them neatly.

**Teacher:** Next, let us colour the comb on the chicken's head. What colour is the comb usually?

**Teacher:** Yes. It is red. Carefully colour the comb.

**Teacher:** Now, let us colour the background. You can draw and colour a farm setting with trees, grass or even a henhouse.

(Observe and assist students, ensuring they are enjoying the craft activity and following instructions.)

**Teacher:** Wow. Look at all the beautifully decorated chickens you have created. They look amazing.

COULD DO

10 MIN.

**Teacher:** Now, let us share our artwork with the class. Can anyone describe how they used their pencil shavings and what colours they chose for their chicken?

(Encourage students to describe their artwork and explain their creative choices.)

**Teacher:** Let us also talk about chickens. Did you know that chickens can do simple math? How do you think farm animals help us in our daily lives?

(Accept responses, guiding students to think about the importance of farm animals.)

**Teacher:** That is right. Chickens give us eggs and some people also keep them as pets. Now, let us add some extra touches to our drawing. You can draw little chicks following their mother or a basket of eggs near the chicken.

**Teacher:** Excellent. Your chickens are ready to cluck happily in the classroom.

### Home Task

Draw a farm scene. Write names of animals that lives on farms.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through pasting and colouring activities.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about farm animals and their importance in daily life.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to farm animals and nature.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain confidence in expressing creativity and imagination.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with textures and colours to make their artwork unique.</li></ul>

### Starry Knights

How did the lesson go?

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Did you have fun guiding the students through the creative process?

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How did you keep the students engaged?

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If everything went smoothly, give yourself a STAR.



## Lesson-28

1 Period (40 minutes)



Art and Craft Workbook, Black Glazed Paper, Glue, Coloured Pencils, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through tearing, pasting and colouring activities.
- to enhance creativity and artistic expression.
- to learn about wild animals through hands-on activities.
- to improve hand-eye coordination through guided craft and colouring.

### Methodology

#### Period 1

**Teacher:** Hello Students, how are you all? Hope you enjoy the last activity.

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we are going to learn about a special wild animal. Let us talk about some animals you might have seen before. Can anyone name an animal with black and white stripes?

(Encourage students to answer.)

**Teacher:** Yes, some of you mentioned pandas and penguins. Great job. But today, we will talk about a different animal. Here is your first clue – I have black and white stripes all over my body. Who am I?

**Teacher:** That is correct. I am a zebra. Where do you think zebras live?

(Encourage responses)

**Teacher:** Yes, zebras are found in Africa. They live in open grasslands called savannas. Have you ever seen a zebra in real life or in pictures? What do you think makes them special?

(Accept responses)

**Teacher:** Fantastic. Zebras are fascinating animals and today we will be decorating one using black glazed paper. Let us get creative.

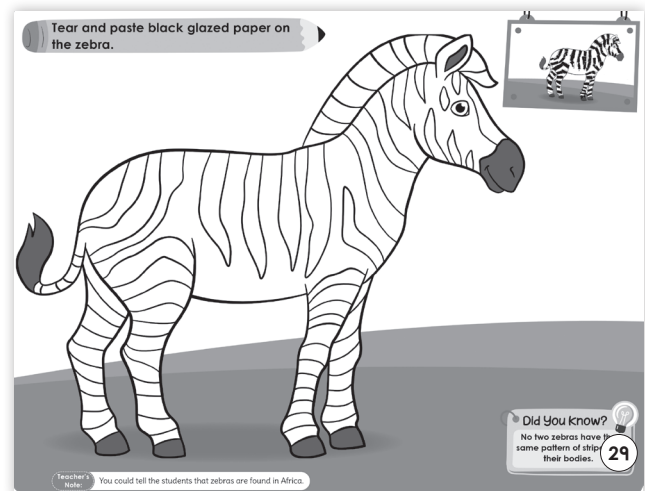
**Teacher:** Open page 29 of your Art and Craft Workbook, where we will decorate and colour the zebra.

MUST DO

20 MIN.

(Show students the eBook or a sample decorated zebra.)

You can show the **Learning Together** video to make the class more engaging and fun.



**Teacher:** Let us follow the simple steps to create our zebra. I will guide you step by step.

**Teacher:** First, let us start by tearing small pieces of black glazed paper. Carefully tear them into different shapes to fit the zebra's stripes.

**Teacher:** Well done. Now, let us paste the black paper pieces on the zebra's body to form the stripes. Apply glue carefully and stick the pieces one by one.

**Teacher:** Keep going. Make sure the stripes look neat and follow the lines of the zebra.

**Teacher:** Now, let us colour the rest of the zebra's body. What colour should we use?

(Encourage responses)

**Teacher:** That is right. The zebra's body is white, but we can colour the background green to make it look like a grassy field.

**Teacher:** You can also colour the zebra's hooves, tail and face to complete the picture.

(Observe and assist students, ensuring they are enjoying the craft activity and following instructions.)

**Teacher:** Wow. Look at all the beautifully decorated zebras you have created. They look amazing.



**Teacher:** Now, let us share our artwork with the class. Can anyone describe how they used the black glazed paper for the stripes?

(Encourage students to describe their artwork and explain their creative choices.)

**Teacher:** Let us also talk about zebras. Did you know that no two zebras have the same pattern of stripes? How do you think stripes help zebras in the wild?

(Accept responses, guiding students to think about camouflage and survival in nature.)

**Teacher:** That is right. Their stripes help them blend with their herd and confuse predators. Now, let us add some extra touches to our drawing. You can draw a few more zebras in the background or add some trees.

**Teacher:** Excellent. Your zebras are ready to run freely in the wild.

### Home Task

Imagine you are a zebra in the wild. Draw a picture of yourself standing in the grasslands with other zebras. Colour your drawing beautifully.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through tearing, pasting and colouring activities.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about zebras and their habitat through hands-on craft.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to wild animals.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain confidence in expressing creativity and imagination.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with textures and colours to make their artwork unique.</li></ul>

### Starry Knights

How did the lesson go?

---

Did you have fun guiding the students through the creative process?

---

How did you keep the students engaged?

---

If everything went smoothly, give yourself a STAR.



## Lesson-29

1 Period (40 minutes)



Art and Craft Workbook, Ice-Cream Sticks, Glue, Coloured Pencils, Crayons, Sketch Pens



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through cutting, pasting and colouring activities.
- to enhance creativity and artistic expression.
- to learn about the purpose of everyday objects through hands-on activities.
- to improve hand-eye coordination through guided craft and colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today?

SHOULD DO

10 MIN.

**Teacher:** Wonderful. Today, we are going to create something useful and fun. But first, let us talk about something we use every day.

**Teacher:** Can anyone tell me what we use to write or draw?

(Accept responses: Pencils, pens, crayons)

**Teacher:** That is correct. Pencils help us write and draw. But where do we keep our pencils when we are not using them?

(Accept responses: Pencil box, drawer, desk, pencil stand)

**Teacher:** Great answers. Today, we will make our very own pencil stand using ice-cream sticks. Does that sound exciting?

(Students respond enthusiastically.)

**Teacher:** Open page 30 of your Art and Craft Workbook, where we will create and decorate a pencil stand.

(Show students the eBook or a sample decorated pencil stand.)

You can show the **Learning Together** video to make the class more engaging and fun.

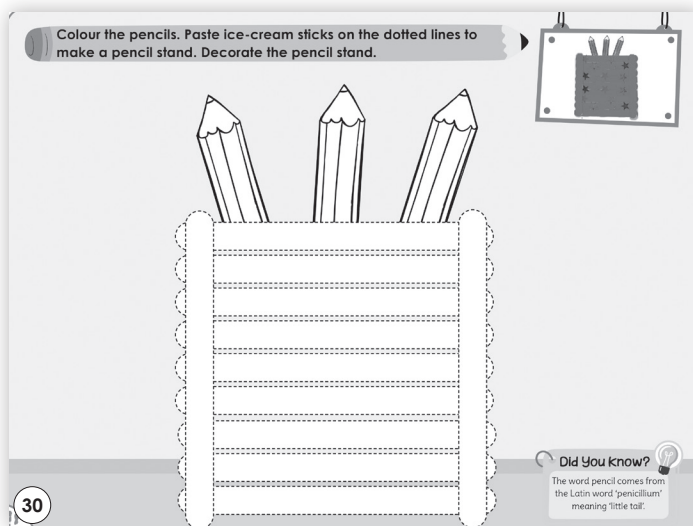
**Teacher:** Let us follow the simple steps to create our pencil stand. I will guide you step by step.

**Teacher:** First, let us start by colouring the pencils in the picture. What colours should we use for the pencils?

(Encourage responses)

MUST DO

20 MIN.



30

**Teacher:** That is right. Pencils can be of different colours, so feel free to use your imagination. Colour them neatly.

**Teacher:** Now, let us move to the pencil stand. Look at the dotted lines in the picture. We will paste ice-cream sticks on these lines. What should we do first?

(Encourage students to think: Apply glue, then stick the ice-cream sticks.)

**Teacher:** Yes. Apply glue carefully along the dotted lines and gently place the ice-cream sticks one by one. Make sure they are straight and evenly placed.

**Teacher:** Well done. Now, let us decorate our pencil stand. What designs or patterns can we add?

(Accept responses)

**Teacher:** Fantastic. Use your creativity and decorate your stand to make it colourful and unique.

(Observe and assist students, ensuring they enjoy the activity and follow instructions.)

**Teacher:** Wow. Your pencil stands look amazing. Now, let us share our artwork with the class. Can anyone describe how they decorated their stand?

**COULD DO**

10 MIN.



(Encourage students to describe their artwork and creative choices.)

**Teacher:** Here is something interesting. Did you know that the word 'pencil' comes from the Latin word 'pencilium,' which means 'little tail'? How do you think pencils were made in ancient times?

(Accept responses, guiding students to think about the history of pencils.)

**Teacher:** That is right. Long ago, people used sticks and charcoal to write. Now, let us think of another way to decorate our pencil stand. What else can we add? (Encourage responses: Stickers, buttons, ribbons.)

**Teacher:** Excellent. Your pencil stands are now ready to hold your writing tools.

### Home Task

Design another pencil stand with the help of ice-cream sticks.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> <li>improve fine motor skills through cutting, pasting and colouring activities.</li> </ul>
Cognitive Development	<ul style="list-style-type: none"> <li>learn about the importance of keeping their stationery organised.</li> </ul>
Language and Literacy Development	<ul style="list-style-type: none"> <li>expand vocabulary with words related to stationery and crafts.</li> </ul>
Socio-Emotional Development	<ul style="list-style-type: none"> <li>gain confidence in expressing creativity and imagination.</li> </ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"> <li>experiment with designs and decorations to make their pencil stand unique.</li> </ul>

### Starry Knights

How did the lesson go?

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Did you have fun guiding the students through the creative process?

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How did you keep the students engaged?

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If everything went smoothly, give yourself a STAR.



## Lesson-30

1 Period (40 minutes)



Art and Craft Workbook, Coloured Pencils, Crayons



eBook, Learning Together

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop fine motor skills through colouring activities.
- to enhance creativity and artistic expression.
- to learn about important places in a neighbourhood.
- to improve hand-eye coordination through guided colouring.

### Methodology

#### Period 1

**Teacher:** Hello, students. How are you all today?



**Teacher:** Wonderful. Today, we are going to talk about an important place in our neighbourhood. Let us start with a little discussion.

**Teacher:** If someone is not feeling well, where do they go to get help?

(Accept responses: Hospital, clinic, doctor.)

**Teacher:** That is right. Hospitals are very important places where doctors and nurses take care of us. Have you ever been to a hospital? What did you see there?

(Encourage students to share their experiences.)

**Teacher:** That is interesting. In a hospital, we see doctors, nurses, ambulances and different medical equipment.

Today, we will colour a picture of a hospital and an ambulance. Are you excited?

(Students respond enthusiastically.)

**Teacher:** Open page 31 of your Art and Craft Workbook. Look at the hospital and ambulance in the picture. What do you notice?

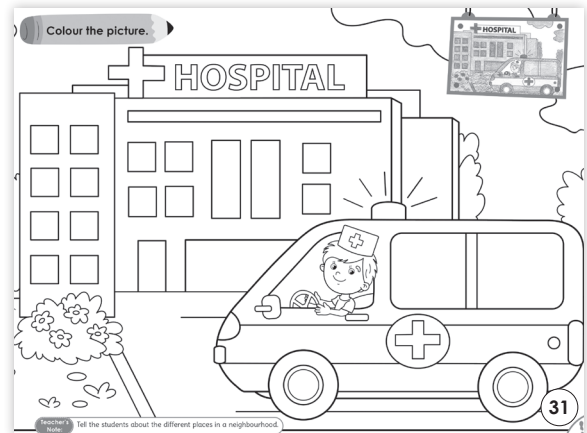


(Accept responses)

You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** That is right. The hospital has big windows and the ambulance has a siren on top. Now, let us begin colouring. What colour should we use for the hospital building?

(Accept responses)



**Teacher:** Great choice. Hospitals are usually white or light blue, but you can use any colour you like. Colour neatly inside the lines.

**Teacher:** Now, let us colour the ambulance. What colour are ambulances usually?

(Accept responses: White with red.)

**Teacher:** Yes. Use white for the ambulance body and red for the cross sign and siren. What colour should we use for the trees and road?

(Accept responses: Green for trees, grey or black for the road.)

**Teacher:** Excellent. Use your crayons and make your picture colourful. Take your time and enjoy.

(Observe and assist students, ensuring they follow the instructions and complete the activity.)

**Teacher:** Wow. Your hospitals and ambulances look fantastic. Now, let us take turns sharing our artwork.



What do you like most about your picture?

(Encourage students to express their creativity.)

**Teacher:** Here is something interesting. Did you know that the first ambulance service started over 100 years ago? Why do you think ambulances have sirens?

(Accept responses: To alert people, to move quickly in emergencies.)

**Teacher:** That is right. Ambulances rush to help people in need. Now, let us think—what other important places are in our neighbourhood?

(Accept responses: Schools, police stations, fire stations.)

**Teacher:** Excellent. Hospitals are one of the most important places in our community. Let us always respect and appreciate doctors and nurses who work there.

### Home Task

Draw a picture of another important place in your neighbourhood. It could be a school, a fire station or a police station. Colour it beautifully.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through careful colouring.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about the importance of hospitals in a community.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>expand vocabulary with words related to hospitals and healthcare.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain an appreciation for doctors, nurses and hospital workers.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with different colours to make the picture vibrant.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of colouring the hospital and ambulance?

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Were you able to keep students engaged while they explored the role of hospitals in the community?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.



# Lesson-31

1 Period (40 minutes)



Art and Craft Workbook, Cotton, Green Watercolour, Coloured Pencils, Crayons



eBook, Learning Together

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to develop fine motor skills through colouring and stamping activities.
- to enhance creativity and artistic expression.
- to learn about the habitat and characteristics of parrots.
- to improve hand-eye coordination through guided colouring.

## Methodology

### Period 1

**Teacher:** Wonderful. Today, we are going to learn about a beautiful and intelligent bird. But first, let us have a little discussion.

SHOULD DO

10 MIN.



**Teacher:** Have you ever seen a green bird sitting on a tree branch? What do you think it is called?

(Accept responses)

**Teacher:** That is right. Parrots are fascinating birds that can even mimic human speech. Have you ever heard a parrot talk? What words do you think a parrot can say?

(Encourage students to share their experiences.)

**Teacher:** That is interesting. Parrots are found in many places, especially in warm and tropical regions. They love eating fruits, seeds and nuts. Today, we will be colouring a parrot using a fun technique—dipping cotton in green watercolour to colour its body. Are you excited?

(Students respond enthusiastically.)

MUST DO

20 MIN.



**Teacher:** Open page 32 of your Art and Craft Workbook. Look at the parrot sitting on the branch. What do you notice?

(Accept responses)

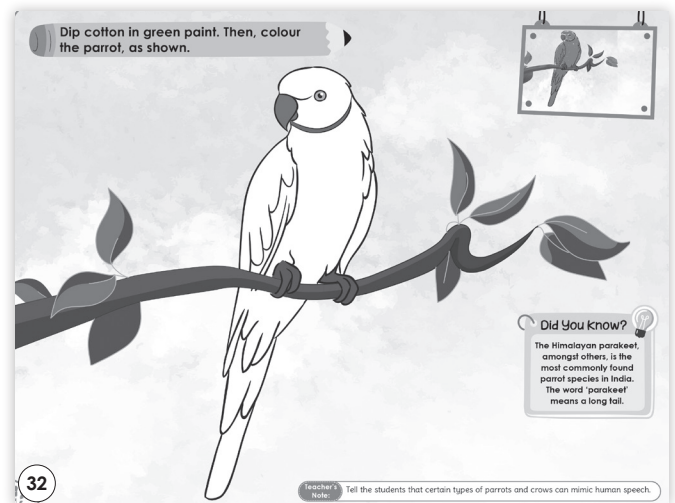
**Teacher:** That is right. The parrot has a red beak and long tail feathers. Now, let us begin colouring. Instead of using crayons for the body, we will dip cotton in green water colour to give it a soft, feathery effect.



You can show the **Learning Together** video to make the class more engaging and fun.

**Teacher:** First, take a small piece of cotton and dip it gently into the green watercolour. Then, dab it carefully

on the parrot's body. Make sure to cover the entire body evenly.



(Observe and assist students, ensuring they apply the watercolour carefully.)

**Teacher:** Well done. Now, let us colour the parrot's beak. What colour should we use?

(Accept responses)

**Teacher:** Yes. Use a red crayon or marker for the beak. Next, let us colour the branch brown and the leaves green. What colour should we use for the sky?

(Accept responses)

**Teacher:** Excellent. Use your crayons to complete the background, making sure the picture looks bright and beautiful. Take your time and enjoy the activity.

**Teacher:** Wow. Your parrots look fantastic. Now, let us take turns sharing our artwork. What do you like most about your picture?

COULD DO

10 MIN.



(Encourage students to express their creativity.)

**Teacher:** Let us talk about something interesting. Did you know that different parrot species live in different parts of the world? Some are bright red, blue and yellow. Can you name any famous parrots from stories or cartoons?

(Accept responses)

**Teacher:** That is right. Parrots are very special birds. Some parrots, like the Himalayan parakeet, are commonly found in India. Now, let us complete our artwork by

adding some extra details like small birds, clouds or the sun in the background.

**Teacher's Note:** Tell the students that certain types of parrots and crows can mimic human speech.

### Home Task

Draw a parrot sitting on a branch and colour it beautifully. Try to add some leaves, flowers or fruits around it to make the picture lively.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>improve fine motor skills through dabbing and colouring.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>learn about parrots and their natural habitat.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>Expand vocabulary with words related to birds and nature.</li></ul>
Socio-Emotional Development	<ul style="list-style-type: none"><li>gain an appreciation for birds and their role in nature.</li></ul>
Aesthetic and Creative Development	<ul style="list-style-type: none"><li>experiment with new painting techniques and colours.</li></ul>

### Starry Knights

Did you enjoy guiding students through the fun process of colouring the parrot using cotton dabbing?

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Were you able to keep students engaged while they explored the beauty of parrots?

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If you successfully led an interactive and enjoyable lesson, give yourself a STAR.