Yearly Scheme of Work

Time Taken: 31 Periods (each period of 40 minutes duration)

Teaching Aids: Main Coursebook, Blackboard, Digital Assets, Coloured Sheets

Digital Assets: eBook, Learning Together

Class LKG

Scheme of Lessons – Micro Schedule – Art and Craft = 31 periods

Lesson* Number/ Naame	Suggested Allocation of Periods
Lesson 1	1
Lesson 2	1
Lesson 3	1
Lesson 4	1
Lesson 5	1
Lesson 6	1
Lesson 7	1
Lesson 8	1
Lesson 9	1
Lesson 10	1
Lesson 11	1
Lesson 12	1
Lesson 13	1
Lesson 14	1
Lesson 15	1
Lesson 16	1

Lesson* Number/ Naame	Suggested Allocation of Periods
Lesson 17	1
Lesson 18	1
Lesson 19	1
Lesson 20	1
Lesson 21	1
Lesson 22	1
Lesson 23	1
Lesson 24	1
Lesson 25	1
Lesson 26	1
Lesson 27	1
Lesson 28	1
Lesson 29	1
Lesson 30	1
Lesson 31	1

*Please note that the lessons in the Yearly Scheme of Work correspond to the page numbers in the Art and Craft book.

Symbols used:

= Teaching aids required

= Time required for the activity

= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

Embarking on a voyage to the new horizons, Calyx is a force to reckon with. It steers forth the path for the educators with National Education Policy (NEP) 2020 and National Curriculum Framework (NCF). In the budding years of life, when a child learns to explore and experience the world around, Calyx comes as a great booster to mould the personality of the young learners at the Foundational Stage. This is the stage when school starts and the child needs play-based learning coupled with structured activities that are guided by the teacher.

The Foundational Stage bridges the gap between home and school environment of the child and is based on the principles of Early Childhood Care and Education (ECCE). It is divided into domains closely linked to the developmental domains of Physical Development, Socio-emotional-ethical Development, Cognitive Development, Language and Literacy Development, Aesthetic and Cultural Development and the most significant domain of Positive Learning Habits. Curricular Goals are defined for the different domains of development in the curriculum designed for the Foundational Stage. At this stage of learning, the pedagogical approach is play-based with the focus on guided and structured activities. The activities should be conducted in spacious venues, such as school garden, yoga room and so on.

The teacher's guide is replete with activities designed to suit the learning experience of the students so that they can engage naturally in the exploration of their surroundings. The activities have instructions for the entire class, balanced with work-time for children, where they work on their own with a variety of materials. Teacher-student relationship is of utmost importance and needs the teacher to be engaged with all the domains instead of just being a domain-specific teacher. It is imperative that individual attention and assessment through observation is carried out for the students at this stage.

The main features of the teacher's guide are:

- Yearly Scheme of Work with a micro schedule with the suggested allocation of periods bringing clarity for the teacher to conduct the lessons efficiently.
- Micro Lesson Plans (MLPs) have multiple periods of 40 minutes duration each, with curricular goals, competencies, learning objectives and learning outcomes, tailored to suit the students' needs for all-round development.
- Teacher-directed, teacher-guided and/or student-led activities to achieve the desired goals.
- Teaching Aids with materials are easily available to aid concept teaching.
- Digital Assets for quick reference by the teacher.
- Methodology includes steps to introduce the concept in the form of an interactive script and doable activity-based teaching methods.

Each activity is marked with

- **MUST DO** to help the student understand the concept.
- **SHOULD DO** to help the student extend and apply the concept.
- **COULD DO** to help the student revise the concept.
- Estimated time for each activity is given for better time management by the teacher.
- Additional Suggested Activities are provided for the reinforcement of the concept taught.
- Content and material to be used, duration and sequence of activities, classroom arrangement – seating, displays, arrangement of material are also mentioned.
- Time allocation at pre-primary level aims at providing the students ample opportunities for an experience in every domain of development. So, each MLP is designed keeping in mind the attention span of the students and has Circle Time, Story Time, Concept Time/ Pre-numeracy, which are teacher guided whereas free play is an independent activity for the students. Also, Work Time is for the students to choose an activity and the material they like. The illustrative daily routine for children of ages 3–6, detailed as per the NCF, is given in the table below.

From	To	Duration	Activity NCF	Activity Calyx
Morning Routine/Free Play/Corners Time				
09:30	10:15	45 minutes	Circle time/Conversation	English/Phonics
10:15	10:30	15 minutes	Snack Break	Snack Hour
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement	Rhymes and Stories
10:45	11:45	1 hour	Concept Time/Pre-numeracy	Mathematics/Numbers
11:45	12:15	30 minutes	Arts/Craft/Free Play	Arts and Craft/Free Play
12:15	13:00	45 minutes	Corners Time	General Awareness
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)	Lunch Break
13:45	14:30	45 minutes	Emergent Literacy/Story Time	Sounds
14:30	15:00	30 minutes	Outdoor Play and Wind Up	Outdoor Play

Source: National Curriculum Framework for School Education 2023, Illustrative Time Allocation, Table A-3.5-i

- Teacher's notes are an important feature to provide guidance to deliver the content of the main coursebook with additional information. For instance, the first page of each chapter has a story. The story has to be read by the teacher/parent. Students at the Foundational Stage are not expected to read the stories or rubrics or write complete sentences. However, any student who tries and can read or write sentences, must be appreciated and encouraged .
- Home Tasks are designed based on the concept taught in class and is for the teacher to guide the parents.

Lesson 1*

1 Period (40 minutes)

crayons, paints, bowls, old newspapers, jute strings

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

Place: The class can be conducted outdoors such as school garden/playground.

- Use CRM signs to manage the class.
- Let the class hop, skip and jump around. Tell them to hold their hands and form a big circle. Let them tell their names.

COULD DO
10 MIN.

- Bring the students back to the classroom. Settle them down using CRM signs. They can sit in pairs. Place newspapers on the table and bowls with paints. Guide the students to dip their palms in the colour of their choice and print it on the sheet. Once everyone has done it, the sheets could be hung on a jute string across the classroom for the students to see.

SHOULD DO
10 MIN.

- Keep the bowl of crayons at the centre of the table. Next, tell them to pick a crayon of their choice and colour the letters of their names on page number 2 of the book. Let them enjoy the colouring.

MUST DO
20 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can write their names with crayons on a chart paper in the classroom.

*Lesson 1 corresponds to the activity given on page number 2 of the Art and Craft book.

Home Task

- Parents to help the child to write their names on a cardboard. Cut it out and add glitter to make it shine. Send it to school for display in the class.

Learning Outcomes

The students will:

Physical Development	• hop, skip and jump
Socio-Emotional and Ethical Development	• foster a sense of recognition and affinity with the letters of their name
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify and colour the letters of their names
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make hand prints with paints on old newspaper
Positive Learning Habits	• learn to work with their partners

Lesson 2*

1 Period (40 minutes)

crayons, pictures of camels in the desert, pieces of jute, sand

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

Place: The class can be conducted in the art room.

- Use CRM signs to manage the students. — COULD DO 10 MIN.
- Form groups of five students on each table. Let them pick out the camel from a collection of pictures. Hold it up and talk about its physical features, such as thick fur, long legs, etc. — SHOULD DO 10 MIN.
- Keep a bowl of crayons at the centre of the table. After they have described, show them the picture of a camel on page number 3 to be coloured in the Art and Craft book. Guide them to colour it along the line. — MUST DO 20 MIN.

eBook can be shown to recapitulate the concepts taught. — COULD DO 10 MIN.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- Give each student a piece of jute to paste on the camel and paste sand to make a scenery.

*Lesson 2 corresponds to the activity given on page number 3 of the Art and Craft book.

Home Task

- Sit with your child and talk about the life of people in desert. Show them pictures of the desert in magazines or newspaper and talk about it.

Learning Outcomes

The students will:

Physical Development	• hop, skip and jump
Socio-Emotional and Ethical Development	• learn and appreciate about diverse living beings
Cognitive Development	• understand CRM signs and follow teacher's instructions
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• identify and colour a camel • make a scenery by pasting jute and sand
Positive Learning Habits	• know about life in the desert

Lesson 3*

1 Period (40 minutes)

crayons, butterflies (origami paper)

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity

Methodology

Period 1

Place: The class can be conducted in the school garden and art room.

COULD DO 10 MIN.

- Manage the class by using CRM signs with the students.

SHOULD DO 10 MIN.

- Take the students to the school garden to show them butterflies. Talk to them how beautiful they look and how important they are for flowers and plants. Let them form butterflies with their fingers and enjoy the flutter of butterflies. Then bring them back to the class.

MUST DO 20 MIN.

- Once they all have settled, ask them to count numbers from 1 to 20. Let them repeat, at least twice. Then tell them to work in pairs and join the dots on page number 4. Ask them to identify the picture formed. Confirm that it is a butterfly. Let them talk about their different colours.

COULD DO 10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- Guide the students to draw butterflies and colour them. They may be taught to make a butterfly using origami paper. Then pin them up on the display board.

*Lesson 3 corresponds to the activity given on page number 4 of the Art and Craft book.

Home Task

- Take your child for a morning walk. Let them play around and observe. They will come up with questions or facts, listen and satisfy their curiosity. This will be the best time for bonding with the child.

Learning Outcomes

The students will:

Physical Development	• enact the fluttering motion of a butterfly • join the dots using crayons
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify a butterfly • learn counting 1-20
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• draw butterflies and colour them
Positive Learning Habits	• go for a morning walk for good health • learn to work with their partners

Lesson 4*

1 Period (40 minutes)

crayons, flashcards of various means of transport (Learning Kit), a construction paper

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

Place: The class can be conducted in the school garden and art room.

COULD DO 05 MIN.

- Manage the class by using CRM signs with the students.

SHOULD DO 15 MIN.

- Show the flashcards for means of transport to the students to identify. Ask the students to name the vehicles they see around. Talk about the sounds made by the vehicles.

MUST DO 20 MIN.

- Next, ask the students to name the means of transport that fly in the air. Then show the aeroplane on page 5 and tell them that the aeroplanes are parked in a place called hangar. Let them identify its parts and colour it. Once they have coloured, they can put it up for display on their tables.

COULD DO 10 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- Give a construction paper and show the way to make a paper aeroplane to the students. Let them follow instructions and make a paper aeroplane which they can take home to show their parents.

*Lesson 4 corresponds to the activity given on page number 5 of the Art and Craft book.

Home Task

- Take the child to the Air Force Museum to show and talk about various types of planes, fighter jets, etc. Let them share their experiences with you.

Learning Outcomes

The students will:

Physical Development	• make a paper aeroplane
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify various means of transport • know about the aeroplanes and their different types and the place they are parked
Language and Literacy Development	• communicate their ideas using simple words or home language • talk about types of aeroplanes
Aesthetic and Cultural Development	• colour the given pictures
Positive Learning Habits	• learn to work with their partners

Lesson 5*

1 Period (40 minutes)

crayons, flashcards of hot air balloon (Learning Kit), a construction paper, CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

Place: The class can be conducted in the school garden and art room.

- Use CRM signs to manage the class.
- Show the flashcards for means of transport to the students to identify. Ask them to identify hot air balloon. Talk about the first animals that were sent in a hot air balloon (a sheep, a rooster and a duck).
- Ask then to say the alphabet A–Z. Let them repeat at least twice.
- Then tell them to take out the page number 6 and read the alphabet in series. Once they have read the alphabet, tell them to pick a crayon of their choice and join the dots A–Z and identify the picture.

COULD DO 20 MIN.

SHOULD DO 05 MIN.

MUST DO 15 MIN.

COULD DO 10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- Give a drawing sheet and a balloon to each student. They can paste the balloon and draw a basket below to complete their very own hot air balloon.

Home Task

- Sit with the child and tell the story of the first hot air balloon.

*Lesson 5 corresponds to the activity given on page number 6 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• colour the given pictures with smooth strokes
Socio-Emotional and Ethical Development	• learn to appreciate how the various means of transport make our life simpler
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify various means of transport • know about the hot air balloon and the animals that were sent in it • join the dots in the order of the alphabet
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make their very own hot air balloon
Positive Learning Habits	• learn to work with their partners • learn to observe the world around them

Lesson 6*

1 Period (40 minutes)

crayons, flashcards of duck, colours and numbers (Learning Kit), CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

Place: The class can be conducted in the school garden and art room.

- Use CRM signs to manage the class.
- Show the flashcard with a duck to the students to identify. Let them look at the duck and describe its appearance, the sound it makes, place where they could find ducks, etc.

COULD DO
10 MIN.

- Next, show the flashcards with colours to the students to identify. Hold each card for them to name the colour. Confirm the correct responses. In case they answer incorrectly, check the incorrect ones by repeating and emphasising the colour.

SHOULD DO
15 MIN.

- Now, ask them to count the numbers from 1 to 10. Ask them to look at page number 7 and describe the picture. Also, tell them that the ducks sleep with one eye open. Then guide them to colour the parts of the picture with the colour at number 1 which is yellow. Once they have coloured parts marked as 1 in yellow, ask them to colour the parts marked with 2, 3 and 4 with blue, orange and green crayons, respectively. They can be asked to display their artwork after completing it.

MUST DO
15 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Write DUCK on the board or show flashcards to the students. Let them produce the sounds of a duck and enjoy.

*Lesson 6 corresponds to the activity given on page number 7 of the Art and Craft book.

Home Task

- Organise a show time with the child and watch a cartoon featuring water animals or a comics and enjoy.

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures with crayons
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify the colours, duck and ducklings, the numbers up to 4 • colour the given picture as per the colour code, with smooth strokes • know the facts about ducks
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• colour the given picture as per the colour code
Positive Learning Habits	• learn to work with their partners

Lesson 7*

1 Period (40 minutes)

crayons, flashcards of numbers (Learning Kit), bits of coloured paper, CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop sharpness in sensorial perceptions

Methodology

Period 1

Place: The class can be conducted in the school garden and art room.

- Use CRM signs to manage the class.
- Use flashcards to enable the students identify the numbers. Ask the students to see each flashcard and say the numbers.

COULD DO 10 MIN.

- Next, they can be asked to look at the picture of a snail on page number 8 and identify the numbers . Also, they can be guided to observe the given pattern and colour the snail accordingly.

SHOULD DO 20 MIN.

- Once they have coloured the snail, ask them to hold it up to show everyone. Also, tell them the fact about snails that they have a shell on their back in which they hide themselves.

MUST DO 10 MIN.

P.S. Tell the students to save the crayon shavings for the activity on page number 14 in the book to be done later.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

*Lesson 7 corresponds to the activity given on page number 8 of the Art and Craft book.

Additional Suggested Activity

The students can be given a sheet to draw a snail and paste bits of coloured paper to form a pattern.

Home Task

Sit with your child and show the pictures of snail to tell a story. Listen with interest to what your child has to say. Then add more events to the story. Enjoy the story session with the child.

Learning Outcomes

The students will:

Physical Development	• colour the picture following the given pattern • draw a snail and paste bits of coloured paper
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify the numbers • develop memory for visual representations • know facts about snails
Language and Literacy Development	• communicate their ideas using simple words or home language • describe the pictures in simple, short sentences
Aesthetic and Cultural Development	• express their ideas through visual art
Positive Learning Habits	• learn to work with their partners

Lesson 8*

1 Period (40 minutes)

crayons, flashcards of colours, shapes (Learning Kit), old newspapers, CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

Place: The class can be conducted in the art room.

- Use CRM signs to manage the class.
- Make four groups of the students. Show the flashcards for each shape to the students to identify and name it. Then ask them to identify the colours. Repeat the names of colours and shapes with the students.

COULD DO
10 MIN.

- Ask them to look around and tell the things that are triangle, square, circle or rectangle in shapes. e.g., art file is a rectangle, etc.

SHOULD DO
20 MIN.

- Once they have identified the shapes and colours, they can be asked to look at the picture given on page number 9. Then tell them to colour the shapes as per the colour key given on the right. After colouring they can be asked to show it to each other.

MUST DO
10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity6

- Give an old newspaper to the students and paints. Guide them to dip their pointer finger in paint and draw four shapes of triangle, square, rectangle and a circle. They may choose a different colour for each shape.

*Lesson 8 corresponds to the activity given on page number 9 of the Art and Craft book.

Home Task

- Give sheets of old newspaper or magazine to the child. Fold the sheets to form shapes of triangle, square, rectangle and a circle. Then use the shapes to form a face.

Learning Outcomes

The students will:

Physical Development	• use hand paint to form shapes
Socio-Emotional and Ethical Development	• learn to observe shapes in things around them
Cognitive Development	• understand CRM signs and follow teacher's instructions • identify the shapes • complete the picture using the colour code provided • develop memory for visual representations
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• form a face using shapes
Positive Learning Habits	• learn to work with their partners

Lesson 9*

1 Period (40 minutes)

crayons, blue glazed paper, paper boat, CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop ability and sensibility in visual arts
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

Place: The class can be conducted in art room.

- Manage the class using CRM signs. Without speaking they will understand the instructions, once you show them each sign and explain its meaning.
- As the students settle down, you may ask them to look at the picture on page number 10. Then tell them to describe it. Listen to them with patience. Talk about the recreation activity of sailing on the sea.

COULD DO
10 MIN.

- Ask the students to look at the picture given on the top right corner and narrate a story. Each student can add one line to the story.
- Organize the class into groups of four students each. Give them blue paper to tear and form blue strips. They can paste strips of blue glazed paper to form sea waves. Then tell them to colour the picture.

SHOULD DO
20 MIN.

- After they have coloured the picture, tell them that most of the Earth is covered with water. Ask them to name the water bodies they can see around.

MUST DO
10 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

*Lesson 9 corresponds to the activity given on page number 10 of the Art and Craft book.

Additional Suggested Activity

- Give a sheet of construction paper to the students and show them the way to make a paper boat. They can colour it and put it up for display.

Home Task

- The child can be shown documentaries on the presence of water on the Earth. Sit with the child and discuss the amount of water on the Earth. Also, talk about the fun one has while sailing on the sea.

Learning Outcomes

The students will:

Physical Development	• colour the pictures • fold paper and make paper boats • paper tearing
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • tell about the presence of water on the Earth
Language and Literacy Development	• communicate their ideas using simple words or home language • express their ideas about sailing in a boat
Aesthetic and Cultural Development	• colour the picture and weave a story based on it • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to work with their partners

Lesson 10*

1 Period (40 minutes)

crayons, red glazed paper, toy water animals, ocean scene on the wall, CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop ability and sensibility in visual arts
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

Place: The class can be conducted in art room or near a sand pit.

- Manage the class using CRM signs. The students will understand the instructions, once you show them each sign and explain its meaning.
- Show the toy water animals to the students to play and identify them. They can discuss where they live, what they eat, etc. Then, ask them to pick a crab. Let them describe it.

COULD DO 20 MIN.

- The students can be told an amazing fact about the crabs that they have teeth in their stomach to chew their food. They can easily be found on a sea beach.

SHOULD DO 10 MIN.

- Give each student a sheet of red glazed paper to tear into small bits. Then paste them on the picture in the book on page number 11.

MUST DO 10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

Additional Suggested Activity

- Keep one of the walls in the art room ready with ocean scene, for this activity. Give each student a sheet and crayons. Tell them to draw sea creatures and name them. Once they have drawn, ask them to colour and cut out its edges with hands. After colouring, guide them to paste their sea animal on the wall. For example, they could draw a fish, colour it, cut out its edges and paste it on the wall.

*Lesson 10 corresponds to the activity given on page number 11 of the Art and Craft book.

Home Task

- Take your child to the park and let her/him draw a crab on the sand pit.

Learning Outcomes

The students will:

Physical Development	• tear glazed paper and paste it on the picture
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • know the facts and talk about the crabs
Language and Literacy Development	• communicate their ideas using simple words or home language • talk about water animals
Aesthetic and Cultural Development	• complete the given picture of a crab with bits of glazed paper • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to work with their partners

Lesson 11*

1 Period (40 minutes)

crayons, Fun from A to Z poster (Teacher's Kit), CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop ability and sensibility in visual arts
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity

Methodology

Period 1

Place: The class can be conducted in the art room.

- Manage the class using CRM signs.
- Show the Alphabet poster (Teacher's Kit) to the students to read and discuss. They may be asked to dip their pointer finger in hand paint to write the letters on an old newspaper and enjoy.

COULD DO 20 MIN. ☐

- Ask the students to look at the picture given on page number 12. Encourage them to describe the picture in their own words or home language. Then they can identify the letters and colour them as per the sample picture given.

SHOULD DO 10 MIN. ☐

- As the students finish colouring, point at the dot on 'i' and tell them that it is called as 'title'. Let them hold the picture they have coloured and place their pointer finger on the dot. They may write small 'i' in the air.

MUST DO 10 MIN. ☐

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be asked to write the letters their name begins with and draw a picture related to it, such as A on an apple, etc.

*Lesson 11 corresponds to the activity given on page number 12 of the Art and Craft book.

Home Task

- Sit with the child and form more pictures with the letters of the alphabet. Then read and colour them.

Learning Outcomes

The students will:

Physical Development	• colour the pictures with crayons • paint the pictures with paints
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• learn to identify and colour the letters in the picture • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to work with their partners

Lesson 12*

1 Period (40 minutes)

red, green and pink glazed papers, jute string, used paper, CRM signs

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in art room.

- Manage the class using CRM signs.

COULD DO 15 MIN.

- Give the students toys like a ball, a spinning top, clay dolls, etc., to pick and choose the one they like to play with. Let them play for a while.

SHOULD DO 15 MIN.

- Form three groups of the students. Give one sheet to each group to tear and form bits of red, green and pink glazed paper. Then guide them to paste the bits of glazed papers in the ball on page number 13. They can work in pairs and put it for display in the class.
- Ask the students to talk about the games they like to play with their friends in the park. Also, tell them that the oldest ball in the world was made of cloth. They must be encouraged to talk in their own or home language.

MUST DO 10 MIN.

- P.S. Ask the students to collect pencil shavings for the activity on page number 17.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

Additional Suggested Activity

- Give a jute string to the students to wrap around a crumpled sheet of used paper to make a ball. Talk to them about the evolution of the ball as we know it today

*Lesson 12 corresponds to the activity given on page number 13 of the Art and Craft book.

Home Task

- Take the child to the park and play with a ball and a bat.

Learning Outcomes

The students will:

Physical Development	• enjoy playing with a ball
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • know the facts about the earliest game
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make a ball using waste paper and jute string • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to play with friends

Lesson 13*

1 Period (40 minutes)

CRM signs, crayons, a jute string, crayon shavings

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the school garden and Art room.

- Manage the class using CRM signs, as and when required.
- Show the CRM sign (Stand in Line) to the students and take them to the school garden. On reaching there, show CRM sign (Shh...) ask them to form pairs and look around for 2 minutes. After 2 minutes, ask them to tell what all they could see- grass, soil, flowers and butterflies, if any. Let them describe colours and appearance of butterflies. Then bring them back to the class.

COULD DO 15 MIN.

- Give each student a sheet and crayons in a bowl. Ask them to draw what all they saw in the garden and colour it. Let them string their sheets with a jute string across the classroom.

SHOULD DO 15 MIN.

- Next, tell them to take out crayon shavings they had collected earlier and paste them on the butterfly on page number 14. Then guide them to display on the table. Ask them to form a train and move around to see the art work of their friends.

MUST DO 10 MIN.

P.S. Also, tell the students that the butterflies cannot fly when it is too cold.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

*Lesson 13 corresponds to the activity given on page number 14 of the Art and Craft book.

Additional Suggested Activity

- The students can collect pictures of different types of butterflies. Paste them on a sheet (with a large butterfly drawn) to form a collage.

Home Task

- Parents can take the child to the park. Tell her/him about the life cycle of a butterfly that how it becomes a butterfly from a leaf-eating larva.

Learning Outcomes

The students will:

Physical Development	• walk, run and play • paste crayon shavings with finger movements
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • know the facts about butterflies
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make a butterfly with crayon shavings • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to observe their surroundings

Lesson 14*

1 Period (40 minutes)

jute, orange paint, flashcards (rabbit, carrots), a white sheet of glazed paper, cotton, googly eyes, white teeth made of paper and pink long ears

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop ability and sensibility in visual arts
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

Place: The class can be conducted in the school garden and Art room.

- Manage the class using CRM signs as and when required.
- Take the class to the garden. Ask the students to stand in a U-shape. Then hop like a bunny rabbit for a while. Then ask if they know what a rabbit eats and tell them that a rabbit eats carrots.

COULD DO 15 MIN. ☐

- Give each student a piece of jute and orange paint in a bowl. Demonstrate by dipping jute in a bowl of orange paint and forming an imprint on the carrot drawn on page number 15 in the art book. Then ask them to talk about the picture that bunny rabbit is in the field where carrots are growing.

SHOULD DO 15 MIN. ☐

- Then ask the students to put on their apron lest they soil their clothes. Give each student a piece of jute to be dipped in orange paint and print it on the carrot. Tell them to let it dry.

MUST DO 10 MIN. ☐

P.S. Also, tell the students that carrots are usually orange in colour. They are also purple, red, white and yellow in colours.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN. ☐

*Lesson 14 corresponds to the activity given on page number 15 of the Art and Craft book.

Additional Suggested Activity

- Give each student a white sheet of glazed paper and cotton. Tell them to paste cotton on the white sheet to make a bunny rabbit. Paste googly eyes, white teeth made of paper and pink long ears. These could be displayed in the display corner of the classroom.

Home Task

- Prepare a dish with carrot for the child. Eat and enjoy. Then tell her/him about the benefits of eating carrots and vegetables in general.

Learning Outcomes

The students will:

Physical Development	• hop like a bunny • to paste cotton on the white sheet to make a bunny rabbit
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • know the facts about carrots and rabbits
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make carrots with jute painting • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to work with their partners

Lesson 15*

1 Period (40 minutes)

flashcards, sponge, paints, bowl

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the school garden and art room.

- Manage the class using CRM signs, as and when required.
- The students can be taken to the school garden to play around. Tell them to hop, skip and jump. Ask the students to name the animal that hops, skips and jumps and what is the baby rabbit called as. Then confirm that the correct answer is a rabbit and its baby is called as kitten.

COULD DO 15 MIN. ☐

- Once the students reach the classroom, they can be seated in a semi-circle. Show the flashcards of pink colour and a rabbit and ask them to identify. Place pink paint in a bowl along with a sponge for the students. Ask them to open the art file on page number 16. Dip the sponge in the paint bowl, paint the rabbit and enjoy. Leave it for drying.

SHOULD DO 15 MIN. ☐

- Encourage the students to describe the picture in their own words or home language. Ask them if the rabbit looks happy or sad.

MUST DO 10 MIN. ☐

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN. ☐

*Lesson 15 corresponds to the activity given on page number 16 of the Art and Craft book.

Additional Suggested Activity

- Draw a rabbit's burrow and colour it.

Home Task

- Take the child to the zoo and show rabbits and their burrows. Talk about their eating and sleeping pattern.

Learning Outcomes

The students will:

Physical Development	• hop, skip and jump
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • explore rabbit's world
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• enjoy painting a rabbit using sponge • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to work with their partners

Lesson 16*

1 Period (40 minutes)

flashcards, pencil shavings, construction paper, glue

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop ability and sensibility in visual arts
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

Place: The class can be conducted in art room.

- Manage the class using CRM signs, as and when required.
- Ask the students to name their favourite flowers. Then give them a sheet to draw and colour it too. They can be helped in putting it up on the display board.

COULD DO 20 MIN.

- Organize the class in a semi-circle.

SHOULD DO 05 MIN.

- Ask them to open the art file on page number 17 and paste pencil shavings to make flowers on the branches. Then display it in the class.

MUST DO 15 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

Additional Suggested Activity

- Give each student a construction paper (cut into a spiral). Demonstrate how to make a flower by twisting the paper along the spiral and the paste it at the bottom. (videos for making the flower can be accessed online). Let them make a flower and take it home to show it to the parents.

*Lesson 16 corresponds to the activity given on page number 17 of the Art and Craft book.

Home Task

- Parents can make flowers using construction paper and origami with the child. Arrange them in a bouquet and place it in a vase.

Learning Outcomes

The students will:

Physical Development	• paste pencil shavings to make flowers
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions • name their favourite flowers • learn more about flowers
Language and Literacy Development	• communicate their ideas using simple words or home language • express their liking for flowers
Aesthetic and Cultural Development	• make flowers using pencil shavings • express their emotions through art in meaningful and joyful ways
Positive Learning Habits	• learn to work with their partners

Lesson 17*

1 Period (40 minutes)

old newspapers, ice-cream sticks and paper, googly eyes

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop ability and sensibility in visual arts
- develop coordination of fine muscles with dexterity

Methodology

Period 1

Place: The class can be conducted in art room.

- Manage the class using CRM signs, as and when required.
- The students can listen to sounds of an owl. Tell them that when an owl makes a sound, it is called as 'hoot.' Give each student an old newspaper sheet and tell them to make an owl by folding paper. They can display the owls in the display corner of the class.

COULD DO
20 MIN.

- The students can sit in a circle and pretend to sleep like an owl. Then tell them that an owl sleeps through the day and stays awake through the night.

SHOULD DO
05 MIN.

- Ask the students to trace the dotted lines on page number 18 of the Art and Craft book. Ask the students to guess the name of the creature formed. Then colour it using crayons. Once they have coloured, they can paste googly eyes and enjoy.

MUST DO
15 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to make an owl puppet using old ice-cream sticks and paper.

*Lesson 17 corresponds to the activity given on page number 18 of the Art and Craft book.

Home Task

- Parents can sit with the child and discuss the habitat and food habits of an owl.

Learning Outcomes

The students will:

Physical Development	• make an owl by folding paper • trace the dotted lines • paste googly eyes
Socio-Emotional and Ethical Development	• learns to observe and appreciate living creatures
Cognitive Development	• understand CRM signs and follow teacher's instructions • show interest in wildlife
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• show their creativity in making the owl • make an owl puppet
Positive Learning Habits	• learn to work with their partners

Lesson 18*

1 Period (40 minutes)

toy fruits, apron, paint, bowl, chart paper

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in art room.

- Manage the class using CRM signs, as and when required.
- Take a basket of toy fruits to the class. Ask the students to identify each fruit. Then let them guess the fruit with its seeds on the outside. Then confirm that it is a strawberry.

COULD DO 20 MIN. ☐

- Arrange the students in pairs. Give them an apron to wear and bowl of paint.

SHOULD DO 05 MIN. ☐

- Demonstrate how to make thumb prints on the strawberry on page number 19 of the Art and Craft book. Go around the class and see that each student is able to make thumb prints on the strawberry. They can be asked to display their art work in the display corner.

MUST DO 15 MIN. ☐

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- Make a giant strawberry with a chart paper. Give each student a strawberry-shaped paper. Guide them to write their name. Then they can paste it on the giant strawberry forming a collage.

*Lesson 18 corresponds to the activity given on page number 19 of the Art and Craft book.

Home Task

- Parent can give the child strawberry jam to eat.
- Also, they can be shown pictures of strawberry plant and discuss how strawberries are grown.

Learning Outcomes

The students will:

Physical Development	• make thumb prints on the strawberry
Socio-Emotional and Ethical Development	• learn to interact with peers and teacher comfortably
Cognitive Development	• understand CRM signs and follow teacher's instructions
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make a giant strawberry with a chart paper
Positive Learning Habits	• learn to work with their partners • show interest in plants

Lesson 19*

1 Period (40 minutes)

piece of cauliflower, CRM signs, apron, paint, bowl, chart paper

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop ability and sensibility in visual arts
- develop positive regard for the natural environment and creatures

Methodology

Period 1

Place: The class can be conducted in the art room.

- Use CRM signs as and when required to manage the students. Let them form groups of three students each.
- Show the picture of a flower and bees. Ask them to express their thoughts about the same. They may speak in simple short sentences or their home language.

COULD DO 15 MIN.

- Give them an apron, a piece of cauliflower and bowl of yellow paint.

SHOULD DO 10 MIN.

- Ask the students to open the art book at page 20 and talk about the beehive. Demonstrate how to dip the piece of cauliflower (*gobhi*) in yellow paint and complete the beehive for the bees. Leave it for drying.

MUST DO 15 MIN.

P.S. Tell them an interesting fact that bees dance to talk to each other.

A Note for the Teacher: Ask the students to bring a bottle cap for an activity on page 21.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

Additional Suggested Activity

- The students can be asked to make thumb prints with yellow paint on the given sheet. Leave it for drying. Then make wings and lines for the bees using black crayon.

*Lesson 19 corresponds to the activity given on page number 20 of the Art and Craft book.

Home Task

- Parents can take the child to the park early morning to show bees on the flowers. Talk to them about the importance of bees in the growth of plants.

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher • show care for and joy in engaging with creatures in the natural environment
Cognitive Development	• follow CRM instructions • know about bees and their significance in growth of plants
Language and Literacy Development	• listen and follow short instructions
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• observe minute details and explore using various senses • participate enthusiastically in class activities

Lesson 20*

1 Period (40 minutes)

bottle cap, CRM signs, apron green paint, bowl, old newspaper

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- use expressive and receptive communication skills
- develop ability and sensibility in visual arts
- demonstrate creativity and inventiveness with materials
- develop positive regard for the natural environment and creatures

Methodology

Period 1

Place: The class can be conducted in the art room.

- Organize the class using CRM signs as and when required.
- Ask the students to tell how they feel when they go out in the park and see trees around. Lead the discussion on importance of trees, types of trees, names of trees, and so on.
- The students can be given an apron, a bowl of green paint and a bottle cap. Place them on the table.
- Ask the students to open the art book at page 21. Show and guide them to dip the bottle cap in green paint and make leaves of the trees. Leave it for drying.

COULD DO 15 MIN.

SHOULD DO 10 MIN.

MUST DO 15 MIN.

P.S. Tell them an interesting fact that trees are homes for many birds and insects.

A Note for the Teacher: Talk to the students about the different kinds of birds and insects.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN.

Additional Suggested Activity

- The students can be given cut-outs of leaves using old newspaper. Demonstrate to paste them and form a tree. Then using a paintbrush, colour them green.

*Lesson 20 corresponds to the activity given on page number 21 of the Art and Craft book.

Home Task

- Parents can help the child plant a sapling in the nearby park. Then encourage them to water it regularly, look after the plant and watch it grow.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher • care for plants and other creatures in the natural environment
Cognitive Development	• follow CRM instructions • learn about trees and their role in keeping the environment green and cool
Language and Literacy Development	• listen and follow short instructions • express their thoughts about trees
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• participate enthusiastically in class activities

Lesson 21*

1 Period (40 minutes)

pictures, CRM signs, crayons, masks of cartoon characters

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- use expressive and receptive communication skills
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

COULD DO
15 MIN.

- Use CRM signs as and when required to organize the class. Let them recite and enact a rhyme of their choice.

SHOULD DO
10 MIN.

- The students can be shown the sketches of their favourite cartoon characters. If their favourite cartoon sketch resembles an animal, ask the students to make the respective sounds. Let them express if they liked watching the cartoon film. Ask them if they believe that cat and mouse could be friends. Then they can be asked to open the art book at page 22. Let them describe the pictures in simple, short sentences or their home language.

MUST DO
15 MIN.

- Next, tell them to pick a crayon of their choice to trace the dotted lines and complete the pictures. Then guide them to colour the given pictures using a crayon of their choice.

COULD DO
10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be divided into two groups. Group one can be asked to make a mask each for two different cartoon characters. They can colour the masks and role-play.

Home Task

- Parents can enjoy watching a cartoon film with the child.

*Lesson 21 corresponds to the activity given on page number 22 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers to trace the dotted lines
Socio-Emotional and Ethical Development	• respond positively during activities with peers and teacher
Cognitive Development	• follow CRM instructions • learn about cat and mouse
Language and Literacy Development	• listen and follow short instructions
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• participate enthusiastically in class activities

Lesson 22*

1 Period (40 minutes)

balloons, CRM signs, crayons, pictures, sticky dots

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- use expressive and receptive communication skills
- develop coordination of fine motor skills with dexterity
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

- Show CRM signs to the students and organize them in a semi-circle. Let them hop-skip-jump and get ready for the class.
- The students can be shown the balloons. Blow air into the balloons and ask them if they could see air going inside the balloon. Discuss and tell them that air has no colour or smell.
- Next, tell them to open the book at page 23. Ask them to pick a crayon of their choice to colour the balloons. Also, give them sticky dots to paste on them. Then ask them to describe the steps they followed.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 15 MIN.

SHOULD DO 10 MIN.

MUST DO 15 MIN.

COULD DO 10 MIN.

Additional Suggested Activity

- The students can be given balloons, glue, a sheet and crayons. Demonstrate how to paste the balloon and draw a basket to make their hot-air balloon.
- Explain the concept of a hot-air balloon to the students.

Home Task

- Parents can blow air into the balloon. Then enjoy playing with the child in the park. Also, talk about the air having no colour or smell.
- Help the child draw and colour a balloon.

*Lesson 22 corresponds to the activity given on page number 23 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers while pasting the sticky dots on the balloons
Socio-Emotional and Ethical Development	• respond positively during activities with peers and teacher
Cognitive Development	• follow CRM instructions • understand that air has no colour or smell
Language and Literacy Development	• listen and follow short instructions • describe the artwork they have
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• participate enthusiastically in class activities

Lesson 23

1 Period (40 minutes)

crayons, CRM signs, crayons, googly eyes, walnut shell

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine motor skills with dexterity
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

COULD DO – 15 MIN.

- Show CRM signs and organize them in a semi-circle. Let them crawl slowly like a tortoise.

SHOULD DO – 10 MIN.

- Let them narrate the story of hare and tortoise in simple sentences or their home language.

MUST DO – 15 MIN.

- Next, tell them to open the book at page 24. Ask them to colour the tortoise. Also, give them googly eyes to paste on it. Then ask them to describe the steps that they followed.

A note for the Teacher: Ask the students to bring 2 okra (*bhindi*) for the activity on page 25.

COULD DO – 10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be asked to look at the picture and weave a story. They can be told about the hard shell that keeps a tortoise safe.

Home Task

- Parent can help the child make a tortoise using a walnut shell. Paint it in green colour, paste small googly eyes and use small pieces of thin wire for its legs. Then play with it or place it as a decorative on the study table.

*Lesson 23 corresponds to the activity given on page number 24 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• respond positively during activities with peers and teacher
Cognitive Development	• follow CRM instructions • understand that a tortoise is an interesting creature with a hard shell to keep itself safe
Language and Literacy Development	• weave a short story using simple words or their home language • recall and retell the story about tortoise
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• adopt class norms and engage in class activities

Lesson 24

1 Period (40 minutes)

CRM signs, paints, pictures, 2 okras (*bhindi*)

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine motor skills
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

COULD DO — 15 MIN.

- Show CRM signs to organise the students in a circle. They can be shown flowers to identify, if they can. Guide them to name the flowers.

SHOULD DO — 10 MIN.

- Let them tell the reasons for liking flowers. They may use prior knowledge and vocabulary to describe the flowers.

MUST DO — 15 MIN.

- Ask them to wear an apron and keep okras on the table. Next, tell them to open the book at page 25. Ask them to look at the picture and describe it in simple words or their home language. Then ask them to dip okras in paint and make flowers in different colours.

P.S. Tell the students that flowers need sunlight to make their food.

COULD DO — 10 MIN.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be asked to make flowers with construction paper. Then paste them to make a card.

Home Task

- Parents can help the child collect fallen flowers from a park or on the way. Explain it to the child that flowers should not be plucked.
- Help the child identify the flowers growing at home or in the nearby park.

*Lesson 24 corresponds to the activity given on page number 25 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• respond positively during activities with peers and teacher
Cognitive Development	• follow CRM instructions • learn about types of flowers found in the immediate environment
Language and Literacy Development	• describe the flowers and tell the reason for liking them in simple words or their home language
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• engage in class activities

Lesson 25*

1 Period (40 minutes)

crayons, CRM signs, flashcards, number chart, old newspaper, dice

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- apply the knowledge of numbers in artwork
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

- Organize the class in a V formation using CRM signs. Let them clap five times, hop four times, skip three times and jump two times. They may sing a rhyme on numbers.

COULD DO 15 MIN. ☐

- The students can be shown the number flashcards to identify. They may play the number game. You may ask them to tell the things that are one, two or three and so on in numbers. For example, there is one Sun, two eyes, three corners in a triangle, etc.

SHOULD DO 10 MIN. ☐

- Ask them to open the book at page 26 and observe the given picture. Let them describe it in simple words or their home language. Tell them to point at the sofa and join the dotted lines to complete the picture. Also, ask them to find the numbers hidden and circle them with a crayon. Lastly, they can colour the picture with crayons.

MUST DO 15 MIN. ☐

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be asked to make an aeroplane using an old newspaper. Then write numbers on its windows.

Home Task

- Parent can help the child play a number game. Throw dice and write the corresponding numerals.

*Lesson 25 corresponds to the activity given on page number 26 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• hold crayons and other writing tools to join the dotted lines neatly
Socio-Emotional and Ethical Development	• respond positively during activities with peers and teacher
Cognitive Development	• follow CRM instructions • identify numerals hidden in the given picture
Language and Literacy Development	• describe the given picture in simple words or their home language • listen and follow short instructions
Aesthetic and Cultural Development	• display creativity and inventiveness in using the number concept in art
Positive Learning Habits	• engage in class activities

Lesson 26*

1 Period (40 minutes)

crayons, CRM signs, flashcards, glue, wool yarn, picture of the Sun

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

COULD DO 15 MIN.

- Using CRM signs, organize the class into two groups. Ask them to make the Sun with their palms. Then spread their arms like the sunlight.

SHOULD DO 10 MIN.

- The students can be shown wool to touch and tell how it feels. Then ask if it could be used to do something. Accept all the relevant responses and confirm that clothes such as sweaters and caps are made using wool.

MUST DO 15 MIN.

- The students can be asked to open the art book at page 27 and describe the given picture in simple words or their home language. You may need to support them with the relevant vocabulary. Explain how the rays of the Sun reach us and make life possible on the Earth. Demonstrate the way to paste the wool and make the rays of the Sun. Then colour the Sun using yellow crayon.

P.S. Tell the students an interesting fact about how sunlight takes eight minutes to reach the Earth.

COULD DO 10 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be guided to draw the Sun. Then give triangles of construction paper to fold, paste and form the rays of the Sun.

Home Task

- Parent can take the child for a morning walk, perform Surya Namaskar or just jog in the morning sunshine. Also, discuss the benefits of early morning sunshine for health.

*Lesson 26 corresponds to the activity given on page number 27 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	• display balance and coordination while pasting the wool yarn or colouring the Sun
Socio-Emotional and Ethical Development	• engage in class discussion on the benefits of the Sun • participate actively in class activities
Cognitive Development	• follow CRM instructions • understand the importance of the sunlight for life on the Earth • learn about the use of wool
Language and Literacy Development	• listen and follow short instructions • the given picture in simple words or their home language
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials • observe minute details and explore the given picture
Positive Learning Habits	• adopt class norms and engage in class activities

Lesson 27*

1 Period (40 minutes)

crayons, CRM signs, flashcards, glue, cotton, cut-outs of raindrops

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine motor skills with dexterity
- demonstrate creativity and inventiveness with materials
- use expressive and receptive communication skills
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the school garden.

- The students can be taken out to the school garden in a line. Show them CRM signs 'Stand in a line, Eyes on Me' and convey the instructions to move in a line.

COULD DO
15 MIN.

- Ask the students to look up in the sky and describe all that they could see—the birds, the clouds or the Sun. Encourage them to use simple words or phrases. They may express their thoughts in their home language. Focus the discussion on clouds, their formation, their types, and so on.

SHOULD DO
10 MIN.

- Ask the students to open the art book at page 28 and describe the given picture using simple words or their home language. Support them with appropriate vocabulary. Then talk to them about the fog during winters. Explain to the students how fog is created when the clouds touch the ground, thus reducing visibility. Also, talk about the role played by clouds in bringing rain and making the Earth suitable for the growth of crops and plants. After a brief discussion, give them glue to spread on the clouds. Then instruct them to wipe their hands and paste cotton and create 3D artwork.

MUST DO
15 MIN.

A Note to the Teacher: Ask the students to collect fallen leaves for the next art class.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

*Lesson 27 corresponds to the activity given on page number 28 of the Art and Craft book.

Additional Suggested Activity

- The students can work in groups of three each. Give each group a picture of rainy scene. Also, give them cut-outs of raindrops to paste and complete the scene.

Home Task

- Parent can use picture books and talk to the child about fog in winters.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• work collaboratively in artwork
Cognitive Development	• follow CRM instructions • understand the formation of fog resulting in reduced visibility
Language and Literacy Development	• listen and follow short instructions • talk about the given picture in simple words or their home language
Aesthetic and Cultural Development	• explore and play with different material to create a 3D artwork
Positive Learning Habits	• adopt class norms and engage in class activities

Lesson 28*

1 Period (40 minutes)

collection of fallen leaves, CRM signs, paints, brush, bowls

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine motor skills
- develop cognitive skills and explore the physical and natural environment
- develop listening and comprehension skills
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

- Using CRM signs organize the class into groups of three each. Ask them to air trace leaves in different shapes they have seen. They may tell the name of the plant or tree, if possible. Then ask them to clap. **COULD DO** 15 MIN.
- The students can be given a bowl to keep the fallen leaves they had collected. Place brush and paints, too. Demonstrate how to paint the leaf and make an imprint on a sheet of paper. **SHOULD DO** 10 MIN.
- Ask them to paint a leaf using a brush. Thereafter press the leaf onto the space provided. Then remove the leaf. They can make more imprints with the leaves on page 29. Then ask them to leave it for drying. **MUST DO** 15 MIN.

P.S. Tell the students that leaves change their colours according to the seasons.

eBook can be shown to recapitulate the concepts taught. **COULD DO** 10 MIN.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can go out in the school garden to collect more leaves. Then put the leaf on a sheet of paper. Use crayons to make an outline of the leaf. Then use the pattern formed as a card for their mother and draw an emoji on the other side.

*Lesson 28 corresponds to the activity given on page number 29 of the Art and Craft book.

Home Task

- Parents can go to the nearby park with the child. Observe plants and trees. Then talk about the functions of leaves. Encourage them to describe their experience of leaf painting in the class.

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher
Cognitive Development	• follow CRM instructions • learn about the different types of leaves
Language and Literacy Development	• listen and follow short instructions • describe the shapes of leaves they have collected
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• acquire skills to plan and focus on the task at hand

Lesson 29*

1 Period (40 minutes)

crayons, CRM signs, sticky dots, hand glove, tissue paper

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine motor skills
- develop cognitive skills and explore immediate environment
- develop positive regard for the natural environment around them
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

COULD DO 15 MIN.

- Guide the students to form a semi-circle using CRM signs. They can raise hands and shake their palms. Then bring them down and hop-skip-jump five times on the spot.

SHOULD DO 10 MIN.

- Show the picture of an octopus and ask them to count its legs. Let the students share their reaction on imagining human beings with eight arms, just like an octopus. Enjoy the discussion.

MUST DO 15 MIN.

- Ask them to open the art book at page 30. Let them look at the picture and tell the name of the creature. Ask them to count the number of octopuses. Then colour them using crayons, paste the sticky dots and describe how the picture looks.

A Note to the Teacher: Tell the students that an octopus has eight arms.

COULD DO 10 MIN.

eBook can be shown to recapitulate the concepts taught.
Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can use a hand glove to make an octopus. Let them fill cotton or tissue paper into it. Help them in tying a knot. Then stick googly eyes on the top. The octopus is ready. Talk to them about how an octopus can also change its colour. Also, it can walk, swim or cling to any surface.

*Lesson 29 corresponds to the activity given on page number 30 of the Art and Craft book.

Home Task

- Parents can watch a film on aquatic life and discuss the life and habits of octopuses with the child.

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• work collaboratively in art work
Cognitive Development	• follow CRM instructions • learn interesting facts about octopuses
Language and Literacy Development	• listen and follow short instructions • talk about octopuses and their special features
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• engage in class activities

Lesson 30*

1 Period (40 minutes)

crayons, CRM signs, ball, flashcards with games, football or other sports equipment

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop a fit and flexible body
- develop cognitive skills and explore the physical environment
- develop positive learning habits
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

- Organize the class using CRM signs. Let them sit in a circle and play 'Pass the Parcel' with a ball. Play music and tell them to keep passing the ball till the music stops. Then the student with the ball will name the game they like the best and explain how to play it.

COULD DO 15 MIN. ☐

- Show them the pictures or flashcards with games to identify. Discuss that playing outdoors is good for health as it makes one active. It helps in better breathing and blood circulation in the body.

SHOULD DO 10 MIN. ☐

- The students can be asked to observe and describe the picture on page 31. They may use Jas's and Sam's standees to tell a short story on games. Then ask them to colour the picture using crayons appropriately with neat strokes.

MUST DO 15 MIN. ☐

A Note to the Teacher: Talk to the students about the importance of playing outdoors.

eBook can be shown to recapitulate the concepts taught.

COULD DO 10 MIN. ☐

Learning Together video can be shown to demonstrate the activity given in the lesson.

*Lesson 30 corresponds to the activity given on page number 31 of the Art and Craft book.

Additional Suggested Activity

- The students can be taken to the playground to play football.

Home Task

- Parents can make a schedule for playing outdoors with the child. Take them regularly to play in the park.

Learning Outcomes

The students will:

Physical Development	• show balance, coordination and flexibility in various physical activities • hold crayons between thumb and fingers to colour the picture with neat strokes
Socio-Emotional and Ethical Development	• work collaboratively in creating the artwork
Cognitive Development	• follow CRM instructions • learn about the importance of playing outdoors
Language and Literacy Development	• listen and follow short instructions • describe the games they play outdoors in simple words
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• engage in class activities

Lesson 31*

1 Period (40 minutes)

crayons, CRM signs, flashcards, ice-cream sticks, picture of a vanilla plant

eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop ability and sensibility in visual arts

Methodology

Period 1

Place: The class can be conducted in the art room.

- Divide the class into three groups using CRM signs. Raise their hands and swing them ten times forward. Then swing their arms ten times backwards.

COULD DO
15 MIN.

- Ask them to tell the ice-cream flavours one by one. Show them the picture or flashcards of ice-creams to choose from. Ask the students to talk about the colour of the ice cream. Support them with the correct name of the ice-cream.

SHOULD DO
10 MIN.

- Ask the students to open the book at page 32. Let them describe the picture in simple words and phrases. They may use their home language. Ensure that every student participates in the discussion. Then they can use ice-cream to paste and complete the picture of the house. Ask them the reason for using ice-cream sticks for building the house. If possible, show them the picture of a vanilla plant.

MUST DO
15 MIN.

P.S. Tell the students that vanilla is the most popular ice-cream flavour.

eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given a sheet to draw ice-cream that they like the best. Then paste an ice-cream stick on it.

*Lesson 31 corresponds to the activity given on page number 32 of the Art and Craft book.

Home Task

- Parents can prepare vanilla ice-cream at home and enjoy with the child.
- Help the child make a glass using ice-cream sticks. Paste the ice-cream sticks one above the other in the shape of a triangle till it reaches the height of a glass.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher • work collaboratively in creating artwork
Cognitive Development	• follow CRM instructions • learn about different flavours of ice-creams
Language and Literacy Development	• listen and follow short instructions • describe the steps of making the house with the ice-cream sticks
Aesthetic and Cultural Development	• explore and play with different material to create a 3D artwork
Positive Learning Habits	• engage in class activities