

# Yearly Scheme of Work

**Time Taken:** 89 Periods (each period of 40 minutes duration)

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

**Digital Assets:** Animation, Animated Activities, eBook, Slideshow, Test Generator

## Class LKG

### Scheme of Lessons – Micro Schedule – English = 89 periods

| Theme/Lesson No. & Name           | Suggested Allocation of Periods | Theme/Lesson No. & Name          | Suggested Allocation of Periods |
|-----------------------------------|---------------------------------|----------------------------------|---------------------------------|
| <b>Theme 1: I Love Mondays</b>    |                                 | <b>Theme 5: I Love Thursdays</b> |                                 |
| 1. Letter A                       | 5                               | 13. Letter M                     | 4                               |
| 2. Letter B                       | 4                               | 14. Letter N                     | 4                               |
| 3. Letter C                       | 4                               | 15. Letter O                     | 4                               |
| <b>Theme 2: I Love Tuesdays</b>   |                                 | <b>Theme 6: I Love Fridays</b>   |                                 |
| 4. Letter D                       | 4                               | 16. Letter P                     | 4                               |
| 5. Letter E                       | 4                               | 17. Letter Q                     | 2                               |
| 6. Letter F                       | 4                               | 18. Letter R                     | 3                               |
| <b>Theme 3: I Love Birthdays</b>  |                                 | <b>Theme 7: I Love Fun Days</b>  |                                 |
| 7. Letter G                       | 4                               | 19. Letter S                     | 2                               |
| 8. Letter H                       | 4                               | 20. Letter T                     | 2                               |
| 9. Letter I                       | 4                               | 21. Letter U                     | 3                               |
| <b>Theme 4: I Love Wednesdays</b> |                                 | <b>Theme 8: I Love Saturdays</b> |                                 |
| 10. Letter J                      | 4                               | 22. Letter V                     | 2                               |
| 11. Letter K                      | 4                               | 23. Letter W                     | 2                               |
| 12. Letter L                      | 4                               | 24. Letter X                     | 3                               |
|                                   |                                 | <b>Theme 9: I Love Saturdays</b> |                                 |
|                                   |                                 | 25. Letter Y                     | 2                               |
|                                   |                                 | 26. Letter Z                     | 3                               |

### 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           |
|---|-------|------------|--------------------------------|--------------------------|
| <b>Morning Routine/Free Play/Corners Time</b> |       |            |                                |                          |
| 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: Letter A

Theme 1:  
I Love  
Mondays

 5 Periods (40 minutes each)



Main Coursebook, paper, crayons, glue, worksheets, CRM signs, Learning Kit, old newspapers and flashcards



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- introduce themselves
- feel confident communicating in simple words or home language
- develop motor skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter A

- Greet the students with a gesture like – Hi Five! Let them feel comfortable and respond appropriately.
- Give each student shapes cut out of paper to be pasted so as to form an apron/angel/aeroplane/ape. Talk to them about the cut-outs formed. Let them express their ideas about the objects.
- Next, show the students how to form letter A in the air with their index fingers. Guide them to follow and practise the correct letter formation.



**Animation** can be shown to generate an interest in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a sheet with the letter A. Then, help them form thumbprints on it and practise the letter formation of the letter A.

### Home Task

- Parents can take the child on a round of the house and find things that begin with A. Let the child pick each object and name it.

## Period 2

**Place:** The lesson can be conducted in art room.

- Use CRM signs ( Shh..., Stand in a Line, wait, etc.) and manage the learners. Hold the sign and act it out for the students to understand.
- Form circles of five students each. Give each group a picture of an object beginning with A. Ask them to name the objects (even if in their home language). Confirm the correct answers. Stress on the correct pronunciation of the words beginning with the letter A.
- Show an anchor chart on the letter A, its sound and the words with its position in the beginning and in the middle. Ask the students to identify the pictures for each position. Give them an oral drill on letter A to follow through.
- The students may be given a sheet to colour letter A using crayon of their choice.

**COULD DO**   
10 MIN.

**MUST DO**   
15 MIN.

**SHOULD DO**   
15 MIN.

**COULD DO**   
10 MIN.



**eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

### Additional Suggested Activity

- Give each learner an old sheet of newspaper to tear and form the shape of letter A. Let them display their A on the display board.

### Home Task

- Teacher can mention the home task in the student's diary. Parents can help the child in forming the letter A in a sand pit or using polymer clay.

## Period 3

**Place:** The lesson can be conducted in the library.

- Organise the students in a big circle in the library. Use CRM signs from the Learning Kit to help them understand instructions.
- Ask the students if they like stories. Let them say names of a few stories. Then, tell them that they are going to listen to the story of A.
- Read the story on page 9 for the students to listen and identify the words with the letter A.
- They may be encouraged to talk about the things that begin with the letter A. Confirm the correct answers. Ask the students to repeat the words after you.

**COULD DO**   
05 MIN.

**SHOULD DO**   
20 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
10 MIN.



**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

### Additional Suggested Activity

- Ask the students to look around the library and identify things that begin with the letter A.


### Home Task

- Parents should sit with the child and help in pasting the pictures of the objects beginning with A on an A4 sized sheet. Form a collage.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to organise the learners. Show them the 'Shh... sign' to make them quiet. Wait for their response. Then, show them the 'Sit Down sign'.
- Show flashcard with letter A to the learners. Then, trace the letter A on the board explaining to the students that in English we write A from left to right going from bottom to the top and then come down the hill. Lastly, we draw a sleeping line between the two slanting lines to form A.
- Guide the students to trace the letter A on their desk. After practising four times, they get ready to trace in the book.
- Ask the students to trace the dotted lines of the letter A in the book.

 **Test Generator** could be shown to the students to test their comprehension of the lesson.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Ask the students to arrange the crayons on their desk to form the letter A.

### Home Task

- Parents can make the letter A with a parantha at home for the child to eat and enjoy. Alternatively, jam or butter can be used to form the letter A.

## Period 5

**Place:** The lesson can be conducted in the music room.

- The students can be taken to the music room. Play any rhyme or music for the students to dance and enjoy.

### Exercise A

- Show pictures of an apron, an ape and an angel to the students to identify.

COULD DO

10 MIN.

### Exercise B

- Ask the students to look carefully at the pictures on the right. Point and name the objects. Encourage the students to repeat the words after you. Guide them to write the letter A to complete each word. Then, ask them to match the words with the correct picture.

SHOULD DO


10 MIN.

### Exercise C

- Explain to the students that an ant wants to reach her friends on the other side of the garden. To help the ant, they must solve the maze by following the objects beginning with the letter A. Guide the students by pointing and naming the objects. Let them trace the correct path through the maze with their finger first.

MUST DO

20 MIN.

 **Test Generator** could be shown to the students to test their comprehension of the lesson.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can form a train and move through the class like in a maze.

### Home Task

- Parents can help the child to identify five objects in the house that begin with the letter A. Paste pictures in their scrapbook.

## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• develop motor skills in holding a crayon and writing the letter A</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> |   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• visualise and write the letter A</li><li>• identify objects and words beginning with the letter A</li><li>• solve the maze to find the way out of the garden, for the ant</li></ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• form simple, short sentences with words beginning with the letter A</li></ul>                                 |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• form a collage using pictures</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• help parents in doing tasks at home</li></ul>   |



# Lesson 2: Letter B

Theme 1:  
I Love  
Mondays

 4 Periods (40 minutes each)



Main Coursebook, Ryan's standee, crayons, expression cards and CRM signs, Learning Kit



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- feel confident in communicating in simple words or home language
- develop fine motor skills
- develop phonological awareness of letter B and the words beginning with it

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school playground.

#### Letter B

- Show CRM signs from the Learning Kit to the students and ask them to stand in a line. Then, tell them to raise their hands to clap five times. Settle them down.
- Show flashcards with B-letter objects to the students to identify the pictures. Ask them to pronounce the words and say the sound they begin with is B. Let them repeat after you and stress on sound B.
- The students can be asked to trace the letter B with their pointer finger in the air. Then, ask them to name a colour that begins with B. (Answers could be brown, blue, black).

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

### Additional Suggested Activity

- The students can be given a sheet to paint letter B and use glitter to decorate it.
- The students can be given a sheet and blue paint bowl to colour. They may be given a choice between the three colours beginning with B.


### Home Task

- Parents can play with the child using flashcards. Show one flashcard at a time to identify the ones beginning with B. For each correct response give a hug to the child.

## Period 2

**Place:** The lesson can be conducted in art room.

- Use CRM signs and ask the students to form a semi-circle in the classroom. (P.S. Remove tables and chairs before the class begins so that the students are not hurt).
- Stand in front of the class and show Ryan's standee. Ask them to repeat after you, 'Hello Ryan! How are you?' Once they speak, you can pretend to be Ryan and tell the students, 'Hello kids! I have come to meet you here. I am going to tell you something special today.' Then, talk to them about what they had for breakfast. **COULD DO** 15 MIN.
- Ask the students to open the book at page 14. Let them describe the pictures and characters. Tell them to listen carefully as you read the story about Ryan and his teacher. Once the story is over, questions can be asked for better understanding of the lesson. Show the students the correct way to trace the letter B on page 14. Ask the students to trace letter B on the same page three to four times. **MUST DO** 10 MIN.
- Then name the objects shown on the right. They can be guided to add more objects to the list. **SHOULD DO** 15 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**Animation** can be shown to generate an interest in the lesson. **COULD DO** 10 MIN.

### Additional Suggested Activity

- Ask the students to draw Bee from letter B on a sheet. Then colour it yellow and black. Next, help them pin it up in the display corner.

### Home Task

- Teacher can mention the home task in the child's diary. Parents can take the child to the nearby park and look for honeybee or bees on a flower. Talk about how bees suck nectar from the flowers, it is their food.

## Period 3

**Place:** The lesson can be conducted in the library.

- Use CRM signs from the Learning Kit to help the students understand instructions.
- Keep a bowl of assorted pictures for the students in two groups. Each group will tell the name of the picture shown and identify the ones beginning with letter B. **COULD DO** 15 MIN.
- Then, ask the students to trace every B and b on page 15. **SHOULD DO** 10 MIN.
- The students can be asked to name the objects shown in exercise A on page 16. Then trace the words beginning with B. Once they have finished tracing, ask the students to read the words after you. Repeat at least thrice. **MUST DO** 15 MIN.

**P.S.** The students should not be assessed on the tracing or writing of the letters that have not been taught.



**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Give the students a mixed bag of letters. Let them pick out letter B as quickly as possible.

### Home Task

- Parents can play BINGO with the child. Sit in the evening with the child and tell her/him that she/he will cross the B-letter words that are spoken. For each correct answer, give a smiley.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to manage the students. Show red for STOP and green for GO. Ask them to start saying words with B when they see green sign and stop when they see red sign.
- Read and explain the rubric in exercise C to the students. Then, ask them to listen carefully and repeat the words after you. Read the given words aloud.
- The students can be asked to identify the words beginning with letter B and circle them using their favourite crayon. Then, they must colour the given picture.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.



**Test Generator** could be shown to the students and test their comprehension of the lesson.

### Additional Suggested Activity

- Give bits of coloured paper to the students to be arranged in the formation of letter B.

### Home Task

- Parents can help the child in tracing/writing words beginning with letter B in exercise B on page 16.

## Learning Outcomes


The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• develop fine motor skills in tracing the letter B using fingers, holding crayons and so on.</li> </ul>           |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• interact with peers and teacher comfortably</li> </ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• visualise and write letter B in air</li> <li>• identify objects and words beginning with the letter B</li> </ul> |

|   |  |
|---|--|
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"><li>• communicate their ideas for things beginning with the letter B using simple words or home language</li></ul> |
| <b>Aesthetic and Cultural Development</b> | <ul style="list-style-type: none"><li>• paint letter B and use glitter to decorate it</li><li>• draw Bee from letter B</li></ul>                     |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"><li>• feel happy for others and appreciate them for their achievements however small they may be</li></ul>         |

# Lesson 3: Letter C

Theme 1:  
I Love  
Mondays

 4 Periods (40 minutes each)



Main Coursebook, Crayons, expression cards and CRM signs, Learning Kit, a bowl with letters



eBook, Animation, Animated Activities, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop effective communication skills
- feel confident in communicating in simple words or home language
- develop fine motor skills
- develop an awareness of letter C and the words beginning with it

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school garden.

#### Letter C

- Get the students out in the school garden. Show them CRM sign (red, signalling STOP) as they reach the garden. Let them hop around like a rabbit. Then, ask them to walk like a cat, fly like a bird. Bring them back to the centre of the garden. **COULD DO**   

- Ask the students to sit in two semi-circles in the garden. Then ask questions, such as, what does a rabbit eat and so on. Discuss the answers with emphasis on words with letter C. Then, use flashcards to tell them more words with letter C. **SHOULD DO**   

- Divide the class into two teams of the students. Each team will say a word beginning with letter C. **MUST DO**   


#### Additional Suggested Activity

- Give a sheet to each student. Guide them to form letter C with rainbow colours.


#### Home Task

- Parents can sit comfortably with the child. Take a plate with sand. Make it moist with a little water. Practise formation of letter C with the child.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs, and ask the students to raise their arms and clap ten times.
- Show Lina's standee to the students. Tell them that she likes to eat curd, which begins with the letter C. Ask them to add more words that begin with the letter C. If any student says incorrect word, correct them gently.
- Read the story on page 18 for the students to listen carefully. Then, ask them to say the words with C given on page 18. They may add to the word list and enjoy.
- Inform the students that they are going to trace letter C on page 21. It is a cat family that needs to be completed with C.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**Animation** can be shown to generate an interest in the lesson.

**COULD DO**   
15 MIN.

**MUST DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Show the students to draw a cat with letter C. Let them try independently on a sheet of paper.


### Home Task

- Parents can read a storybook to the child. Then, help them find the words that begin with C. Later, the child can be encouraged to tell the story in their own words or home language.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs from the Learning Kit to manage the class. Show them the red STOP sign and indicate that they must stop doing the activity or green sign to begin the activity. This will help the students understand instructions.
- The students can be asked to open the book at page 21 and identify the objects. They must repeat the ones beginning with the letter C. Next, guide them to attempt exercise C. Ask them to pick a crayon and circle the objects that begin with C.
- Ask the students to trace letter C in uppercase on page 19. They may be asked to use different crayons.

 **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
15 MIN.

### Additional Suggested Activity

- Draw two objects/animals that begin with letter C and put it up for display in the display corner.

### Home Task

- Parents can help the child trace letter C in lowercase on page 19.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Ask the students to raise their hands and clap five times. Then ask them to clap twice when they hear a word beginning with letter C. The ones who don't, will have to say another word with letter C.
- Ask the students to look at the word search box on page 20. Pick a crayon of their choice and circle the words beginning with letter C.
- Divide the students into two groups. Give each a list of C-letter words on a strip of paper. Then, read the words for them and ask them to repeat after you. Once they have read the words, let them cross out the ones that do not begin with C. Lastly, they can be asked to read the list with only C words left. Repeat word list.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**P.S.** The students should not be assessed on the tracing or writing of the letters that have not been taught.



**Slideshow** could be shown to the students to enhance their vocabulary provided in Let's Learn More Words .

**COULD DO**

10 MIN.

**Test Generator** could be shown to the students to test their comprehension of the lesson.

### Additional Suggested Activity

- Give a bowl of letters to the students. Guide them to take out letter C and say a word that begins with C.

### Home Task

- Parents can help the child in making a collage of pictures that begin with letter C.

## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• develop fine motor skills in tracing the letter C with crayons/ fingers</li> </ul>                                   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• talk about family values like caring and sharing while colouring the cat family</li> </ul>                           |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• learn and identify words that begin with letter C</li> <li>• find C-letter words in the given word search</li> </ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>• communicate effectively in simple short sentences or their home language</li> </ul>                                  |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>• collect pictures and make a collage for letter C</li> </ul>  |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>• healthy eating habits</li> </ul>   |

# Lesson 4: Letter D

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, old newspaper sheets, playdough, pictures/toys (doll, desk, dolphin, door, doctor, dough, dice), jigsaw puzzle (simple ones with 3-4 pieces)



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- express their thoughts in simple words or home language
- develop fine motor skills
- develop an awareness of letter D and the words beginning with it
- develop cognitive skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the music room.

#### Letter D

- Sing/Play the rhyme 'Ding Dong Bell,' for the students to sing and enjoy. Then, stress on the beginning sound of the rhyme as that of the letter D. Ask the students to recall words that begin with the sound of letter D.
- Show the formation of letter D with hands for the students to imitate. Then, give them playdough to form letter D. Let them enjoy formation of letter D.
- Show the pictures/toys (doll, desk, dolphin, door, doctor, dough, dice) to the students and ask them to identify. Ask for the common sound that each word begins with. Confirm that all these words begin with letter D.



**Animation** can be shown to generate an interest in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Ask the students to use old newspaper sheets and roll it to form D. Paste it on a sheet and string it across the class.

### Home Task

- Parents can take the child to the market. Guide the child to look for letter D on the sign boards.
- Show the child flashcards to identify the objects beginning with D.

## Period 2

**Place:** The lesson can be conducted in the computer lab.

- Use CRM signs and ask the students to form D on the computer (if possible).
- Settle the class and ask the students to listen carefully. Then ask them to open the book on page 23. Read the story and ask them to answer questions, such as, What time is it? Where is Jas? What does he open? What does he see in the book? Let them look at the picture and answer. Discuss.
- Next, show them flashcards with D in uppercase as well as lowercase to identify. Ask them to trace the letter D by moving their finger on page 23 and identify the objects beginning with D. Also, show the flashcards with different objects for the students to pick the ones that begin with letter D.

COULD DO

15 MIN.

MUST DO

10 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.



**eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

### Additional Suggested Activity

- Give a sheet with mixed letters. Ask the students to circle D with different crayons.

### Home Task

- Parents can help the child collect pictures of objects beginning with letter D. Paste them on a chart paper to form a collage.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to indicate the students to be quiet. Then ask them to clap their hands five times. Let them get ready for the class.
- Form two teams of the students. Each team will say one word that begins with letter D. The other team will clap for them.
- Ask the students to trace letter D in uppercase on page 24. They may be asked to choose a crayon to write. Go around and appreciate the students for writing. Also, check their formation of letters.
- The students can be shown the pictures to identify in exercise A on page 25. Then, let them repeat the words and say the beginning sound (letter D). Ask them to write 'd' in the boxes and read the complete word once again. Let them talk about the words.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.



**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

### Additional Suggested Activity

- Show flashcards with the letters of the alphabet and ask the students to pick the ones with D. Then, count the number of Ds picked in one minute.

## Home Task

- Parents can read a story to the child and ask him or her to clap the moment he or she hears a word beginning with D.
- Parent can help the child trace letter D in uppercase as well as lowercase.

## Period 4

**Place:** The lesson can be conducted in the library.

- Take the class to the library. Before they enter the library, tell them that they are going to look for a treasure of pictures with D. Let them enter and look for pictures with D and bring it to you.
- Once all the pictures are collected, ask the students to open the book on page 25. Name the pictures, trace the words and match them with the pictures.


**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**P.S.** The students should not be assessed on the tracing or writing of the letters that have not been taught.

- Have a class talk. Encourage the students to talk about the four pictures in simple words and short phrases.

**MUST DO**   
15 MIN.

 **Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**   
10 MIN.

## Additional Suggested Activity

- Give jigsaw puzzle (simple ones with 3-4 pieces) to join and identify D word.

## Home Task

- Parents can play D word game with the child. Say one word with D for the child identify the D sound.
- Play Bingo with D words with the child. The words can be written inside a dolphin outline. Ask the child to shade the word starting with D each time they hear it.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>trace letter D, draw and colour pictures</li> </ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>interact with peers and teacher</li> </ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>identify the words that begin with the letter D</li> <li>find the treasure of pictures with D-words</li> <li>solve jigsaw puzzle(3-4 pieces)</li> </ul>               |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>communicate effectively in simple short sentences or their home language</li> <li>listen to the story, identify D words and describe it in their own words</li> </ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>make a collage with pictures of objects beginning with D</li> </ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>observe their immediate surroundings</li> </ul>   |

# Lesson 5: Letter E

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Main Coursebook, Jas's standee, flashcards, crayons, expression cards and CRM signs, Learning Kit, old newspapers/magazines, rectangular cardboard pieces, picture dictionary



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop effective communication skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school playground.

#### Letter E

- Show CRM signs to the students to form three lines. Then ask them to swing their arms five times. They can be shown swinging an arm like an elephant's trunk and asked to guess. Confirm that it is an elephant and it begins with the letter E. Tell them that we should love animals and not harm them or their habitat that is the place where they live. **COULD DO**   
10 MIN.
- Then show them flashcards with objects that begin with the letter E. Ask them to identify the objects (ear, eel, eagle, eraser, egg and so on) and add to the list, if they can. They can also be asked to trace letter E in the air. **SHOULD DO**   
10 MIN.
- Form groups of nine students each. Show the formation of letter E by guiding them to stand three in one row vertically and three groups of two, horizontally. Let each group form an E and say one object starting with letter E. Show CRM sign (red STOP) after the activity and return to the class. **MUST DO**   
20 MIN.

### Additional Suggested Activity

- Give an old newspaper and guide the students to tear and form the letter E. Then, talk about the objects that begin with the letter E.

### Home Task

- Parents can take the child to the parking lot and ask him or her to look for the vehicles with letter E. Ensure safety of the child.

## Period 2

**Place:** The lesson can be conducted in the classroom.

**COULD DO**

10 MIN.

- Use CRM signs and ask the students to stand, clap their hands and say the letter they learnt in the previous class (letter E).
- Show Jas's standee to the students and tell them that today Jas has come to meet them. Then, show the picture on page 26 to the learners for their response. Encourage students to talk about the picture by asking questions , such as:
  - What all do you see in the picture?
  - What is Jas doing?
  - Is Jas happy or sad?
  - What is kept on the table and the cupboard?
  - What is on the TV screen?


**MUST DO**

15 MIN.

- Which letter does the word 'elephant' begin with?
- Discuss with the students and ask them to not to watch TV for too long.
- After the discussion, the students can be shown happy expression card and asked to stand up. Then, show another sign (Sit down) and tell them to listen carefully. Read the story with clear pronunciation. Repeat the story and ask questions , such as
  - Where is Jas sitting?
  - What is he watching?
  - What is the programme all about?
  - What does Jas love seeing?
  - What does he think about?
- Then, ask the students to trace letter E as per the picture given, both in uppercase as well as lowercase. Then, point at the pictures shown one by one for them to identify.

**SHOULD DO**

15 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**COULD DO**

10 MIN.

**Animation** can be shown to generate an interest in the lesson.

### Additional Suggested Activity

- Students can be guided to form a story with the objects shown, e.g., the boy is happy to hear with his ears. He wrote about eagles and drew picture. He needed an eraser to correct it.

### Home Task

- Parents can read a story for the child and talk about it. Then, ask him or her to find words beginning with the letter E in the story.
- Parents can sit with the child comfortably in the garden. They can use a picture dictionary to discuss various objects beginning with the letter E.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to indicate the students to be quiet. Then, ask them to clap their hands five times. Let them get ready for the class.
- Ask the students to trace letter that the word 'egg' begins with, on their table. Then, ask them to pick a crayon of their choice to trace letter E in uppercase on page 27. **COULD DO** 15 MIN.
- Show the pictures in exercise A on page 28 to the students and ask them to identify. Then, read out each word on the left and guide them to match it with the correct picture on the right. Confirm the correct answers. **SHOULD DO** 10 MIN.
- Next, read the rubric in exercise B and ask the students to listen carefully to the names read. Ask them to notice the sounds of 'e'. Then, you can guide them to the name for each picture shown, with a pencil or a crayon of their choice. **MUST DO** 15 MIN.

**P.S.** The students should not be assessed on the tracing or writing of the letters that have not been taught.

 **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson. **COULD DO** 10 MIN.

### Additional Suggested Activity

- Make an eight with different colours for letter E.


### Home Task

- Parents can guide the child to collect pictures of objects that begin with the letter E from old newspapers/magazines. Take three rectangular cardboard pieces and paint them. Then, paste two pictures on each. Outline the picture and ask the child to read the pictures and frame short stories.
- Parents can guide the child to trace the letter E in lowercase on page 27.

## Period 4

**Place:** The lesson can be conducted in the music room.

- Show CRM signs to the students and take them to the music room. Play light, foot-tapping music. Let them dance and enjoy. **COULD DO** 10 MIN.
- Settle the students and ask them to look at the picture on page 29. Let them describe it in their own words. Then, point at specific pictures related to letter E and ask them to identify. Ask the questions given below the picture for the students to answer and discuss. **SHOULD DO** 15 MIN.
- The students can be asked to write the letter e in the blanks to complete the words. Ask them to repeat the words after you. Ensure they pronounce the words correctly. **MUST DO** 15 MIN.

 **Test Generator** could be shown to the students to test their comprehension of the lesson. **COULD DO** 10 MIN.

### Additional Suggested Activity

- Give a bowl of crayon to the students. Ask them to take eleven crayons and rainbow trace letter E in lowercase.

### Home Task

- Parents can help the child colour letter e in the newspaper.


## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• trace letter E with crayons</li><li>• draw and colour pictures</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify the words that begin with letter E</li><li>• find more words with E</li></ul>   |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• communicate effectively in simple short sentences or their home language</li><li>• identify the things that begin with letter E and differentiate the 'e' sounds</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• make the own picture cards of objects beginning with E</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• love animals (elephant in the forest) and never to harm them</li></ul>   |

# Lesson 6: Letter F

Theme 2:  
I Love  
Tuesdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, stick puppets



eBook, Animation, Animated Activities, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and comprehend the story
- develop effective communication skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the assembly area.

#### Letter F

- The students can be taken to the assembly area. Show four fairy stick puppets to the class. Ask four students to come in the front and each holds a puppet in their hands. Then, show how a fairy moves. Rest of the class can be asked to act like fairies. **COULD DO**   
**10 MIN.**
- Ask the class what they are holding and how many. The students will come up with 'fairies' and 'four'. Repeat the words and ask them to notice the beginning of the two words. Affirm that both the words begin with the letter F and show its formation by tracing the letter in air. Ask them to imitate air tracing F. **SHOULD DO**   
**10 MIN.**
- Show flashcards with the objects that begin with the letter F and ask the students to name them, if they can. Repeat the flashcards and let the students identify again. **MUST DO**   
**20 MIN.**

#### Additional Suggested Activity

- Show the pictures of a fish, fan and fairy to the students and ask them to identify the letter they begin with.


#### Home Task

- Parents can help the child identify the objects beginning with F and help write their names.

## Period 2

**Place:** The lesson can be conducted in the school garden.

- Use CRM signs to manage the learners and take them to the school garden. Ask them to jog on the spot, clap their hands and name the flowers they can see. **COULD DO**   
10 MIN.
- Show Jas's standee and tell the students to listen attentively to the story that Jas has to tell them. Read the story aloud from page 30 in the book at least twice. Then, ask a few questions, such as:
- How is Jas feeling?
- What is he doing?
- Which animals does he have to select?
- Discuss the answers for better comprehension of the story.
- Demonstrate the formation of letter F and ask the students to trace in the book on page 30. Next, ask them to name the objects on the right. Repeat the names, stressing on the letter F. **MUST DO**   
15 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson. **SHOULD DO**   
15 MIN.

**Animation** can be shown to generate an interest in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- Students can be shown more objects to separate the ones that begin with letter F. Alternatively, ask them the names of girls and boys that begin with the letter F.
- Paste a chart on the wall. Give assorted pictures to the students. Ask them to identify the pictures and paste the ones that begin with letter F on the chart.


### Home Task

- Parents can help the child make a list of things that begin with letter F.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to manage the students in the classroom. Ask them to stretch their arms and fly like a bird in their place. Then, ask them to air-trace the letter F in uppercase as well as lowercase. **COULD DO**   
15 MIN.
- Guide the students to trace letter F in uppercase on page 31. They may use a crayon of their choice to trace. **SHOULD DO**   
10 MIN.
- Next, they can identify and colour the pictures in exercise A. **MUST DO**   
15 MIN.

 **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- Give words with blanks for letter F to the students. They will complete the words and read it out loud.

**P.S.** The students should not be assessed on the tracing or writing of the letters that have not been taught.

### Home Task

- Parents can make a word search activity and help the child find the words beginning with letter F.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Show CRM signs to the students and ask them play an ALERT game. You will show a card and they will guess the words. It must begin with F.
- Give a blank sheet to the students. Ask them to draw and colour a fish. Then, the drawings could be displayed in the class.
- Students may be asked to look at the pictures on page 33 and guess the things. Then, you may help them weave a story using the pictures. For e.g., My dentist took the dragonfly to the emperor who was exercising using a football.



**Slideshow** could be shown to the students to enhance their vocabulary provided in Let's Learn More Words .

**Test Generator** could be shown to the students to test their comprehension of the lesson.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Frame short sentences using the pictures shown for the F-letter words.

### Home Task

- Parents can help the child identify the objects that begin with the letter F. Use pictures to form a wall hanging. Take four disposable cups. Paint and paste pictures. Pierce each cup at the bottom. Pass a jute string through the hole and hang it.

## Learning Outcomes


The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• trace letter F with crayons</li><li>• draw and colour pictures</li></ul> |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• interact with peers and teacher comfortably</li></ul>                    |

|   |  |
|---|--|
| <b>Cognitive Development</b>              | <ul style="list-style-type: none"><li>• identify and pronounce the words that begin with letter F</li></ul>                |
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"><li>• communicate effectively in simple short sentences or their home language</li></ul> |
| <b>Aesthetic and Cultural Development</b> | <ul style="list-style-type: none"><li>• make a wall hanging using disposable cups and pictures</li></ul>                   |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"><li>• use newly learnt vocabulary in daily conversation</li></ul>                        |

# Lesson 7: Letter G

Theme 3:  
I Love  
Birthdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards (game, gate, goose, guava, girl, goose, garlic etc.), crayons, expression cards and CRM signs, Learning Kit, Ryan's standee, sand pit



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and comprehend the story
- develop reading skills, phonological awareness and oral language skills
- integrate art with conceptual knowledge
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter G

- Organise the class in a circle and ask students to imitate. Raise your hands and clap five times. They can be asked to jump (ensure that they do not bump into each other). After a few jumps settle the class.
- Ask the students to play a game. Two teams are formed and given a picture. Each team will describe the picture to the other team to guess. For each correct answer they get a star.
- The students can be shown flashcards with objects to identify and say the letter it begins with that is G. Confirm the correct answers.



**Animation** can be shown to generate an interest in the lesson.

#### Additional Suggested Activity

- Take the students to sand pit and ask them to trace the letter G and enjoy.

#### Home Task

- Parents can talk to the child about the letter G and its sound.
- Show pictures/objects that begin with letter G and ask the child to identify.

COULD DO

10 MIN.

SHOULD DO

20 MIN.

MUST DO

10 MIN.


COULD DO

10 MIN.

## Period 2

**Place:** The lesson can be conducted in the music room.

- Use CRM signs (Shh..., Stand in a Line, wait, etc.) to manage the class. Take them to the music room. Play the rhyme 'Goosey, goosey, gander! Where do you wander?' Let them sing, dance and enjoy.
- Air trace G and ask the students to identify the letter. Let them guess. Then show flashcards (game, gate, goose, guava, girl, goose, garlic, etc.) to identify the objects beginning with letter G. The students can be asked to repeat the names and air trace G.
- Give each learner a sheet and crayons. They can be explained the correct formation of letter G and guided for rainbow tracing of G.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

COULD DO

15 MIN.

MUST DO

05 MIN.

SHOULD DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Place a chart with letter G big enough for the students to make a collage. Keep a box of assorted pictures. Let them take one picture of an object that begins with letter G and paste it on the chart to form a collage.

### Home Task

- Parents can sit with the child comfortably. Involve the child in a story with all G words/objects.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs (Shh...) to manage the students in the classroom. Ask them to trace letter G on their table. Then ask how they celebrate their birthday. Wait for their interesting responses. Show Ryan's standee and ask them if they would like to know how Ryan celebrated his birthday.
- Ask the students to open the book at page number 34 and describe the picture, what all they could see. Point at the words with bold g and say that they all begin with the sound of letter G. Encourage them to speak in simple, short sentences. Show CRM sign (Shh...) and tell the students that they are going to listen to the story when Ryan celebrated his birthday. Read the story and ask questions like,
  - Whose birthday is it?
  - How do his friends dress up?
  - Who dresses up as a grasshopper?
  - Who comes as a gorilla?
  - Who is a goldfish?
  - Who walks in as a goat?
  - Ryan dresses up as a\_\_\_\_\_.
  - What do his friends bring?
  - How is everyone feeling?
  - Discuss the story and tell them that animals need our love and care.

COULD DO

15 MIN.

MUST DO

15 MIN.

- Next, ask the students to identify the pictures shown on the right. Then make them practise correct formation of letter G by tracing letters on the left with their fingers.

**SHOULD DO**

10 MIN.



**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Draw any one picture on page 34 and colour it. Make a birthday card by writing Happy Birthday on the other side.

### Home Task

- Parents can talk to the child and plan for their birthday.
- Parents can give a story book/newspaper to the child to circle letter g.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Show CRM signs to the students and settle the class. Ask them to tell a word that begins with letter G. Write them on the board.
- Demonstrate the formation of letter G in uppercase and ask them to trace G only in uppercase on page 35 with a crayon of their choice.
- Ask the students to open the book at page number 37. Listen to the words as you read them. Then colour the bubbles that have words beginning with letter G.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to match the picture flashcards to the letter G

### Home Task

- Parents can help the child trace letter g in lowercase on page 35 with a crayon of their choice.
- Parents can help the child complete exercises A and B on page 36.

## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• trace letter G</li> <li>• draw and colour pictures, bubbles</li> </ul> |
| <b>Socio-Emotional and Ethical Development</b> |   |

|   |   |
|---|---|
| <b>Cognitive Development</b>              | <ul style="list-style-type: none"> <li>• recognise G words and associate them with the pictures</li> <li>• apply knowledge learnt to find the words and complete the exercises</li> <li>• match G words to the relevant pictures</li> </ul> |
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"> <li>• communicate effectively in simple, short sentences in English or their home language</li> <li>• read pictures and talk about the story</li> </ul>  |
| <b>Aesthetic and Cultural Development</b> | <ul style="list-style-type: none"> <li>• colour the bubbles with neat strokes</li> </ul>  |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"> <li>• enjoy good times with friends and family</li> </ul>  |

# Lesson 8: Letter H

Theme 3:  
I Love  
Birthdays



4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Ryan's standee, toys/pictures of a house with a horse and a man wearing a hat, birthday caps



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and join the dots in numerical sequence to form a picture
- develop reading skills, phonological awareness and oral language skills
- integrate art with conceptual knowledge
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school play area.

#### Letter H

- Take the students to the play area. Using CRM signs, form three lines of students, two vertical and one horizontal, in the H formation. Then ask them to clap and raise their hands and snap their fingers.
- Next, ask them to sit down. Show them toys / pictures of a house with a horse and a man wearing a hat. He has a hammer in his hand. Tell them the story that the man has come on a horse. He is going to fix the door in the house with a hammer. Ask them for the beginning sound of h words. Tell them that all these words begin with the letter H.
- After the narrative, the students can be asked to say words that begin with the letter H. Repeat each correct H word with the students. Ask them to air trace letter H. Point at their seating formation that they had been sitting in H formation.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

### Additional Suggested Activity

- The students can draw a picture of an object that begins with letter H.

### Home Task

- Parents can help the child circle letter h in a story book.
- Make a list of h words with the child.


## Period 2

**Place:** The lesson can be conducted in the music room.

- Organise the class in a circle. Use CRM signs (Please Wait, Shh..., Eyes on Me) to settle the class. Then give each student a birthday cap. Ask them to wear it. Keep Ryan's standee at the centre and tell the students that they are going to wish Ryan on his birthday. Play/sing the birthday song along with the students. **COULD DO**   
10 MIN.
- After wishing Ryan, tell the students that everyone is at Ryan's house. Let us see what they are doing. Ask them to look at the picture and describe it in their own words.

**P.S.** Tell the students that Ryan calls his father 'Appa'.

- Also, they may need you to supply words while explaining. **MUST DO**   
20 MIN.
- Ask them to listen attentively as you read the story. Then read once more and ask questions like,
- Who says 'Happy Birthday' to Ryan?
- Who has a surprise for Ryan?
- What does he wear?
- Who sings a song?
- Who is very happy?
- Who enjoys the song?
- Discuss the story with the students encouraging them to speak simple, short sentences. **SHOULD DO**   
10 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson. **COULD DO**   
10 MIN.

**Animation** can be shown to generate an interest in the lesson.

### Additional Suggested Activity

- The students can be given conical birthday caps to decorate with stars.

### Home Task

- Parents can sit and talk with the child after meals. Read the story with the child and ask them to point their index finger at 'h' words. Repeat the words with the child.
- Parents can plan a surprise for the child on their birthday. It could be any small gift like a card/painting.

## Period 3


**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to organise the class. The students can raise their hands and clap five times. **COULD DO**   
05 MIN.
- Next, ask the students to open the book at page 38 and trace letter H following the number sequence shown. Then, they can be asked to trace letter H on their table. Ask the students to pick a crayon of their choice and trace letter H in uppercase on page number 39. **SHOULD DO**   
10 MIN.

- Ask the students to say numbers from 1-20. Let them repeat the counting. Then, show the picture to be completed on page number 41. Point at number 1 and ask them to join the dots using a pencil. They must draw complete lines. Once they are done, ask them to name the picture—a house. Ask the students to identify the letter it begins with. Then guide them to colour the picture with neat strokes.

**MUST DO**

25 MIN.

-  **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can use construction paper to make a house or a hat. Then tell the letter it begins with.

### Home Task

- Help the child trace letter h in lowercase on page 39 in the book.
- Parents can talk to the child and take a round of the house to find things that begin with letter H.
- Draw the letters H and h on a sheet. Use glitter to complete it and bring shiny H to school for display.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Arrange the students in a semi-circle using CRM signs.
- Show flashcards with letter H/h and the objects that begin with the letter h to the students. Tell them to name the objects and identify the letter they begin with. Confirm that they begin with letter H. Repeat the activity by forming two teams and asking each team to identify the object.
- Ask the students to open the book at page number 40 and name the pictures in exercise A. Then guide them to complete the words with h in lowercase. Ask them to read the words after you.

**COULD DO**


10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

-  **Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students to weave a story around the pictures in exercise A.

### Home Task

- Parents can help the child complete the word search on page number 40.
- Draw a scenery with H words with the child. Encourage the child to tell a short story or simple sentences with H words.


## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• hold the crayons, pencil to trace, draw and colour</li><li>• clap their hands</li><li>• air trace the letter H</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> |  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify the objects that begin with letter H</li><li>• learn the correct formation of letter h</li><li>• find h words in the word search</li><li>• use knowledge of numbers and join the dots to complete a picture</li></ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• narrate a story using H words effectively in simple, short sentences or their home language</li><li>• decode H words in the story</li></ul>  |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• draw and colour a house</li><li>• form letter H with glitter for display in class</li></ul>  |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• value friendships, celebrate and enjoy moments</li></ul>   |

# Lesson 9: Letter I

Theme 3:  
I Love  
Birthdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Ryan's standee



eBook, Animation, Animated Activities, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and join the dots in numerical sequence to form a picture
- develop reading skills, phonological awareness and oral language skills
- integrate art with conceptual knowledge
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school playground.

#### Letter I

- Take the students to the play area. Stand in the middle, show CRM signs to organise the class into a circle. Ask them to raise their hands and snap their fingers. Then tell them to take a round of the playground and return to the centre.
- The students can be divided into four groups. Each group can be given a chance to find the objects in the playground (kept before the class), which begin with the letter i. The group to tell maximum words will get a star.
- The students can be shown flashcards and asked to raise hands if it begins with the letter i. Then repeat all the words.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

### Additional Suggested Activity

- The students are given flashcards to match letters from A to I in uppercase with their lowercase forms respectively.


### Home Task

- Parents can show a Pictionary to the child to identify the things with letter I.
- Make a list of I words with the child.

## Period 2

**Place:** The lesson can be conducted in the craft room.

- Use CRM signs to settle the class. Play rhymes for the students to dance and enjoy. **COULD DO**   
10 MIN.
- Next, ask the students to look at an ice cream and ask if they like eating it. Give each student a construction paper to draw an ice cream. Paste it on an ice-cream stick. Tell them that ice cream begins with the letter I. Show them flashcards with pictures of an insect, ink, an iron and an ice cube to recognise and tell them that they all begin with letter I. **MUST DO**   
15 MIN.
- Ask the students to open the book at page 42 and look at the given picture. Encourage them to describe it in their own words. Tell them to listen attentively to the story when everyone plays the letter game at Ryan's birthday party. After reading the story at least thrice, ask the students to answer the questions like,
  - What did everyone do when Appa's song got over?
  - Which game do they play on Ryan's birthday?
  - Would you like to play the letter game?
- Discuss about Ryan feeling happy when everyone claps for him. Ask if they also play games on their birthdays. **SHOULD DO**   
15 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**Animation** can be shown to generate an interest in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a sheet of paper to form letter I in rainbow writing.

### Home Task

- Parents can help the child collect pictures of objects that begin with letter i. Then, they can form a Pictionary by pasting them on a sheet of paper.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to organise the class. The students can raise their hands and clap five times. Ask the students to air trace letter I in uppercase as well as in lowercase forms. **COULD DO**   
05 MIN.
- The students can be guided to open the book at page 42 and identify the objects that begin with the letter i. Then, put their index finger on letter I and trace its formation. **SHOULD DO**   
10 MIN.
- Guide the students to pick a crayon of their choice and trace letter I on page number 43, both in uppercase as well as lowercase. **MUST DO**   
25 MIN.

 **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a mixed bag from which they pick objects that begin with letter i.


### Home Task

- Parents can help the child write the letter I in lowercase.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Arrange the students in a semi-circle using CRM signs.
- Show flashcards with pictures for the students to identify the objects. Then, read the rubric in exercise A for the students to name the objects and circle the pictures. This will increase their vocabulary with I words.
- Let's Learn More Words
- Ask the students to open the book at page number 45. Ask them to identify the objects with G, H and I words. Then guide them to frame a short story using the words.

 **Slideshow** could be shown to the students to enhance their vocabulary with Let's Learn More Words.

**Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can draw five objects that begin with the letter I.

### Home Task

- Parents can help the child complete the maze with the iguana to reach the island. Reinforce that iguana and island are both I words.
- Play letter game with the child to say words that begin with the letter i.

## Learning Outcomes


The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• hold the crayons, pencil to trace, draw and colour</li><li>• air trace the letter I</li><li>• rainbow writing</li></ul> |
| <b>Socio-Emotional and Ethical Development</b> |   |

|   |  |
|---|--|
| <b>Cognitive Development</b>              | <ul style="list-style-type: none"> <li>• identify the objects that begin with letter l</li> <li>• learn the correct formation of letter i, l</li> <li>• complete the maze</li> </ul>   |
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"> <li>• narrate a story using l words effectively in simple, short sentences or their home language</li> <li>• decode i words in the story</li> </ul> |
| <b>Aesthetic and Cultural Development</b> |  |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"> <li>• acknowledge all are important</li> </ul>  |

# Lesson 10: Letter J

Theme 4:  
I Love  
Wednesdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Lina's standee, old newspaper



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills
- develop reading skills, phonological awareness and oral language skills
- integrate art with conceptual knowledge
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area.

#### Letter J

- Take the students to the play area. Stand in the middle, show CRM signs to organise the class into a circle. Ask them to raise their hands and jump ten times. Then tell them to take a round of the playground and return to the centre. **COULD DO** 
- Ask the students to listen carefully and say which word begins with J or j sound. They must jump once as they hear a J letter word. You may say the words (lily, lotus, jasmine, gate, door, jump, honey, tree, rope, jam, jacket, June, July, jam, jar, etc.) aloud and a bit slowly for the students to identify the J letter words. **SHOULD DO** 
- Show flashcards to the students and ask them to identify the objects that begin with the letter j. Encourage them to speak a few things about that object. Discuss and guide them to air trace J in uppercase as well as lowercase. **MUST DO** 

#### Additional Suggested Activity

- The students can draw one object with letter J that they like the best.

#### Home Task

- Parents can sit comfortably with the child and a newspaper. Give the child a crayon to shade the letter j in one article.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to settle the class. Form two teams of the students. One team will clap and the other will tap their heads. Repeat with a few more actions and get them ready for the lesson.
- Ask them to recall the previous class and air trace letter J in uppercase and lowercase.
- Organise the class and tell them that they are going to listen to a story. Place Lina's standee at the centre and tell the students that Lina has come back from school. Read the story on page number 46 loud and clear. You may read at least twice and ask questions like,
  - Where has Lina come from?
  - Who picks her up?
  - What are they going to have for lunch?
  - Why does Lina jump with joy?
- Encourage the students to talk about the story in short, simple sentences. Explain that they must share things with family and friends just like Lina.

COULD DO

10 MIN.

MUST DO

10 MIN.

SHOULD DO

20 MIN.

COULD DO

10 MIN.



**eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**Animation** can be shown to generate an interest in the lesson.

### Additional Suggested Activity

- The students can draw the picture of an object that begins with letter J.

### Home Task

- Parents can listen to Lina's story narrated by the child in her own simple words. Encourage her to recognise J words used in the story.

## Period 3

**Place:** The lesson can be conducted in the art room.

- Use CRM signs to organise the class. Ask the students to stand in a line. Guide them to walk quietly towards the art room.
- The students should be asked to look around and describe the pictures in the art room. Ask them to pick the one they like the best. Then give them a blank sheet or an old newspaper and one bowl of hand paint. Ask them to dip their index finger in the bowl and write the letters J and j. Let it dry and put the sheet up for display. They may take it home in a file to show it to their parents.
- Next, tell the students to open their book at page number 47 and trace letter J in uppercase and lowercase. They may choose a crayon to trace.

COULD DO

05 MIN.

SHOULD DO

10 MIN.

MUST DO

25 MIN.

COULD DO

05 MIN.



**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

### Additional Suggested Activity

- The students can be given flashcards to match the letters A-J with the respective pictures.

### Home Task

- Parents can help the child write letters J and j in rainbow colours.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to organise the students in a triangle. Then, ask them to clap their hands and raise their arms to snap their fingers. **COULD DO**   
10 MIN.
- **P.S.** Create space before they enter the class.
- Show pictures on page 48 to the students to identify the objects. Then read the rubric in exercise A for the students to name the objects that can be found in a jungle. Then, they may pick a purple crayon to trace letter j. The students should not be judged/assessed on the writing of letters that are not being taught in this lesson. **SHOULD DO**   
15 MIN.
- Next, the students can be given a blank sheet to draw any one of the given pictures and colour it. Once they are done, they can put up their art in the display corner. **MUST DO**   
15 MIN.



**Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can tear newspaper to form the shape of letter J. Then name the objects that begin with the letter J.

### Home Task

- Parents can help the child read the rubric for exercise B and ask them to name the objects shown. Then ask them to pick a green crayon to trace the words.

## Learning Outcomes


The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• air trace the letter j</li><li>• rainbow writing for letter J</li><li>• trace, draw and colour holding crayons</li></ul> |
| <b>Socio-Emotional and Ethical Development</b> |  |

|   |  |
|---|--|
| <b>Cognitive Development</b>              | <ul style="list-style-type: none"> <li>• identify the objects that begin with letter J</li> <li>• learn the correct formation of letter J, j</li> </ul>                                    |
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"> <li>• describe the pictures for J words effectively in simple, short sentences or their home language</li> <li>• decode j words in the story</li> </ul> |
| <b>Aesthetic and Cultural Development</b> |  |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"> <li>• learn to share things with family and friends</li> </ul>  |

# Lesson 11: Letter K

Theme 4:  
I Love  
Wednesdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Lina's standee, old newspaper, construction paper



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and play word games
- develop reading skills, phonological awareness and oral language skills
- develop positive learning habits



## Methodology

### Period 1

**Place:** The lesson can be conducted in the theatre room.

#### Letter K

- Take the students to the theatre room. Use CRM signs (Stand in a Line, Shh...) to organise the class into a circle. Let them clap their hands and make animal sounds like meow, neigh, quack, etc. They may enact the animal walk. Tell them that we should love animals and never harm them. **COULD DO**   

- Ask the students to listen carefully and say which words begin with K sound. Let them say words one by one. Then tell them they are going to listen to a story. **SHOULD DO**   

- Place Lina's standee in the middle and ask the students to recognise. Then say that Lina has come to tell them what she did after returning from school. Read the story for the students and discuss questions like,
  - Who is with Lina?
  - Where do they reach?
  - What do they see in front of the door?
  - How does Lina react to the kitten?
  - What does Lina take?
  - Who helps Pa open the lock?
- Explain to the students that they must help their parents and elders. **MUST DO**   


 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson. **COULD DO**   


### Additional Suggested Activity

- The students can name objects that begin the letter K.

### Home Task

- Parents can sit comfortably with the child and ask them to draw a kitten. They may take the child to feed milk to a cat or kitten. Ensure safety of the child by not leaving them unattended.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs (Please Wait, Shh..., Eyes on Me) to settle the class. Ask them to swing arms and rotate neck a few times and get them ready for the lesson.
- Ask them to recall the previous class and name the objects that begin with the letter K. Discuss few more words with the letter K.
- Show flashcards to the students. Ask them to identify the objects that begin with the letter K. Then show them to air trace letter K. Let them repeat a few times. Then give them an old newspaper and a box of crayons for rainbow writing of letter K. Let them paste it in their file.



**Animation** can be shown to generate an interest in the lesson.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
20 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be guided to draw a picture with letter K.

### Home Task

- Parents can look for objects that begin with letter K and go on a treasure hunt.

## Period 3

**Place:** The lesson can be conducted in the dance room.

- The students can be taken to the dance room. Play good music and let them dance and enjoy.
- Tell the students that they are going to listen to a rhyme. Ask them to repeat after you. Then they have to identify the words with the sound of letter K in the rhyme.
- Next, show the flashcards with objects for the students to identify and recognise the letter they start with. They can be asked to frame short sentences for the K words.



**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

**COULD DO**   
05 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
25 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a construction paper to make a paper kite.

## Home Task

- Parents can help the child trace letter k, K in exercises A and B with a crayon of her choice.

## Period 4

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs to organise the students. Ask them to form letter K with their arms. Let everyone come to the front and show K formation.

**COULD DO**

10 MIN.

**P.S.** Create space before they enter the class.

- The students can be asked to recite rhyme with k and identify the animals mentioned. Let them talk about other K letter objects in simple words.


**SHOULD DO**

15 MIN.

- Write the four k letter words used in the rhyme on the board. Guide the students to frame a sentence with each word.

**MUST DO**

15 MIN.

 **Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**

10 MIN.

## Additional Suggested Activity

- The students can be given a list of K letter words to play BINGO. Ask them to listen carefully and strike off the word they hear in the given list.

## Home Task

- Parents can help the child form letters A-K with fingers and hands. Then ask the child to find K words in their favourite storybook.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>trace, draw and colour letter K with crayons</li> <li>form letters A-K with fingers</li> </ul>                |
| <b>Socio-Emotional and Ethical Development</b> |  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>recognise the objects that begin with letter k</li> <li>practise the correct letter formation of K</li> </ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>describe the pictures in simple words or their home language</li> <li>decode h words in the story</li> </ul>  |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>draw and colour pictures using colours appropriately</li> </ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>help elders at home</li> </ul>  |

# Lesson 12: Letter L

Theme 4:  
I Love  
Wednesdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Lina's standee, chart paper, old newspaper, construction paper, wool/cotton, coloured glazed paper



eBook, Animation, Animated Activities, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and play word games
- develop reading skills, phonological awareness and oral language skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school play area.

#### Letter L

- Use CRM signs to organise the class into a circle. Let the students walk in a line and collect fallen leaves. Ask them to paste them on a chart paper. Take the chart back to the class. **COULD DO**   

- Ask the students to say 'leaf' aloud and say the letter it begins with. Confirm the response that a leaf begins with letter L. Then show them flashcards with the objects (lamp, lake, ludo, light, doll, fish, etc.) to identify especially the ones that begin with letter L. Repeat the flashcards and ask the students to identify L words. **SHOULD DO**   

- Using CRM signs, guide the students to form an L shape. Each student will take turns to say an L word. Repeat the game till each one has got a turn to answer. **MUST DO**   


#### Additional Suggested Activity

- The students can form an L with their fingers/hands.


#### Home Task

- Parents can talk to the child and pick toys that begin with letter L. Then weave a story with those toys and enjoy enacting with the child.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs and get the students settled for the class. They may be asked to raise their arms and move their fingers. Then, they can be asked to clap five times and form an L with their hands. **COULD DO**   
10 MIN.
- Show them flashcards to identify the objects that begin with letter L. Play a word game and ask them to clap as they hear an L letter word as you read a list of words (lion, list, lamb, lamp and so on). **SHOULD DO**   
10 MIN.
- Next, place Lina's standee on the table and show the flashcard with letter L. Tell the students that they are going to listen to Lina's story. Read the story loud and clear, at least twice. Ask them to answer questions like,
- What does Lina do on reaching home?
- What does Pa tell her?
- Where does Lina stand?
- Where does Mama sit?
- What does Pa bring?
- What do they drink before lunch?
- Encourage them to talk about the story in their own words. They must highlight L letter words. **MUST DO**   
20 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a chart in the shape of L. Ask the students to draw objects with letter L and paste it on the L chart.

### Home Task

- Parents can draw a lamb on a sheet. Ask the child to paste wool/cotton on its body. Bring it for display in class

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Keep pictures or real objects that begin with the letter L on the table for the students to see. Form two teams in the class. One of the teams will air trace L in lowercase and the other in uppercase. Let them tell the names of objects shown on the table. **COULD DO**   
05 MIN.
- Next, ask the students to identify the objects that begin with letter L shown on page 52. **SHOULD DO**   
10 MIN.
- Ask the students to choose a crayon and trace letter L on page 53 in uppercase and lowercase. **MUST DO**   
25 MIN.

 **Animation** can be shown to generate an interest in the lesson.

**Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be asked to rainbow trace letter L.

### Home Task

- Parents can collect pictures of objects that begin with letter L from old magazines or newspapers. Then form a collage, to be displayed in school.


## Period 4

**Place:** The lesson can be conducted in the library.

- Use CRM signs (Please Wait, Stand in a Line, Shh..., Eyes on Me) to organise the students. The students can be asked to form letter L with their thumb and index finger and show it to their partner.
- The students can be shown objects like a lamp, lock, pen, pencil, etc. in a bag. Then each student can be called to search the bag and take out one object and say if it begins with letter L or not.

**P.S.** Create space before they enter the class.

- The students can be given coloured glazed paper to be formed into the letter L. They can paste it on a sheet to be displayed in the class.
- **Let's Learn More Words**
- The students can be asked to open the book at page 55 and identify J, K and L letter words. Let them form a word train by saying all J words together, then K words and lastly L words. You may start the game as the engine and ask the first student to join and say a J word. Then, the second student will say a K word, the third student will say an L word and so on. This goes on for all the J,K and L letter words.

 **Slideshow** could be shown to the students to enhance their vocabulary provided in Let's Learn More Words .

**Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Ask the students to draw and colour an object or an animal that begins with the letter L. Then string the sheets across the classroom with a jute string.

### Home Task

- Parents can help the child in completing the words with letter L in exercise A. First, ask the child to identify and name each picture. Then trace letter L to complete its spelling.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• trace, draw and colour letter L with crayons</li><li>• air trace the letter L, l</li></ul>                             |
| <b>Socio-Emotional and Ethical Development</b> |  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify the objects that begin with letter L</li></ul>  |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• describe the pictures that begin with letter L in the story</li><li>• decode words with L in the given story</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• draw and colour pictures using colours appropriately</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• learn and practise saving electricity by switching off the lights when not in use</li></ul>                            |

# Lesson 13: Letter M

Theme 5:  
I Love  
Thursdays



4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, pictures of a marigold flower/mango tree/mango/mop/mat/mug/map, Maria's standee, old newspaper, chart paper, hand paint



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills
- develop reading skills, phonological awareness and oral language skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school garden.

#### Letter M

- Use CRM signs (Stand in a Line, Shh...) to organise the class into a circle. Show the students pictures of a marigold flower/mango tree/mango/mop/mat/mug/map, Maria's standee and ask them to name the objects. Help them with the names. Then, ask them for the sound which they all begin with. Confirm that it is the sound of letter M. **COULD DO**   
10 MIN.
- Guide the students to stand in M formation. Raise their hands and clap four times. Then bend down to touch their toes. Swing their arms forward and backward five times. Then show them flashcards to identify the objects that begin with the sound of letter M. Confirm the correct answers. **SHOULD DO**   
10 MIN.
- Next, form two teams of the students-Mango and Marigold. When Mango team members air trace any letter from A to M, the team Marigold will identify the letter and tell one object with that letter. Continue the game till each student gets a chance. **MUST DO**   
20 MIN.

### Additional Suggested Activity

- The students can draw a mango and colour it with hand paint.


### Home Task

- Parents can sit with the child and identify objects with letter M in a Pictionary.

## Period 2

**Place:** The lesson can be conducted in the library.

- Use CRM signs and take the students to the library. Before they settle for the class, ask them the rules they must follow in the library (maintain silence, do not tear the pages of any book, seek permission to take any book off the shelf, etc.). **COULD DO**   
10 MIN.
- After they are seated comfortably, form groups of three students each. Give a sheet and strips of coloured paper to each group. Ask them to first air trace letter M. Then paste the strips on the sheet in the formation of letter M. They can take the letter M home to show it to their parents. **SHOULD DO**   
10 MIN.
- Next, place Maria's standee on the table and show the flashcard with letter M. Ask them to tell Maria what they do in the morning. After a brief class discussion, tell them the story on page number 56 about Thursday morning. Explain that Maria goes near the window and sees a monkey on the mango tree. Then ask them to decode the letter m in bold. Read the story at least twice for the students to understand and answer the questions like,
  - What does Maria do on Thursday morning?
  - Where does Maria stand?
  - Which tree is near the window?
  - What is on the mango tree?
  - Who jumps on a branch?
- Encourage them to talk about the story in their own words. They must highlight M letter words. **MUST DO**   
20 MIN.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**Animation** can be shown to generate an interest in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given hand paint to paint marigold flowers on a sheet of old newspaper.

### Home Task

- Parents can sit in a cosy corner with the child. Read a storybook and ask the child to circle the words that begin with letter M.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Place Maria's standee, a mirror, a toy mouse, a marigold, money, a picture of a mountain, a map and a mango on the table. Ask the students to identify each object/picture and say the letter it begins with. **COULD DO**   
15 MIN.
- After they have learnt M letter words, ask them to air trace the letter M in uppercase as well as the lowercase. **SHOULD DO**   
05 MIN.
- Then tell them to open the book at page 57, pick an orange crayon and trace the letter M in uppercase as well as the lowercase. **MUST DO**   
20 MIN.



**Animation** can be shown to generate an interest in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to write letter M in rainbow colours and draw one object that begins with letter M.

### Home Task

- Parents can help the child in cutting out pictures from an old magazine. Then paste the pictures of M letter words on a rectangular strip of paper to form a book mark. Ask the child to draw an outline of the picture and draw a flower. A quote on reading can also be written.

## Period 4

**Place:** The lesson can be conducted in the computer room.

- Use CRM signs (Please Wait, Stand in a Line, Shh..., Eyes on Me) to organise the students. Ask the students to tell the names of their friends that begin with letter M. Also, recapitulate the story they have read in the previous class by asking them few questions. Let them express their thoughts about the morning routine they have.
 

**COULD DO**

10 MIN.
- Ask the students to open the book at page number 58. Identify the objects in exercises A and B and trace the letters to complete the words. The students are not to be assessed/judged on the writing of letters not being taught in the lesson. Let them read the words once again.
 

**SHOULD DO**

15 MIN.
- Form groups of three students each. Ask them to write a word with letter M and frame a simple sentence. Discuss the sentences by gently correcting the incorrect usage and ask them to repeat the sentences.
 

**MUST DO**

15 MIN.



**Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a chart. They can draw a picture for letter M, colour and paste it on the chart. Display the chart in the class.

### Home Task

- Parents can help the child in reading sentences with words beginning with letter M.

## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>trace, draw and colour letter M with crayons</li> <li>air trace the letter m, M</li> </ul> |
| <b>Socio-Emotional and Ethical Development</b> |   |

|   |  |
|---|--|
| <b>Cognitive Development</b>              | <ul style="list-style-type: none"> <li>• recognise the words/objects that begin with letter M</li> <li>• complete crossword with letter M</li> </ul>   |
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"> <li>• describe the pictures that begin letter M</li> <li>• retell the story in their own words</li> <li>• decode words with M in the given story</li> </ul> |
| <b>Aesthetic and Cultural Development</b> | <ul style="list-style-type: none"> <li>• draw and colour pictures using colours appropriately</li> </ul>   |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"> <li>• learn to appreciate nature</li> </ul>   |

# Lesson 14: Letter N

Theme 5:  
I Love  
Thursdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Maria's standee, old newspaper, pictures of a nail, needle, nose, newspaper, nib, nuts, number, nest



eBook, Animation, Animated Activities, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills
- develop reading skills, phonological awareness and oral language skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the craft room.

- Use CRM signs (Stand in a Line, Shh...) to organise the class in the art room. Give them a newspaper and ask them to roll it and form a nail. Then ask them for the letter the newspaper and the nail begin with. Confirm that it is letter N. Ask them to clap their hands and touch their nose. Repeat letter N.
- Next, ask the students to role-play and ask Maria's standee about her Thursday morning.
- Tell the students that they are going to listen to Maria's story. They will have to tap/ touch their nose when they hear an N letter word. Read the story loud and clear for them to catch the words. Then ask them to talk about the story in simple short sentences.



**eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can frame a story about a nail. They can be guided to role-play.

### Home Task

- Parents can help the child collect twigs in the garden. Bring them home and make a nest. Place two small cotton balls or marbles as the eggs. Point out that nest begins with letter N.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs (Please Wait, Shh..., Eyes on Me) and organise the class in a circle. Ask them to raise their hands and clap. **COULD DO**   
10 MIN.
- Show flashcards with the letter N and the objects (nail, needle, nose, newspaper, nib, nuts, number, nest) to the students to identify. Guide them for the correct words. **SHOULD DO**   
10 MIN.
- Next, place Maria's standee on the table. Tell them to open the book at page number 59. They must listen to the story attentively and decode the words with the letter n in bold. Read the story at least twice for the students to understand and answer the questions like,
- Who smiles and hugs Maria?
- Which day is it?
- What does Mumma ask her to do?
- What does Maria want to do after reading the news?
- Encourage them to talk about the story in their own words highlighting the ones that begin with letter n. **MUST DO**   
20 MIN.

**P.S.** Tell the students that Maria calls her mother 'Mumma'.

-  **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity


- The students can be given a list of words to circle the ones that begin with letter N.

### Home Task

- Parents can sit with the child. Sort the objects in a basket and take out the ones that begin with letter N. A Pictionary may also be used.

## Period 3

**Place:** The lesson can be conducted in the art room.

- Place Maria's standee on the table. Ask the students to air trace the letter N, n. Then let them rainbow write the letter N. **COULD DO**   
15 MIN.
- Ask the students to name the objects that begin with the letter N. **SHOULD DO**   
05 MIN.
- Ask the students to open the book at page number 60 and trace the letter N both in uppercase as well as the lowercase. They may use a purple crayon to trace. **MUST DO**   
20 MIN.
-  **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson. **COULD DO**   
15 MIN.

### Additional Suggested Activity

- The students can be asked to draw an object that begins with the letter N and colour it.


### Home Task

- Parents can help the child in highlighting letter N words in a story book.

## Period 4

**Place:** The lesson can be conducted in the dance room.

- Use CRM signs (Please Wait, Stand in a Line, Shh..., Eyes on Me) and guide the students to the dance room. Play some foot-tapping music. Let them dance and enjoy.
- Read the rubric for exercise A and ask the students to identify the pictures on the right. Then read the words for them to follow. Then ask them to write the letter n and complete the words.
- Form pairs of students. Ask them to read the words in exercise B and colour the words that begin with letter N. Recapitulate the words for the students to confirm their answers.

 **Test Generator** could be shown to the students to test their comprehension of the lesson

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given assorted pictures in a basket. Ask them to pick the ones that begin with letter N. Then pin them up on the display board.

### Home Task

- Parents can help the child read a story and circle N letter words.

## Learning Outcomes


The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• air trace letter n, N</li><li>• trace letter n, N with crayons/ pencils</li><li>• draw and colour pictures</li></ul> |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• strengthen bond with parents while doing activities together</li></ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• recognise the words/objects that begin with letter N</li></ul>   |

|   |  |
|---|--|
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"><li>• express their thoughts in short, simple sentences</li><li>• decode words with N in the given story</li></ul> |
| <b>Aesthetic and Cultural Development</b> | <ul style="list-style-type: none"><li>• draw and colour pictures using colours appropriately</li></ul>   |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"><li>• cultivate reading habit by reading news/storybook</li></ul>  |

# Lesson 15: Letter O

Theme 5:  
I Love  
Thursdays

 4 Periods (40 minutes each)



Main Coursebook, Flashcards, crayons, expression cards and CRM signs, Learning Kit, Maria's standee, old newspaper, pictures of an orange, an owl, an ox, an onion, an oven, oats



eBook, Animation, Animated Activities, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills while tracing, drawing or colouring
- develop cognitive skills and recognise letters in the story
- develop reading skills, phonological awareness and oral language skills
- develop positive learning habit of reading stories

## Methodology

### Period 1

**Place:** The lesson can be conducted in the music room.

- Use CRM signs to organise the students in a circle. Ask them to form an orange by joining their hands. Then ask them to air trace O. Explain that an orange begins with letter O. The students can be asked to sing rhymes with music.
- While sitting in a circle, ask the students to identify the pictures on flashcards. Tell them that all the pictures begin with the letter O. They can be asked to repeat after you.
- The students can be given a Pictionary to identify the objects that begin with the letter O. Encourage them to talk about each object.



Animation could be shown to generate an interest in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can do a tear-and-paste activity for an Orange. Let them tear an orange paper and paste it on an orange outline on a sheet.

### Home Task

- Parents can help the child enjoy eating an orange. Then ask her to tell the letter an orange begins with. Take an A-4 size sheet, draw a big O and help the child draw all the objects that begin with an O

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Use CRM signs (Please Wait, Shh..., Eyes on Me) and organise the class in a circle. Ask them to raise their hands and clap.

**COULD DO**   
10 MIN.

- Ask the learners to listen attentively as you speak a list of words ( owl, orange, book, table, ox, paper, pot, onion, oven). Tell them to clap when they hear a word with an O sound. This list may be extended


**SHOULD DO**   
10 MIN.

- Next, ask the students to open the book at page number 62 and describe the picture. Tell them they are going to listen to a story. Then, read the story loud and clear at least twice for the students to understand. Ask them a few questions like,

- What do Mumma and Maria open?
- What does Mumma give her to eat?
- Which story are they going to read?
- Encourage them to talk about the story in their own words, highlighting the words that begin with letter o.

**MUST DO**   
20 MIN.

**P.S.** Tell the students to notice the different sounds of letter O.

 **eBook** can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a collection of pictures to pick any two O words and tell one thing about them.

### Home Task

- Parents can take the child to a park to play. Then give an orange to eat or orange juice to drink. Ask the child to tell a few things that begin with O and you make a word list.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Ask the students to clap their hands and form pairs. Recapitulate the story they had read in the previous class. Encourage them to speak in simple words or their home language.


**COULD DO**   
15 MIN.

- Ask the students to name the objects that begin with the letter O on the same page 62. Then show them how to trace letter O given on the left.

**SHOULD DO**   
05 MIN.

- Ask the students to air trace O. Then open their books at page number 63 and trace the letter O both in uppercase as well as the lowercase. They may use an orange crayon to trace.

**MUST DO**   
20 MIN.

 **Animated Activities** can be shown to engage the students and reinforce the concepts taught in the lesson.

**COULD DO**   
10 MIN.



### Additional Suggested Activity

- The students can be asked to draw an owl and colour it. Then, talk about its sleeping patterns.

### Home Task

- Parents can frame a story with letter O with the child. Then draw pictures to form a little story book. The child would love to read the picture story book.

## Period 4

**Place:** The lesson can be conducted in the computer room.

- Use CRM signs to organise the class.
- Read the rubric for exercise A. Ask the students to see the given picture and identify things that begin with the letter O.
- Form two teams of the students. Each team will be asked to identify the objects on the right in exercise B. The other team will name it. For correct answers, ask the students to clap their hands.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Slideshow** could be shown to the students to enhance their vocabulary with Let's Learn More Words .

**Test Generator** could be shown to the students to test their comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a word list for the letter O. They will draw one object from the list and pass it on to the next student till the list is completed.

### Home Task

- Parents can make a collage for letter O with pictures from old newspapers and magazines.

## Learning Outcomes


The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>air trace letter o, O</li> <li>trace letter o,O with crayons/pencils</li> <li>draw and colour pictures</li> </ul> |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>strengthen bond with parents while doing activities together</li> </ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>identify the words/objects that begin with letter O</li> </ul>  |

|   |  |
|---|--|
| <b>Language and Literacy Development</b>  | <ul style="list-style-type: none"><li>• express their thoughts in short, simple sentences</li><li>• decode words with O in the given story</li></ul> |
| <b>Aesthetic and Cultural Development</b> | <ul style="list-style-type: none"><li>• draw and colour pictures using colours appropriately</li></ul>   |
| <b>Positive Learning Habits</b>           | <ul style="list-style-type: none"><li>• read stories and enrich their vocabulary</li></ul>   |

# Lesson 16: Letter P

Theme 6:  
I Love  
Fridays

 4 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Maria's and Jas's standees, ice-cream sticks, pictures (parrot, peacock, penguin), papaya, cut-out of a pigeon



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop coordination of fine muscles with dexterity
- develop cognitive skills and an understanding of their immediate surroundings
- develop effective verbal and non-verbal communication skills
- develop reading skills, phonological awareness, oral language skills
- use emergent literary skills
- develop positive learning habit of reading stories

## Methodology

### Period 1

**Place:** The lesson can be conducted in the theatre room.

#### Letter P

- Ask the students to form a semi-circle using CRM signs –'Eyes on Me, Shh..., Stand in a Line, Please Wait'. They can be asked to move in a circle and wave their arms. After two rounds, ask them to stop and touch their shoulders. Instruct them to bring their hands down and stamp their feet three times. **COULD DO** 
- Place Maria's and Jas's standees at the centre and tell them that they have come with something new. Hold a toy parrot and a peacock for them to identify and name the birds. Ask them for the sounds they begin with. Confirm the correct responses that both begin with the sound of letter p. **SHOULD DO** 
- Then divide the class into two groups. Inform them that they have to listen to a list of words attentively. The moment they hear the words beginning with the sound of letter p, they must clap. Then read the list loud and clear for them. The words could be—pineapple, pin, melons, pen, three, hen and so on. **MUST DO** 



**eBook** could be used to explain the lesson.

**Animated activities** can be shown to the students for reinforcing the concept taught. **COULD DO** 

### Additional Suggested Activity

- The students can be divided into groups of three. Each group is given a collection of ten pictures and a cut-out of letter P. Then guide them to pick and paste the pictures of objects that begin with the sound of letter p.

### Home Task

- Parents can help the child make a papaya chaat. Give them chopped papaya in a bowl, salt, pepper and lemon juice. Then guide them to add the ingredients to the papaya and get the chaat ready to eat.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Arrange the students in a V formation using CRM signs (Please Wait, Shh..., Eyes on Me). Give a few pictures to the students on the right, then to the students on the left to identify. Ask them to name each picture and say the sound it begins with. Keep the ones beginning with the sound of letter p on the table and the rest of them in a box. **COULD DO**   
10 MIN.
- The students can be asked to listen attentively as you read the story on page 66. Read the story loud and clear with proper intonation for the students. Before the second read, tell them to stand and clap once on hearing the words beginning with the sound of letter p. Read the story at least thrice and ask a few questions based on the same to test their comprehension of the story. The questions could be
  - Which day is it?
  - What do children stand for?
  - Which period starts?
  - Who starts an interesting lesson?
  - What is the lesson about?
  - What does she talk about?
- Encourage the students to discuss the story in short and simple words. They may use their home language to describe and retell the story. Let them add more words to the list of words beginning with the sound of letter p. **SHOULD DO**   
15 MIN.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Ask the students to trace letter P and p, given on page 66, in the direction of the arrows. Also, ask them to identify the objects given on the right and name them (pen, pin, pant and pineapple). **MUST DO**   
15 MIN.

 **Animations** could be shown to explain the concepts taught in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given the cut-out of a pigeon to colour. Then write their name on each pigeon and help them paste the pigeon on a tree pasted on the display board.

### Home Task

- Parents can help the child identify more words that begin with the sound of letter p in their favourite story book.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- Write the letter P, p on the board. Ask the students to come and trace it on the board with their index finger.
- Then ask them to pick a crayon of their choice and trace the letter P by joining the dotted lines on page 67 in the book.
- They may be given a picture of a penguin to colour and put it up for display in the class.



**Slideshow** could be shown to explain the concepts in the lesson.

COULD DO

15 MIN.

SHOULD DO

5 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given the picture of a panda to colour. Then draw a bamboo tree alongside.

### Home Task

- Parents can make a parrot with the child. Draw a parrot and ask them to colour it. Cut it out and paste it on an ice-cream stick to make a stick puppet.

## Period 4

**Place:** The lesson can be conducted in the computer room.

- The students can be arranged in P formation using CRM signs (Please Wait, Stand in a Line, Shh..., Eyes on Me).
- Ask them to look at the pictures in exercise A on page 68 and name them. Then read and explain the statement to the students. Guide them to complete the words with missing letters.
- The students can be asked to work in pairs. Tell them to name the pictures in exercise B on page 68. Then they can find the words in the word search and circle them.



**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Read out the word list for letter P for the students. They will draw one object for each. Then pass it on to the next student till it is completed.

### Home Task

- Parents can help the child make a collage for P with pictures from the old newspaper and magazines.
- Read the statement and words for the child to listen and relate with the pictures shown in exercise C on page 69. Then help them in matching the pictures with the correct words using a crayon.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities as they trace the letter p and P</li></ul>  |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• work in collaboration with peers</li><li>• respond positively during class activities on letter P</li></ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• recognise the objects that begin with letter P</li><li>• understand that a few birds can be flightless</li><li>• learn new words that begin with the sound of letter P</li></ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• retell the story in simple, short words or phrases</li><li>• use their home language in describing the pictures or story</li></ul>   |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• explore and play with different material to create a 2D artwork—a stick puppet</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• adopt class norms</li><li>• read stories and enrich their vocabulary</li></ul>   |

# Lesson 17: Letter Q

Theme 6:  
I Love  
Fridays

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, quill, pictures of a queen, quail, quill,



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine muscles
- develop cognitive skills and an understanding of their immediate surroundings
- develop effective verbal and non-verbal communication skills
- develop reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area.

#### Letter Q

- The students can be asked to look at the CRM sign 'Stand in a Line' and form a line. Then guide them to the play area. Ask them to form four lines. Then jog on the spot for a minute and sit on the ground. Demonstrate how to breathe deeply with eyes closed. After a minute, they are ready for the class.
- Show flashcards with the pictures of words beginning with the sound of the letter Q to the students. Name each object and ask them to repeat after you.
- Use CRM sign 'Eyes on Me' to instruct them to stand in the formation of letter Q. They can be guided to air trace the letter q and Q.



**eBook** could be used to explain the lesson.

**Animated activities** can be shown to the students for reinforcing the concept taught.

**Slideshow** could be shown to explain the concepts in the lesson.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a sand pit to trace the letter q Q.

### Home Task

- Parents can help the child make a small collage on an A4-sized sheet with pictures of objects that begin with the letter Q.
- Help the child trace the letter q, Q neatly on the dotted lines on page 71.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- The students can be seated in a semi-circle. Ask them to name a few objects they had learnt in the previous class. Let them speak the words and tell the sound of letter Q.

**COULD DO**

10 MIN.

- Next, ask them to listen attentively as you read the story on page 70. Ask them to snap fingers thrice on hearing the words that begin with the sound of letter q. Read and explain the story to the students. You may ask a few questions to test their understanding of the concept. The questions could be

- Who is the teacher?
- What does she start?
- What do the children sing?
- What does Ms Priya explain?

**SHOULD DO**

15 MIN.

- Discuss the story and encourage the students to express their thoughts in simple words, phrases or their home language.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Ask them to trace the letter q and Q on page 70 with their index finger. Also, they can look at the pictures of objects on the right and frame short and meaningful sentence. Next ask them to open the book at page 72. Read the statement and guide them through the maze. Tell them that they have to read and follow q words to help the queen find the quill and paper.

**MUST DO**

15 MIN.

 **Animations** could be shown to explain the concepts taught in the lesson.

**COULD DO**

10 MIN.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

### Additional Suggested Activity

- The students can be given the letter Q cut out of a newspaper. Let them colour it using their favourite crayon. While colouring they can say the sound of Q and the words that begin with the sound of letter q Q.

### Home Task

- Parents can help the child weave a story using the words that begin with the sound of letter q, Q – queen, quill, quail and quilt.


## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show eye-hand coordination and muscle strength in simple activities</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• work collaboratively with peers during class activities</li></ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify words beginning with the sound of letter Q</li><li>• understand that the words beginning with the letter Q have u as their second letter</li></ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• use the newly learnt vocabulary in retelling the story</li><li>• describe the pictures in simple words, phrases or their home language</li></ul>            |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• adopt class norms</li><li>• engage in class activities</li></ul>  |

# Lesson 18: Letter R

Theme 6:  
I Love  
Fridays

 3 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, pictures of a rocket, rainbow, a robot (toy), ruler and a ribbon



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop fine motor skills and a fit and flexible body
- develop cognitive skills and make sense of the world around through observation and logical thinking
- use emergent literary skills
- develop reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter R

- Keep a robot, a rabbit and a ribbon on the table for the students to see. Wait for their response. Ask them to weave a short story around the three things. Initially, only a few students may come forward to tell the story, encourage others to pitch in. Let them narrate the final short story using a robot, a rabbit and a ribbon. **COULD DO** 
- Ask them to repeat the names of the three objects and identify the beginning sound (which is R). Reaffirm that the words begin with the sound of letter R. Help them say more words with the letter R. You may draw the relevant pictures on the board. For example, draw a ribbon, a rabbit or a ruler. Then ask them to open the book at page 75 and identify the things. Also, ask them to circle the ones that begin with the letter R with a blue crayon. **SHOULD DO** 
- Use CRM sign 'Eyes on Me' and instruct them to trace an R in the air with their index finger. Let them repeat a few times. Then ask them to listen attentively and clap for every word that they hear beginning with the sound of letter R. Read the story on page 73 loud and clear with proper intonation. Discuss the words beginning with the sound of letter R. **MUST DO** 



**eBook** could be used to explain the lesson.

**Animated activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**



**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be given a bowl of paint and an old newspaper. Demonstrate how to dip their index finger in paint and trace R r on the newspaper.

### Home Task

- Parents can help the child draw any one of their favourite objects that begin with the letter R. Then paste empty peanut or pistachio shells on it.
- Help the child trace the letter R and r on page 74 in the book with the crayons of their choice.

## Period 2


**Place:** The lesson can be conducted in the art room.

- Use CRM sign to organise the class into two groups. Ask each group to retell the story they have listened to in the previous class. They may use simple words or their home language. Ask them to work in pairs and mime. One of the students will act like a robot or a rabbit and the other student will guess. **COULD DO**   
15 MIN.
- Next, ask them to observe the picture on page 73 and describe it in short phrases. Then ask them to listen attentively as you read the story. They may say the words beginning with the letter R in the story twice. Also, ask them a few questions like
  - Why does everyone look out of the window?
  - Why are they happy?
  - What do they see in the sky?
  - What does Ms Priya tell them?
- Discuss the story and encourage the students to express their thoughts in simple words, phrases or their home language. **SHOULD DO**   
10 MIN.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- The students can be guided through the exercise B on page 75. Read and explain the statement to the students. Guide them to identify the pictures and write their names in the blanks provided. **MUST DO**   
15 MIN.

**A Note to the Teacher:** The students should not be assessed on the tracing or the writing of the letters that have not been taught.

-  **Animations** could be shown to explain the concepts taught in the lesson. **COULD DO**
- **Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given strips of paper in seven colours and a white sheet of paper. They can work in pairs and paste the seven strips to form a rainbow. Display it in the classroom.

### Home Task

- Parents can help the child name the objects in exercise 3 on page 76. Then fill in the missing letters to form new words. Next, they can match them with the pictures correctly.
- Help the child name the objects that begin with the letter R. Then collect their pictures from old magazines, newspapers or story books to make a scrapbook.

## Period 3

**Place:** The class can be conducted in the dance room.

- The students can be seated in two groups. Give them a set of flashcards to observe. Then ask them to arrange the cards such that all the pictures for words beginning with the letter P, Q and R are separate piles. Ask them to identify the pictures.
- The students can be shown the pictures on page 77 in the book. Let them identify the letters (P, Q or R) that they begin with. Ask them to take turns and tell one thing about each object in simple sentences.
- Form two groups of students. Show the Sound Cards from the Learning Kit and let them say the words after you and identify the letter they begin with by holding up the flashcard with that letter. For example, you show the sound card for robot. The students will say 'robot' and hold the flashcard for the letter R.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

### Additional Suggested Activity

- Give three words - popcorns, queue and rain to the students. Then ask them to frame a single sentence using all the three words given.  
**P.S.** They may need your support with vocabulary while constructing the sentences.

### Home Task

- Parents can help the child flip through the pages of magazines and find the words that begin with the letters P, Q and R. Then circle the words with different crayons.

## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>  |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• interact comfortably with peers and teacher</li> </ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• recognise words that begin with the letter R</li> <li>• connect events of the story and identify the words beginning with the sound of letter R</li> <li>• recollect the vocabulary for the letters P, Q and R and construct simple short sentences</li> </ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>• retell the story in their home language or simple, short phrases</li> <li>• enrich their vocabulary through activities like miming</li> </ul>  |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>• follow class rules and participate in class activities</li> </ul>  |

# Lesson 19: Letter S

Theme 7:  
I Love  
Fun Days

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, pictures of a snake, soap, ship, socks, the Sun, the sky, newspaper, hand paint, chart paper, glitter



Animations, Animated Activities, eBook, Slideshow, Test Generator

## 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 listening and comprehension skills
- develop reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school garden.

#### Letter S

- Use CRM signs to guide the students to stand in an S formation. Then let them enact and enjoy a rhyme on Snakes.

*Slithering snakes*

*Sleeping snakes*

*Sniffing snakes*

*Shiny snakes*

*Whenever I see one*

*They stare and scare.*

Ask them to form an S with their index finger.

- Ask the students to listen to the story on page 78 attentively and identify the words beginning with the sound of letter S. Instruct them to hop once on hearing the words with the letter S. Ensure that you read the story loud and clear with proper intonation of the students to listen and enjoy. After reading the story twice, ask them to answer a few questions such as
  - Who takes the children to the Science museum?
  - How does the hall look?
  - What are there in the sky?
  - Where are planets?
  - How are the children feeling?

**COULD DO**

**10 MIN.**



- Engage them in a class discussion on space, spaceships and recent discoveries, if possible. Let them talk about the characters, storyline and events of the story. Also, point out the words beginning with the sound of letter S. They can also be asked to name a few objects that begin with the letter S, that they might know of.

**SHOULD DO**

15 MIN.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Next, show them the pictures on page 81 to identify and name the animals in exercise B. Then guide them to complete their names with the letter S. Also, instruct them to tick the ones that they have seen in their immediate environment.

**MUST DO**

15 MIN.

 **eBook** could be used to explain the lesson.

**Animated activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be given a chart paper to trace letter S with hand paints.
- They may be guided to weave an animal story around the animals, which they have learnt in exercise B on page 81.

### Home Task

- Parents can help the child trace letter S on a blank sheet of paper or old newspaper with different crayons.
- Help the child trace letter S and s neatly on the dotted lines given on page 79.

## Period 2

**Place:** The lesson can be conducted in the dance room.

- Organise the class using CRM signs 'Eyes on Me', 'Stand in a Line'. Let them be seated in an S formation of chairs. Then engage them in a game. You will mention an action and they will have to identify the animal (that begins with an S). For example, I climb on trees and crack nuts—a squirrel. I swim in a pond—a swan. I swim in the ocean—a seal. I crawl very slowly on the ground and carry a shell on my back—a snail. and so on.
- The students can be asked to name the pictures in exercise A on page 80 and identify the letter they all begin with, that is, S. Then ask them to trace the letter s and read the words after you. Lastly, guide them to match the words to the correct pictures.
- Ask the students to observe the two pictures on page 82 and tell the differences. Then read the word list and help them to frame short and meaningful sentences. Support them with the required vocabulary.

**COULD DO**

15 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

15 MIN.

 **Animations** could be shown to explain the concepts taught in the lesson.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards placed upside down on the table. Call them one by one to pick one card and identify the object and say if it begins with an S or not. Correct responses are given a star.

### Home Task

- Parents can help the child draw a swan and decorate it with glitter.
- Help the child read a picture dictionary for S words. Try framing short and meaningful sentences. For example, A snail crawls.


## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show hand-eye coordination and muscle strength in simple activities</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• respond positively while doing activities with peers and teacher</li></ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify the animals beginning with the letter S</li><li>• recognise the words that begin with the sound of letter S</li></ul>  |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• listen and appreciate simple rhymes</li><li>• narrate the story with the characters, storyline and events in their own words</li><li>• frame simple, short sentences using the newly learnt words beginning with the letter S</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• participate actively in class activities</li></ul>  |

# Lesson 20: Letter T

Theme 7:  
I Love  
Fun Days

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, pictures/models of a telescope, a tent, a tomato, a table, a torch



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop gross and fine motor skills
- develop sharpness in sensorial perceptions
- develop positive regard for the natural environment and creatures
- make sense of world around through observation and logical thinking
- use emergent literary skills--reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter T

- The students can be shown CRM signs and arranged in a T formation in the classroom. Then point at the objects pasted on a wallchart for them to identify.

**COULD DO**

10 MIN.

**P.S.** They may name certain objects in their home language. Gently tell them the name of that object in English to be repeated after you.

- Read the story on page 83 for them to listen and identify the words beginning with the sound of letter T. They can clap twice for each word that begins with the letter T. Read the story with proper intonation and pauses at least twice. Then ask a few questions for them to answer based on their understanding of the lesson. The questions could be
- What do the children see at the Science museum?
- What does Ms Priya tell them about the telescope?
- The students can be encouraged to share their experience of seeing through a telescope. Or you may arrange one for the class activity. Engage them in a class discussion and talk about the characters, storyline and events of the story. Also, point out the words beginning with the sound of letter T.

**SHOULD DO**

15 MIN.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Next, ask the students to trace letter T following the direction of the arrows on page 83. Name the objects given on the right and share their thoughts. Help them frame simple sentences with the given words.

**MUST DO**

15 MIN.



**eBook** could be used to explain the lesson.

**Animated activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be seated into groups of four and given a chart paper to paste pictures of objects beginning with letter T. Display the charts on the board in class.

### Home Task

- Parents can help the child trace letter T on page 84 using crayons neatly joining the dotted lines.

## Period 2

**Place:** The lesson can be conducted in the craft room.

- Using CRM signs accompany the students to the craft room. They may be assembled and engaged in few aerobic activities before taking up the lesson. Ask them to stretch their arms and legs or jog on the spot.
- The students can be divided into two groups. Point at each picture in exercise A on page 85 for both the groups to name correctly. Then guide them to complete the crossword with suitable words—train, toast, tiger, tree, tail and toad.
- Read and explain the statement in exercise B on page 85 to the students. Point at each object and talk about it. They may tell their uses or place they are found and so on. Then guide them to write the correct name identifying each picture correctly.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

**A Note to the Teacher:** The students should not be assessed on the tracing or the writing of the letters that have not been taught.



**Animations** could be shown to explain the concepts taught in the lesson.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a cut-out of letter T. They can hold it and name one object that begins with the letter T. Other students can frame one short sentence for that word.

### Home Task

- Parents can help the child name the objects in exercise C on page 86. Then read the words for the child to repeat and match with the correct picture.


## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show balance and coordination of fine motor muscles while tracing or colouring</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• work collaboratively in class activities</li></ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• recognise the words that begin with the sound of letter T</li><li>• identify pictures and name them using words that begin with the letter T</li></ul>                   |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• narrate the story with the characters, storyline and events in their own words</li><li>• frame simple, short sentences using words beginning with the letter T</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>  |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>   |

# Lesson 21: Letter U

Theme 7:  
I Love  
Fun Days

 3 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, sound cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, pictures/models of a umbrella, umpire



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop gross and fine motor skills
- develop sharpness in sensorial perceptions
- develop positive regard for the natural environment and creatures
- make sense of world around through observation and logical thinking
- use emergent literary skills—reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter U

- Before beginning the lesson, you may arrange the seats in a U formation. Ask them to sing the rhyme with the English Alphabet. As they reach T ask them to stop and tell one object with each of the letters A to T. Then show them CRM sign 'Eyes on Me' to follow the formation of letter U. Tell them that U comes after T and there are seats in the shape of U. **COULD DO**   
**10 MIN.**
- Ask them to name an object that they use while going out in the rain. They may say an umbrella or a raincoat. Confirm that the umbrella is used for saving oneself from the rain and it begins with the letter U which comes after the letter T. Then read the story on page 87 loud and clear for them to listen attentively. After reading the story with proper pauses, pronunciation and intonation, ask them a few questions based on the same. The questions could be
  - What do children learn?
  - Where do they sit?
  - What does Lina like?
  - What does Ryan tell them about the umbrella?
- Engage them in a class discussion and talk about the umbrella. Tell them more words that begin with the letter U such as up, umpire and unicorn. **SHOULD DO**   
**15 MIN.**

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Next, ask the students to trace letter U following the direction of the arrows on page 87. Name the objects given on the right and help them frame simple sentences for them.

**MUST DO**

15 MIN.



**eBook** could be used to explain the lesson.

**Animated Activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be guided to form an umbrella using construction paper.

### Home Task

- Parents can help the child trace letter U and u on page 85 using crayons. They can be guided to neatly join the dotted lines.

## Period 2

**Place:** The lesson can be conducted in the music room.

- The students can be assembled in the music room using CRM signs 'Eyes on me, Stand in a Line'. Then ask them to sing and enact the rhyme 'Rain Rain Go Away'.
- Show the pictures in exercise A on page 89 to the students. Read the statement and explain that there are umbrellas to be paired up. Tell them to look at the umbrellas closely and match the ones that are the same to make pairs.
- Read and explain the statement in exercise B on page 89. Ask them to name the objects and colour the ones that begin with the letter U.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.



**Animations** could be shown to explain the concepts taught in the lesson.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a sheet with a rainy scene. They can be guided to paste an umbrella made of newspaper or a cellophane sheet.

### Home Task

- Parents can help the child speak out the words that begin with the letter U and notice the different sounds of U.

## Period 3

**Place:** The lesson can be conducted in the classroom.

- The students can be asked to enact a rainy scene. They may pretend holding an umbrella or wearing gum boots.

**COULD DO**

5 MIN.

- Ask them to listen to the sound cards and tap their head once if it begins with the letter U.
- The students can be shown the flashcards with pictures for the objects that begin with the letters S, T and U. Let them name each object and identify the letter it begins with. Then they may tell one thing about any one of the object in the list. Repeat all the sentences for them to practise and enrich their vocabulary.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.



**Animations** could be shown to explain the concepts taught in the lesson.

### Additional Suggested Activity

- The students can be asked to stick pictures for the correct letter S, T or U on a sheet.

### Home Task

- Parents can help the child repeat and revise the word list on page 90. Prepare a collage with the pictures depicting objects that begin with the letters S, T and U.
- Ask them to identify the objects in their immediate surroundings.


## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• show eye-hand coordination and muscle strength in simple activities</li> </ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• respond positively in class activities</li> </ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• recognise the words that begin with the sound of letter U</li> <li>• identify pictures and name them using words that begin with the letter U</li> </ul>                   |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>• narrate the story with the characters, storyline and events in their own words</li> <li>• frame simple, short sentences using words beginning with the letter U</li> </ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>• explore and play with different material to create a 2D or 3D artwork</li> </ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>• adopt class norms and engage in class activities</li> </ul>  |

# Lesson 22: Letter V

Theme 8:  
I Love  
Saturdays

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, sound cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Lina's, Maria's, Sam's, Jas's and Ryan's standees, pictures of a van, vegetables, vase, violin, five to six vases, paint, paint brushes



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:



- develop gross and fine motor skills
- make sense of the world around through observation and logical thinking
- use emergent literary skills—reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the playground.

#### Letter V

- The students can be taken to the playground for a race. Use CRM signs to guide them to the play area. As they reach the finish line, show them the V sign with the index and middle fingers and say 'victory' ...you all are winners. **COULD DO** 
- Place Lina's, Maria's, Sam's, Jas's and Ryan's standees for the students to see. Ask them if they like to eat vegetables and name their favourite vegetable. Discuss how vegetables help in maintaining good health. Then show them flashcards to name the objects and identify the letter they begin with. The objects could be a van, a vase, vegetables, or violet colour and so on. Then ask them to listen to the story on page 91 carefully and clap for the words that begin with the sound of letter V. Then ask them a few questions based on the story to test their comprehension of the same. The questions could be
  - Where are the children?
  - What are they painting?
  - What does Ryan tell them about the rainbow?
  - Name the seven colours of the rainbow.
  - What are the colours of a rainbow called when put together?
- Talk to them about the formation of the colours of the rainbow. Discuss how the children enjoy painting together. Emphasise on the importance of working as a team. **SHOULD DO** 

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Ask the students to trace the letter V, v following the direction of arrows, with fingers on page 91. Then let them air trace the letter V, v.

**MUST DO**

15 MIN.



**eBook** could be used to explain the lesson.

**Animated Activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be guided to draw and colour any one of the objects that begin with the letter V, on a blank sheet. Then display them in the classroom.

### Home Task

- Parents can guide the child to trace letter V, v on page 92. Tell them to use crayons to join the dotted lines neatly.

## Period 2

**Place:** The lesson can be conducted in the craft room.

- Ask the students to sit in V formation and wave at each other. Then ask them to look at the CRM sign 'Eyes on Me'. Ask them to follow the steps as you raise your arms and join the palms. Move to your right, then left. Clap your hands and bring them down. See that they follow you.
- Hold the pictures of a volcano, a vessel, a vase and a vulture for them to identify and name them. Then ask them to say the letter they all begin with. Confirm that they all begin with the letter V. Read the statement and guide them to complete the words for the pictures. They can also be engaged in a short story based on the four pictures.
- Ask the students to read the words after you in exercise B on page 93. Have an oral drill. Then help them find the words in the given word search. They can be asked to draw any one of them on a blank sheet.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.



**Animations** could be shown to explain the concepts taught in the lesson.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be divided into groups of four. Each group is given a vase to paint using paint and brush. Ensure that they use paint carefully and do not smudge.
- Have an oral drill with words that begin with the letter V with the students.

### Home Task

- Parents can help the child identify the objects that begin with the letter V in a picture dictionary.
- Draw and colour the scene of valley with the child. Then place it in their room with their name tagged.


## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>  |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• recognise the objects and identify the letter they begin with, that is, the letter V</li><li>• learn about the formation and colours of the rainbow</li></ul>   |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• narrate the story with the characters, storyline and events in their own words</li><li>• use visualisation to weave a story with the given pictures</li><li>• express their thoughts about the objects that begin with the letter V</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• display creativity and inventiveness in using a variety of materials</li></ul>  |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• engage in class activities</li></ul>  |

# Lesson 23: Letter W

Theme 8:  
I Love  
Saturdays

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, sound cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Lina's, Maria's, Sam's, Jas's and Ryan's standees, pictures of wall, watermelon, wool, water, water bottle, window, googly eyes, walnut shells, water colours, an empty matchbox, straw, bottle caps, strips of paper



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:



- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- make sense of the world around through observation and logical thinking
- develop listening and comprehension skills
- use emergent literary skills—reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the dance room.

#### Letter W

- The students can be accompanied to the dance room using CRM signs 'Stand in a Line, Eyes on Me, Please Wait'. Play music for them to dance and relax. **COULD DO** 
- Place Lina's, Maria's, Sam's, Jas's and Ryan's standees in the dance room for the students to see. Tell them the story on page 94 with proper intonation and pauses. Ask them if they also enjoy eating watermelon or get water in a water bottle, and so on using words that begin with the letter W. Read the story once again and ask them to answer a few questions like
  - Where do the children go?
  - What do they do?
  - What does Maria's mother bring?
  - Where does everyone sit?
  - What do they enjoy eating?
- Encourage them to talk about the characters, storyline and events in the story using simple and shorty phrases. They might use their home language. **SHOULD DO** 

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- The students can be asked to walk on W marked on the dance floor with a tape. Tell them to walk carefully lest they step out of the line. Then ask them to trace letter W following the direction of the arrows on page 94 with their index finger. While tracing, they can name the objects that begin with the letter W. For example, W says w, w water, w wall and so on.

**MUST DO**

15 MIN.

 **eBook** could be used to explain the lesson.

**Animated Activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be asked to trace the letter W in the sand tub.

### Home Task

- Parents can guide the child to identify the pictures of objects that begin with the letter W at home or immediate surroundings.
- Help the child trace the letter W, w on page 95 in the book. They may use crayons of their choice to trace neatly on the dotted lines.

## Period 2

**Place:** The lesson can be conducted in the classroom.

- Show CRM sign 'Stand in a Line' to the students and wait for them to form a line. Then ask them to hop-skip-jump on the spot. Then they can be asked to swing their arms forward and backward. Now they are ready for the class.

**COULD DO**

5 MIN.

- Show flashcards with the pictures of a wall, waterfall, a water bottle, a watermelon and wool to the students. Let them name the objects and repeat their names. Ask them to say the letter they all begin with, that is, letter W. Ask them to retell the story they have listened to, in the previous class. They may use simple short words or their home language. Then read and explain the statement in exercise A on page 96. Tell them to name the creatures and identify the letter W to complete the words.

**SHOULD DO**

15 MIN.

- Next, they can be asked to trace the words in exercise D on page 97 using crayons. Ask them to read the words after you.

**MUST DO**

20 MIN.

**A Note to the Teacher:** The students should not be assessed on the tracing or the writing of the letters that have not been taught.

 **Animations** could be shown to explain the concepts taught in the lesson.

**COULD DO**

10 MIN.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

### Additional Suggested Activity

- The students can be asked to work in pairs. Give them walnut shells to make a ladybird on a sheet. Guide them to colour the shell and let it dry. Paste googly eyes. Then paste the shell on the sheet and draw legs of the ladybird.
- Guide the students to make waves using strips of paper. Then colour them blue with paint.

### Home Task

- Parents can help the child find words in the word search in exercise C on page 97.
- Guide the child to match pictures to the words in exercise B on page 96. Give them flashcards with pictures and words to match. Then draw lines using crayons to match them in the book.
- Help the child make a wagon using an empty matchbox, straw and bottle caps. Then let them play with their wagon.


## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify objects that begin with the letter W</li><li>• comprehend the storyline and associate with the characters and events of the story</li></ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• retell the story using the words they have learnt</li></ul>   |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• explore and play with different material to create a 2D or 3D artwork</li></ul>  |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• engage in class activities</li></ul>   |

# Lesson 24: Letter X

Theme 8:  
I Love  
Saturdays

 3 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, sound cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Lina's, Maria's, Sam's, Jas's and Ryan's standees, an x-ray, a toy xylophone, cut-outs of Xmas tree, old newspapers



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:





- use expressive and receptive communication skills
- develop fine motor skills
- develop sharpness in sensorial perceptions
- make sense of world around through observation and logical thinking
- use emergent literary skills—reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter X

- Using CRM signs, the students can be arranged in groups of three each. Let them form a cross with their arms. Then make a circle. Let them play cross and knots with arms by coming forward and standing in the square drawn. When three students with same sign stand in the same line vertically, horizontally or diagonally, they win. **COULD DO**  
- The students can be asked to sit in pairs and given chopsticks made from an old newspaper. Ask them to make a cross. Place Lina's, Maria's, Sam's, Jas's and Ryan's standees in the dance room for the students to see. Read the story for them to listen attentively and note the different sounds of x. Then ask them simple questions to respond, such as
  - Where are the children playing?
  - What does Sam spot?
  - What does Maria tell her friends?
  - What does she give her friends?
- Encourage the students to discuss the storyline and events of the story. Then they can be called to retell the story in simple and short words or phrases. **SHOULD DO**  

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- The students can be shown a real x-ray and a toy xylophone to talk about. Then ask them to trace the letter X on page 98 using their index finger. Later they can trace the letter X on the table.

**MUST DO**

15 MIN.



**eBook** could be used to explain the lesson.

**Animated Activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be given cut-outs of Xmas trees to decorate using holly leaves, stars, etc. Then display it in the class.

### Home Task

- Parents can guide the child to trace the letter X, x on page 99 with the crayons of their choice.

## Period 2

**Place:** The lesson can be conducted in the art room.

- Show CRM sign 'Stand in a Line' to the students take them to the art room. Let them clap, jump and make an X with the index fingers.
- Ask them to open the book at page 100 and describe the picture in exercise A. They must be encouraged to use simple phrases or their home language to express their ideas. Then ask them to colour the given picture and colour all X in red.
- Next, they can be asked to trace the path for the fish to reach its x-ray.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.



**Animations** could be shown to explain the concepts taught in the lesson.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to work in pairs. Give them sheets and crayons to draw an x-ray of their hand or face. Let them enjoy making the skeleton.

### Home Task

- Parents can help the child decorate the Xmas tree with the holly leaves, stars, etc. Place it in the living room.

## Period 3

**Place:** The lesson can be conducted in the art room.

### Let's Learn More Words

- The students can be given the word list to tick or cross that begin with the letters V and W. Then read the statement on page 101 and ask them to affirm.

**COULD DO**

10 MIN.

- Read the sound cards from the learning kit for the students to repeat after you. These may be used for them to identify the ones that begin with V, W or X.

**SHOULD DO**

15 MIN.

- Ask the students to open the book at page 101. Make their own words that begin with an X and write in the blank space provided.

**MUST DO**

15 MIN.

**A Note to the Teacher:** The students should not be assessed on the tracing or the writing of the letters that have not been taught.

### Additional Suggested Activity

- The students can be asked to make their own dictionary of V, W and X words. They can draw or paste the pictures and write the letter at the corner.

### Home Task

- Parents can help the child read the words on page 101. Then help in framing short and meaningful sentences with each word.

## Learning Outcomes

The students will:

|  |   |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• hold the writing tools</li> <li>• develop fine motor skills</li> </ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• interact comfortably with peers and teacher</li> </ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• recognise the words that begin with the letter X</li> </ul>  |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>• listen and follow short instructions</li> <li>• retell the story using the words they have learnt</li> </ul>             |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>• explore and play with own voice, body and a variety of objects to create music, role-play, dance and movement</li> </ul> |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>• adopt class norms and engage in class activities</li> </ul>  |

# Lesson 25: Letter Y

Theme 9:  
I Love  
Saturdays

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, sound cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Lina's, Maria's, Sam's, Jas's and Ryan's standees, pictures of a yam, a yo-yo, yarn, yellow, a yacht



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:



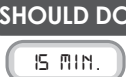

- use expressive and receptive communication skills
- develop fine motor skills
- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with materials
- use emergent literary skills—reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter Y

- Using CRM signs, the students can be divided into two groups. Show them the flashcard Y and ask for things they can think of, that begin with the letter Y. Write the correct ones on the board. Ask them to clap their hands and tap their nose. **COULD DO**  
- The students can be asked to listen to the story and clap thrice for each word that begins with the letter Y. Read story on page 102 with the proper intonation and pronunciation. Then ask them if they know how to tie their shoelaces. Also, tell them to look at the picture and talk about the children tying their shoelaces. Lastly, ask them a few questions based on the story such as
  - Which day is it?
  - What are children getting ready for?
  - Who have similar shoes?
  - Who ties his shoelaces- Jas or Ryan?
- The students can be asked to retell the story in their own words. Then frame simple, short sentences with Y words given on the right. **SHOULD DO**  

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- The students can be asked to air trace the letter Y and say the words that begin with it.

**MUST DO**

15 MIN.



**eBook** could be used to explain the lesson.

**Animated Activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be asked to make a flower on a sheet of paper. Then paste yellow yarn on the outline.

### Home Task

- Parents can guide the child in tracing the letter Y, y on page 103. They may use yellow crayon.

## Period 2

**Place:** The lesson can be conducted in the play area.

- The students can be taken to the play area instructing them through CRM signs. Demonstrate a few steps for an aerobic activity. Let them hop-skip-jump on the spot. Then they can lift their arms and move their hands.
- Ask them to open the book at page 104. Read and explain the statement in exercise A to the students. Let them name the objects as you point at each one. Then ask them to circle the ones that begin with the letter Y. Lastly, they can read the words after you and put their index finger at each object.
- Next, they can be asked to weave a story using the words with the letter Y. Guide them with the required vocabulary.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.



**Animations** could be shown to explain the concepts taught in the lesson.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to work in groups of three. They can make a collage on letter Y, with picture of objects pasted on a chart paper.

### Home Task

- Parents can help the child make a ball or yo-yo using yarn.
- Repeat the words with the letter Y and ask the child to tell how it is useful. For example, you say Y for yarn. I made a ball with yarn.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>• show hand-eye coordination and muscle strength in simple activities</li></ul>  |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>  |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>• identify the objects and recognise the words that begin with the letter Y</li></ul>  |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• narrate the story using simple words, phrases or their home language</li><li>• express if they could tie their shoelaces as the characters in the story</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>• display creativity and inventiveness in using a variety of materials</li></ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>   |

# Lesson 26: Letter Z

Theme 9:  
I Love  
Saturdays

 3 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, sound cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Lina's, Maria's, Sam's, Jas's and Ryan's standees, zip, zero, zebra, zebras cut out of a black chart paper, blank sheets, paint



Animations, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:



- develop coordination of fine muscles with dexterity
- develop sharpness in sensorial perceptions
- develop listening and comprehension skills
- demonstrate creativity and inventiveness with materials
- use emergent literary skills—reading skills, phonological awareness, oral language skills

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom.

#### Letter Z

- Form a Z on the floor with a tape. Show CRM signs 'Stand in a Line, Please Wait and Eyes on Me' to the students to follow and walk on the Z formation. Let them walk on it a few times and identify the letter. Once they say Z, clap for them. Ask them to hold their hands and jump on the spot. **COULD DO**   

- The students can be asked to listen to the story carefully and tap their head once. Read the story at least twice with proper pronunciation, pauses and intonation. They can snap their fingers on hearing the words that begin with the letter Z in the story. You may ask them a few questions based on the story such as
  - Who takes children to the park?
  - What does Baba tell children?
  - What does Jas say?
  - Why does the zebra crossing have white stripes?
- Encourage them to narrate the story in simple words with character standees. They may share their own experience of crossing the road. Let them understand the importance of crossing the road at the zebra crossing. **SHOULD DO**   


**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Ask them to trace the letter Zz in the direction of arrows numbered 1, 2 and 3 on page 105 with their index finger. Then ask them to name the objects on the right.

**MUST DO**

15 MIN.

 **eBook** could be used to explain the lesson.

**Animated Activities** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

**Slideshow** could be shown to explain the concepts in the lesson.

### Additional Suggested Activity

- The students can be guided to create a scene at the zebra crossing. Then discuss how important it is to walk safely on the road and cross only at the zebra crossing.

### Home Task

- Parents can guide the child in tracing the letter Z, z on page 105. Give a set of crayons to them to trace.

## Period 2

**Place:** The lesson can be conducted in the music room.

- The students can be taken to the music room using CRM signs. They can be asked to sing and enact a rhyme on Zebra.
- Ask them to open the book at page 107 and trace the zebra's path in exercise A. Then copy the path with the crayon of their choice.
- Next, hold the flashcards and tell them to read the words given in exercise B on page 107 after you. Engage them in a story using the words. Then they can be asked to trace the words using the crayons of their choice.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

**A Note to the Teacher:** The students should not be assessed on the tracing or the writing of the letters that have not been taught.

 **Animations** could be shown to explain the concepts taught in the lesson.

**COULD DO**

10 MIN.

**Test Generator** could be used to test students' comprehension of the concepts taken up in the lesson.

### Additional Suggested Activity

- The students can be asked to paste 'stripes' of white paper on the zebra cut out of a black chart paper. Then the zebras could be put up for display on the board with a jungle as the backdrop.

### Home Task

- Parents can help the child pull the zip of a bag and trace zero in flour. Also, you may take them on a visit to the zoo.
- Guide the child to plant a zinnia or draw and colour a zinnia flower.

## Period 3

**Place:** The lesson can be conducted in the craft room.

- Take the students to the craft room using CRM signs. Let them make a zig-zag pattern using strips of newspaper.
- The students can be asked to look at the flashcards to identify and name the objects that begin with the letters Y and Z. Also, show them the flashcards for 'zoom' and 'zone' and ask if they know these words. Let them repeat the words after you.
- Next, ask them to open the book at page 110. Identify and colour the numbers from 1 to 10. Then guide them to trace the letter each number begins with and say it aloud.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

### Additional Suggested Activity

- The students can be asked to tell the numbers with zero.
- Then give them a blank sheet and paint to trace the letter Z.
- Also, use sound cards to introduce more words that begin with the letters Y and Z to them.

### Home Task

- Parents can help the child revise the letters of the alphabet using flashcards. Then help them join the dots to complete the picture on page 109. Once the picture is completed, let them enjoy colouring the picture with neat strokes.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>• work collaboratively in art work</li> </ul>   |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>• identify the objects and recognise the words that begin with the letter Z</li> <li>• learn the importance of using a zebra crossing for road safety</li> </ul>                                      |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>• listen and follow short instructions</li> <li>• narrate the story using simple words, phrases or their home language</li> <li>• use newly learnt vocabulary in expressing their thoughts</li> </ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>• display creativity and inventiveness in using a variety of materials</li> </ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>• observe road safety</li> <li>• follow class norms and participate in class activities</li> </ul>  |