

Yearly Scheme of Work

Time Taken: 70 Periods (each period of 40 minutes duration)

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

Digital Assets: Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

Class LKG

Scheme of Lessons – Micro Schedule – General Awareness = 70 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods
Theme 1: I Love Mondays	
1. I am Special	11
Theme 2: I Love Tuesdays	
2. Jas and his Family	3
3. Family Time	5
Theme 3: I Love Birthdays	
4. House and Neighbourhood	3
5. People Who Help Us	5
Theme 4: I Love Wednesdays	
6. All About Colours	9
7. Food We Eat	3
8. Healthy Eating Habits	5
Theme 5: I Love Thursdays	
9. Living and Non-living Things	5
10. All About Flowers	4
Theme 6: I Love Fridays	
11. World of Animals	4

Theme/Lesson No. & Name	Suggested Allocation of Periods
12. World of Birds	2
13. World of Insects	2
Theme 7: I Love Fun Days	
14. Let's Go	2
15. Stop, Wait, Go!	1
Theme 8: I Love Saturdays	
16. Things that Go Together!	1
17. Day and Night	2
Theme 9: I Love Sundays	
18. Seasons	2
19. Days of the Week	1

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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


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

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

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

Lesson 1: I am Special

Theme 1:
I Love
Mondays

 11 Periods (40 minutes each) (Circle Time)



Poster Affirm with Us, Sam's standee, crayons, expression cards and CRM signs, Learning Kit, old newspapers/magazines, construction paper, puzzle on Parts of the Body



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop emotional intelligence
- observe their surroundings and think logically
- develop communication skills in their home language
- express their emotions through art
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Greet the students in class with a Hi Five! Manage the class using CRM signs as and when required.
- Show the poster 'Affirm with Us' from the Learning Kit to the students. Point at each picture for them to identify each action. They may say that Lina is throwing trash in the bin, etc. Read each affirmation for the students to repeat after you. Discuss each affirmation with the class by asking them which of the actions they usually do. After discussing all the five actions, tell them that just like Lina, Jas, Sam, Maria and Ryan, we all are unique. This will inspire them to be kind, careful, healthy, neat and clean. **COULD DO**
15 MIN.
- Show them Sam's standee and tell the students that Sam is here to tell you about her daily activities. Then tell them to look at the picture on page number 6 and describe it in their own words. Then read the short story that Sam is getting ready for school on a Monday morning and Baba is combing her hair. Let them say who combs their hair— their father or their mother? Discuss. **SHOULD DO**
10 MIN.
- Arrange the class in two semi-circles. Ask them to tell their daily routine. Each student can be called to stand at the centre of the circle and act. They can be sent back to their seats. Then show each picture to the students to describe and number in the correct order. **MUST DO**
15 MIN.



Animation could be shown to generate interest among the students. **COULD DO**
10 MIN.

Additional Suggested Activity

- Give each student a sheet and crayons. Tell them to draw five things they use for maintaining cleanliness. They may use crayons to colour. After completing, they can tell how they use each item they have drawn.

Home Task

- Teacher can mention the home task in the child's diary. Parents can take a box and keep a comb, a towel, a tooth brush and soap in it. Then ask the child to pick each item one by one and describe it. Discuss how important it is to keep ourselves neat and clean for good health.

Period 2

Place: The lesson can be conducted in the classroom.

- Arrange the clues on small bits of paper in a box. Organise the class into U shape.
- Start from the left and ask each student to pick one bit of paper from the box. Read it for the child to mime and the rest of the class will have to guess and name the action. Each student must get a chance to act. No matter if the clues are to be repeated.
- Once they have played miming, they can be settled for the next activity. Guide the students to open the book at page number 7. Read the clues for the students and ask them to draw, colour or paste pictures.

COULD DO
05 MIN.

SHOULD DO
10 MIN.

MUST DO
25 MIN.



Animated Activities could be used to recapitulate the content taught.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given cue cards to match with the corresponding pictures.

Home Task

- Sit with the child and make a time table for daily routine. Make columns for one week. Hang /place it along with a green pen, near the bed. Help the child tick the things she/he has done during the day.

Period 3

Let's Read

Place: The class can be conducted in the school assembly area.

- CRM signs can be used to organise the class.
- Ask the students to hold each other's hands such that they form a big circle.
- Then read the poem and ask them to point at the different parts of the body. Repeat the activity at least twice and wait for the students to identify the parts of the body.
- Ask the students to talk about different things that Sam is doing with different body parts on page number 9.

COULD DO
05 MIN.

SHOULD DO
15 MIN.

MUST DO
20 MIN.



Infographic could be used to reinforce the content taught to the students.

COULD DO

05 MIN.

Additional Suggested Activity

- Give a sheet of paper to the students and demonstrate how to draw their hand. Then tell them to make a peacock. Display the drawings in the display corner.

Home Task

- Sit with the child to draw body organs on used cardboards (old sweet boxes can be used). Cut them out and guide the child to match the parts of the body with the activities done.

Period 4

Place: The lesson can be conducted in the classroom.

- Show CRM signs and manage the class.
- Ask the students to work in pairs. Give them flashcards with the pictures (on page number 10) to identify. Encourage them to speak about each item in exercise 3.
- Once they have practised, you can ask them to circle the things they use to keep themselves clean. Show each card and ask if they use it to keep themselves clean. Then tell them to pick a crayon and circle (if it is used).

COULD DO

05 MIN.

SHOULD DO

15 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.



eBook could be used to recapitulate the content taught.

Additional Suggested Activity

- Take a sheet of old newspaper and cut out pictures of objects/actions showing cleaning or washing hands, hair, etc. Paste the pictures in a file. Tell your partner about each picture.

Home Task

- Help the child in making her/his own tooth powder. Take a few cloves and a cardamom; grind them together. Add a little salt and tooth powder is ready. Show the child how to use the home made tooth powder for healthy gums.

Period 5

Place: The class can be conducted in a library.

- Use CRM signs to settle the students. Show CRM sign (Stand in a Line) and take the students to the library. Form a big circle of students on the floor area of the library. Wait for them to settle down.
- Ask them to tell their daily routine, one by one. Also, tell them to clap once for the activity they do independently.
- Next, the students can be asked to look at Sam's pictures in exercise 4 on page number 11. Let them describe each one in their own words or home language. Then show Sam's standee and ask, 'I wash my hands. Do you do it, too?' Wait for their response and ask them to tick the picture if they do it.

COULD DO

05 MIN.

SHOULD DO

15 MIN.

MUST DO

20 MIN.





Slideshow could be used to revise the concept taught to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- Form two teams of the students. Call one child from team A to act one of the activities for the other team to guess. Swap the activity for team B.

Home Task

- Parents can help the child take a sheet of paper and paste pictures of daily routine activities they do independently. Pictures can be taken from old magazines/newspapers or their own album. Send the work to the school for class discussion.

Period 6

Let's Learn

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

- Show CRM signs and take the students to the school playground. Let them form pairs to run and catch. **COULD DO**
10 MIN.
- Again show CRM sign and assemble the students. Ask them to play the game, 'Who did it?' Tell them that you will say a sentence and they will name who did it. The sentences could be:
 - I help you run.
 - I help you write.
 - I help you see beautiful flowers.
 - I help you think.**SHOULD DO**
15 MIN.
- Show the students the poster on page number 12. Let them identify the body parts and read the names aloud after you. **MUST DO**
15 MIN.

Additional Suggested Activity

- Give the Parts of the Body puzzle to the students to arrange. They may work in pairs.

Home Task

- Parents can help the child make a stick puppet or rag doll. Then play the game of identifying the body parts that help in completing our daily activities.

Period 7

Place: The class can be conducted in the classroom.

- Greet the students to the class. **COULD DO**
10 MIN.
- Arrange the students in a semi-circle. Show the picture in exercise 5 on page number 13 and ask the students to name the body parts. Conduct a discussion on each body part. **SHOULD DO**
10 MIN.
- Next, ask the students to read the name of each body part after you and write the missing letter. For this, repeat the sound of each word. e.g., 'Neck' and 'face' should be pronounced to make the difference of 'e' and 'a' clear to the students. Repeat the words at least thrice for the students to follow. Guide them to complete the names of body parts. **MUST DO**
20 MIN.

Additional Suggested Activity

- The students can be helped to display the rag dolls or stick puppets they have made.
- Use the rag dolls/ stick puppets/ flashcards to the students with different body parts. Let them identify and name the body parts and how they are useful in our daily life activities.

Home Task

- Parents can have fun activity with the child during bathing time. Ask the child to dip a mug upside down in a bucket full of water and observe what happens. Then after the shower, sit with the child and read the options in exercise 6 on page number 13. Wait for the child to think and answer. Then tell her to tick the correct option (The water moves from its place).

Period 8

Let's Talk

Place: The lesson can be conducted in the classroom.

- Greet the students with Sam's standee and organise them into two groups.
- Divide the class into two groups. Show the picture on page numbers 14 and 15. Ask them the questions like—'How is everyone looking in the picture?'
- What are they doing?
- Where are they sitting?
- What is Sam doing?
- Which games do you like to play with your friends?
- Read and explain the story and encourage the students to talk about the scene. Explain the students that each child is unique and special just like Sam. Guide them to frame short, simple sentences and tell how they feel for Sam (page number 16).

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Additional Suggested Activity

- Give each student a small circle. Ask them to draw one game they like to play with their family. Help them in putting it up for display.

Home Task

- Take the child to a nearby park. Play hopscotch and see if he/she enjoys.
- Sit with the child comfortably. Help her/him to open the book at page numbers 14 and 15. Let the child describe the picture, characters in the story and express Sam's feelings. Then show pictures on page number 16 to the child and ask how they feel for Sam.

Period 9

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

- Show CRM signs (Eyes on Me) to the students. Then ask them to show the expression cards (Learning Kit) indicating if they are happy or curious. Repeat it, at least twice. Next, show them CRM sign (Stand in a Line) and take them to the art room.

COULD DO

10 MIN.

- Settle the class using CRM signs. Show them flashcards to identify the colours and match them to the cups on page number 16.
- Ask them to recall and tell which cup belongs to Sam and her family.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Additional Suggested Activity

- Give the cut-out of a cup to each student. Tell them to colour and write the first letter of their name on it. Then display the cups in the display corner.

Home Task

- Take out family album and enjoy looking at pictures with the child. Then ask her/him to select one that he/she likes the best. Open the book at page number 17 and help him/her in pasting the photo in the space provided. Once photo is pasted, guide him/her to write name in the space provided.

Period 10

Let's Read

Place: The class can be conducted in the music room/school playground.

- Use CRM signs to organise the class. The students can form a train to Nani's House and move around for a while.
- Let them listen to the poem as you sing it. Guide them to recite the poem while they move like a train.
- Take a rag doll or stick puppet. Use it to show the students how a touch could be good or bad. Let a student hold its hand and tell if it is ok or not. Similarly, call other students to show how a touch could be bad or unacceptable.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

P.S. Explain to the students the difference between good touch and bad touch.

Additional Suggested Activity

- Conduct a role-play or show a film (available on CBSE website) on Good Touch, Bad Touch to the students. Discuss.

Home Task

- Parents to ask the child draw things they do in school/home/surroundings. Observe and discuss the importance of not letting anyone touch them inappropriately. Sing the poem with the child with rhythm and intonation.

Period 11

Let's Relax

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

- Ask the students to form a line and move to the school playground. Show them CRM signs (Eyes on Me, Stand in a Line) to the students. Then form pairs and ask them to look at the garden. After five minutes, call them back by showing CRM sign (STOP). Encourage them to describe what all they could see. Ask how they smell the flowers, should they pluck flowers or not, etc.

COULD DO

15 MIN.

- Show the CRM sign (GO) and bring the students back to the class. Arrange the class in a circle. Give them books to open at page number 20. Let them describe Sam and what she is doing. Then read and explain the instruction for the students to join the dots and colour the flower. Also, ask them to tick the body part she uses to smell the flowers.
- Once the students have completed the picture, discuss the use of that body part in various activities.

SHOULD DO


15 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

 **Test Generator** could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- The students can be given construction paper to draw the sense organs they use to smell their favourite flower. Colour it and put it up for display.

Home Task

- Parents can take the child to the florist or a garden. Show different flowers and help in differentiating the fragrances of various flowers.
- Help the child in making a flower using Origami. Spray perfume on it and put it in a vase.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • differentiate between a good touch and a bad touch • acknowledge the fact that each child is special
Cognitive Development	<ul style="list-style-type: none"> • comprehend and follow the instructions given by the teacher • identify activities of their daily routine • identify the different body parts
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language • mime the daily routine activities
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • draw things they use for personal hygiene • make stick puppets/ rag doll with help
Positive Learning Habits	<ul style="list-style-type: none"> • recognise things used for personal hygiene

Lesson 2: Jas and his Family

Theme 2:
I Love
Tuesdays

 3 Periods (40 minutes each) (Circle Time)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit, ice-cream sticks, cartridge sheets, photo album



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop an understanding of gender equality in doing tasks at home
- observe the colour game experiment and think logically
- develop communication skills in their home language
- express their emotions through art (drawing/ pasting pictures, making stick puppets)
- develop positive learning habits

Methodology

Period 1

Place- The lesson can be conducted in the classroom.

- Use CRM signs as and when required to manage the students in class.
- Ask the students to bring a family photo. Let them sit in pairs and tell their partners about the people in the photo.
- Talk to them about the family members and how important it is to share and care for the family members.
- Guide the students to open the book at page number 21. Read the name of the lesson aloud. Ask the students to look at Jas's picture on top left and describe it in their own words or home language. Then give them crayons to draw and colour a picture of their family in the space provided.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.



Animation could be shown to generate an interest for the lesson among the students.

Animated Activities could be used to engage and reinforce the concept to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be guided to make stick puppets of their family members using cartridge sheets, crayons and ice-cream sticks.

Home Task

- Teacher can mention the home task in the child's diary. Parents can collect photographs and make a collage with the child. Then get it framed.

Period 2

Let's Learn

Place- The lesson can be conducted in the music room.

- Show CRM sign to the students and manage the class. Take them to the music room.
- Arrange the students using CRM signs in the music room. Play some music for the students to unwind and get ready for the class. **COULD DO**
10 MIN.
- Organise the class in small groups of four. Ask the students to show their stick puppets. Then show the picture on page number 22 to the students and ask them to identify the characters. Let them describe it in simple words or home language. Each group can speak taking turns. Then read the story and tell them that Jas calls his mother 'Ammi' and father 'Papaji'. Let the students share how they address their parents. **SHOULD DO**
15 MIN.
- Tell the students about the family photo album that Jas is looking at with Ammi and Papaji. Ask the students if they enjoyed making their own family collage with their parents. Listen to their experiences in simple words or home language. **MUST DO**
15 MIN.



eBook could be shown to recapitulate the content taught in the class.

Infographic can be shown to provide information to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- Conduct role-play using stick puppets of the family members.

Home Task

- Parents can sit comfortably with the child and talk about the activity on page number 23. Parents can tell the child about the family tree, which is a chart or a drawing that shows how every member of the family is related to each other. Then parents can collect old pictures of family members from their family photo album. Help the child to paste the pictures and complete the family tree activity.

Period 3

Let's Play

Place: The lesson can be conducted in the playground.

- Organise the students in a big circle. Let them play 'Dumb Charades'. One child comes to the centre and enacts an activity they do at home. Rest of the students will guess. **COULD DO**
15 MIN.

- The students can be shown the pictures on page number 24. Ask the students to identify the activities that they do with their families. Ensure that all the students get a chance to speak.
- Next, ask the students to tick the activities they do with their family using a crayon. Also, discuss that gender equality begins at home as all the tasks can be done by all the family members whether. Let them share their home experiences and how they help their parents at home.

SHOULD DO

10 MIN.

MUST DO

15 MIN.



Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Draw an activity that you like to do with your grandparents. Share it with your partner.

Home Task

- Paste pictures of five activities that you do with your family.
- Parents can help the child to perform the activity **Let's Relax** on page number 25. Arrange the things such as five coloured chocolate buttons, warm water and white plate. Keep them on the table and help the child perform the experiment.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • draw, colour pictures • strengthen finger and hand movements while making stick puppets
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • spend time with family and enjoy activities • learn that all tasks can be done by both the genders at home
Cognitive Development	<ul style="list-style-type: none"> • learn about new colours through colour game experiment
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • draw or paste picture of the family
Positive Learning Habits	<ul style="list-style-type: none"> • help parents in doing tasks at home

Lesson 3: Family Time

Theme 2:
I Love
Tuesdays

 5 Periods (40 minutes each) (Circle Time)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)




To enable the students :

- express their thoughts effectively
- develop sharpness in sensorial perceptions
- develop emotional intelligence
- make sense of the world around through observation and logical thinking


Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs as and when required to manage the students. **COULD DO**

- Give each student flashcards to identify the food and places. Let them talk about the food they like to eat, places they like to visit, etc.
- Show pictures on page number 26 to the students and ask simple questions like:
 - Who does Jas want to travel with?
 - Where does Jas want to go?
 - What does Jas want to eat?
- Let them express in simple words or their home language.
- Ask the students to choose their favourite place, food and person/s from the given pictures and plan a family holiday. **SHOULD DO**

- Let them express in simple words or their home language.
- Tell them that they can choose more than one option from the given pictures. **MUST DO**




Animation could be shown to generate an interest for the lesson among the students. **COULD DO**


Additional Suggested Activity

- The students can be asked to draw a picture of their favourite dish. Colour it and put it up for display in class.

Home Task

- Parents can help the child in making a collage of their favourite places on a chart. Send it to school for display.

Period 2

Place: The lesson can be conducted in the library.

- Show CRM sign to the students and manage the class. Then, take them to the library.
- Arrange the students in a big circle. Ask them to clap their hands thrice and sit comfortably.
- Give each student a birthday cap to decorate using colours and glitter.
- Talk to the students about birthday celebrations at home, at friend's place, etc. Let them express their thoughts in simple words or their home language.

COULD DO
10 MIN.

SHOULD DO
15 MIN.

MUST DO
15 MIN.

Additional Suggested Activity

- The students can be given a sheet and crayons to make a birthday card for their teacher.


Home Task

- Parents can help the child in planning a birthday party. Make a list of items to be prepared/ bought, names of guests, etc.

Period 3

Place: The lesson can be conducted in the playground.

- Ask the students to show the birthday cards they have made at home. The cards can be put up for display in the class.
- The students can be shown the pictures on page numbers 27 and 28. Let them identify the characters and say what they are doing. Encourage the students to share their thoughts in short, simple sentences. Let them talk about their favourite animals.
- Read the story for the students to listen and understand. Have a class talk on working together as a team like Jas and Ammi.

 **Animated Activities** could be used to engage and reinforce the concept to the students.

COULD DO
15 MIN.

SHOULD DO
10 MIN.

MUST DO
15 MIN.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to wear the mask given in the Learning Kit. They can role-play.

Home Task

- Parents can sit with the child comfortably. Then encourage the child to say short sentences about their favourite animal. Next, read the story for the child highlighting the fact that Jas and Ammi worked together as a team for the dress to look so good.

Period 4

Place: The lesson can be conducted in classroom.

- Settle the class by singing a rhyme/playing music. Let them dance, hop, skip or jump.
- Show flashcards or the pictures on page number 29 to the students . Let them identify the people and their actions. Discuss the sequence of events shown.
- The students can look at the pictures and say if they also help their parents at home. Let them share the tasks they do at home. Give them a smiley for sharing responsibility (however small it may be).



Infographic can be shown to provide information to the students.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to arrange the books/toys in the classroom. Explain the importance of keeping the things at their proper place, whether it is home or school.

Home Task

- Parents can accompany the child to the park. Let them play and enjoy. Then guide them to keep the park clean by picking wrappers and throwing them in the bin.

Period 5

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

- Fill water in a big bowl. Keep the bowl on a table (low enough for the students to see and observe). Arrange a ball, shuttlecock, balloon, coin and an empty bottle. Then ask them to come one by one and drop one item in water. Share their observation about the items that stay up or the ones that go down.
- Ask the students to take out their books and open at page number 30. Identify the items shown. Ask if they are similar to the ones they have experimented with. Circle the items that stay up using a green crayon. Circle the items with blue crayon that goes down.
- Tell the students about the items that are light in weight stays up in water. Whereas, the heavier ones go down to the bottom. Give them some more options and let them decide if the said item stay up or go down.



Test Generator could be used to test students' 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 look at the items in class and say which ones will stay up or go down in water.

Home Task

- Parents can help the child in drawing the things that stay up in water. Hang them with strings attached to a wooden ring (like a wind chime).


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw, colour pictures• wear the mask of an animal and role-play
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn to work together as a team
Cognitive Development	<ul style="list-style-type: none">• plan a holiday• arrange the events in proper sequence• learn through experiment with different items that stay up or go down in water
Language and Literacy Development	<ul style="list-style-type: none">• communicate effectively about their favourite food, places or people
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw or paste picture of the dishes they like
Positive Learning Habits	<ul style="list-style-type: none">• learn to help parents at home in age-appropriate tasks

Lesson 4: House and Neighbourhood

Theme 3:
I Love
Birthdays

 3 Periods (40 minutes each) (Circle Time)



Crayons, coloured sheets of paper, glue, chart paper, old newspaper, expression cards and CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- express their thoughts effectively
- develop sharpness in sensorial perceptions
- develop emotional intelligence
- make sense of the world around through observation and logical thinking
- develop effective verbal and non-verbal communication skills
- develop listening and comprehension skills

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs as and when required to manage the students.
- Take the students to the playground. Assign the students role play as a doctor, policeman, grocer, etc. After the role-play, show them CRM sign (Wait, Eyes on Me, Stand in a Line, green GO) and bring them back to the class. **COULD DO**
15 MIN.
- Ask them to form a circle in class. Each student will come out and tell the favourite place in their house. They can also mention the activity they like to do in that place. **SHOULD DO**
10 MIN.
- Next, ask them to open their book at page number 31. Give them crayons to colour. Ask them to help Ryan colour the picture. Ask them to questions to describe the picture. The questions could be:
 - How many trees are there in the picture?
 - How many windows are there?
 - Is the Sun happy or sad?
- Let them answer and colour each element. Once they are done, ask them to have a look at each other's picture and describe it in their own words. **MUST DO**
15 MIN.

 **Animation** could be shown to generate an interest for the lesson among the students.

Animated Activities could be used to engage and reinforce the concept to the students. **COULD DO**
10 MIN.

Additional Suggested Activity

- Give each student a sheet and crayons. Tell them to draw a picture of their house and the things they see around it. Colour the picture. Put it up for display in class.

Home Task

- Parents can help the child cut different shapes out different coloured papers. Then make a house scene using the cut-outs. Bring the art for class display.

Period 2

Place: The lesson can be conducted in art room.

- Show CRM sign to the students and manage the class. Take them to the art room.
- Arrange the art room like a grocery store. The students can pretend to be the customers, go around the store in a line and buy grocery. **COULD DO**
10 MIN.
- Ask the students to open the book at page number 32 and observe it. Let them identify the odd things that are kept in each shelf. **SHOULD DO**
15 MIN.
- Read the story and ask the students to answer the questions based on their understanding. The questions could be:
 - Where is Lina?
 - Who is with Lina?
 - What are they doing?
 - Which places does Lina talk about in the neighbourhood?
- Let them express their thoughts in simple words or their home language. **MUST DO**
15 MIN.



eBook could be shown to recapitulate the content taught in the class.

Infographic can be shown to provide information to the students.

COULD DO
10 MIN.

Additional Suggested Activity

- Give each student a sheet of old newspaper to fold and make a house.

Home Task

- Parents can take the child to the nearby grocery store. Let the child observe, and talk about the things kept on the shelves. Also, ask them to identify other places in the neighbourhood.

Period 3

Place: The lesson can be conducted in the playground with placards.

- Draw the maze markings of Start, End and different places in the neighbourhood on the playground.
- CRM signs and ask the students to form a line. Take them through the maze markings on the ground. As they pass by a place ask them to shout it out loud. Let the class play, at least thrice. **COULD DO**
25 MIN.

- Bring the students back to the class that Lina and Koka. Ask them to open the book at page number 33 and identify the places crossed to reach Ryan's house. Ask them to trace the path using a crayon.
- Guide the students to repeat the names of the places in the neighbourhood. You may show flashcards for the same.

SHOULD DO

10 MIN.

MUST DO

05 MIN.

COULD DO

25 MIN.



Slideshow could be shown to reinforce the concept to the students.

Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- Ask the students to observe and name the places in the neighbourhood that they see on the way back home.

Home Task

- Parents can sit with the child and draw a maze from home to school on a chart paper. Mark any three places that they like. Let them bring it for class discussion.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • draw, colour pictures • find the way through a maze
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • spend time with grandparents
Cognitive Development	<ul style="list-style-type: none"> • identify the things that are available in the grocery store • know the places in the neighbourhood • colour the house, trees, the Sun
Language and Literacy Development	<ul style="list-style-type: none"> • communicate effectively about the places in the neighbourhood, in simple sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • colour the picture of a house • make a collage of a house
Positive Learning Habits	<ul style="list-style-type: none"> • learn to arrange things in order

Lesson 5: People Who Help Us

Theme 3:
I Love
Birthdays

 5 Periods (40 minutes each) (Circle Time)



Sam's standee and Lina's standee, crayons, coloured sheets of paper, glue, chart paper, old newspaper, expression cards, CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills
- develop life skills
- develop emotional intelligence
- develop fine motor skills
- develop positive attitude towards productive work and service or 'Seva'

Methodology

Period 1

Place: The lesson can be conducted in the school premises.

- Use CRM signs as and when required to manage the students.
- Take the students on a round trip of the school. Inform them that they must remain quiet and observe. They will be asked questions after returning to the class. Ensure that they meet the school helpers, too. As they reach the school gate, ask them to greet the security guard. Similarly, they must greet other school helpers.
- Once the school round is complete bring them back to the class. Let them talk about each part of the school and the helpers they have met on their way.
- Ask the students to name the helpers who they met. Then ask them how they feel greeting the school helpers.

COULD DO
15 MIN.

SHOULD DO
10 MIN.

MUST DO
15 MIN.

COULD DO
10 MIN.



Animation could be shown to generate an interest for the lesson among the students.

Animated Activities could be used to engage and reinforce the concept to the students.

Additional Suggested Activity

- Ask the students to name the people who help us in our day-to-day life.

Home Task

- Parents can help the child look for pictures of community helpers in the newspaper. Cut them out and paste them on ice-cream sticks. Send the stick puppets to the class.

Period 2

Place: The lesson can be conducted in music room.

- Show CRM sign to the students and manage the class. Take them to the music room. **COULD DO**
10 MIN.
- Organise the class into two semi-circles, facing each other. Let them hold each other's hand. **SHOULD DO**
15 MIN.
- Once they are settled, ask the students to hold the stick puppet in their hands and tell the class about it. They may say the name of the person, or their occupation, etc. **MUST DO**
15 MIN.
- Once the students have introduced their stick puppets, ask them to role-play. Give students a real-life situation like who brings delivery packages or who keeps their house safe. Let them hold the stick puppet of a delivery boy and a security guard. Similarly, let the students enact other community helpers as well. **COULD DO**
10 MIN.



eBook could be shown to recapitulate the content taught in the class.

Additional Suggested Activity

- Give each student a stick puppet to guess the community helper it depicts.

Home Task

- Parents can help the child know more about the community helpers. They can take the child out and introduce them to the helpers.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs and ask the students to form a line. Then join each other's hands to form a circle and sit comfortably. **COULD DO**
10 MIN.
- Show the students pictures on page number 34. Let them observe each picture individually. Ask them to describe it in simple words or their home language. **SHOULD DO**
10 MIN.
- Then read each paragraph and explain it to the students. They must be able to correlate and tell about the community helpers they come across on daily basis. **MUST DO**
20 MIN.



Infographic can be shown to provide information to the students. **COULD DO**
10 MIN.

Additional Suggested Activity

- Ask the students to draw a picture of the community helper they like the most and colour the picture.

Home Task

- Parents can sit with the child and discuss how each job is important and we must respect each other's work.

Period 4

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

- Take the students to the art room. Let them look at the pictures and describe them in simple words or their home language.
- Give each student a sheet to draw the community helper they think are more important than the others. Then give them crayons to colour. Display their art work in the class.
- Ask the students to colour the Thank You card on page number 35 for the people who help them on daily basis.

COULD DO
10 MIN.

SHOULD DO
15 MIN.

MUST DO
15 MIN.



Slideshow could be shown to reinforce the concept to the students.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to name all the community helpers and draw one thing that belongs to them. E.g., doctor- stethoscope, teacher- blackboard and chalk, police- police hat, etc.

Home Task

- Parents can take the child to a nearby park/ hospital/clinic/old age home, etc. and meet the community helpers like gardener, nurse, doctor, caretakers, etc. Let the child give a thank you card to the community helpers.

Period 5

Place: The lesson can be conducted in theatre room.

- Show Sam's standee and Lina's standee to the students. Tell them that they have come to meet them along with Koka (Lina's father), Neeraj bhaiya and Kumar bhaiya. Ask the students to role-play with the standees and enjoy.
- The students can be asked to observe the given pictures on page number 36. Point and name each object and ask the students to identify the five differences and circle them with the crayon of their choice. Guide the students to make and say short sentences about the differences they observe in the two pictures.

SHOULD DO
25 MIN.

MUST DO
15 MIN.

COULD DO
10 MIN.



Test Generator could be used to test students' comprehension of the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to make a collage with pictures of people who help us. Paste it on a chart and bring it to the class for display.

Home Task

- Parents can help the child to find the names of community helpers who come to their house daily to help them.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour a thank you card
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively to the community helpers
Cognitive Development	<ul style="list-style-type: none">• observe the given pictures and identify the differences between the two• identify different occupations people follow
Language and Literacy Development	<ul style="list-style-type: none">• communicate effectively about the people who help us in our daily lives in simple sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a thank you card
Positive Learning Habits	<ul style="list-style-type: none">• learn about productive work and service• participate actively in community

Lesson 6: All About Colours

Theme 4:
I Love
Wednesdays



9 Periods (40 minutes each) (Circle Time)



Crayons, coloured circles- red, blue, yellow and green, ice-cream sticks, coloured sheets of paper, water colours, glue, chart paper, old newspaper, flashcards, expression cards and CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop communication skills
- develop life skills
- develop fine motor skills
- differentiate basic colours

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs as and when required to manage the students.
- Distribute the coloured circles - red, blue, yellow and green among the students. Ask the students to form four groups according to the colours. Then go to each group and speak out the colour they have got. Tell them to repeat the colour names after you.
- Show the flashcards with colours to the students. Let them identify the colours by repeating their names after you. Guide them to associate objects with colours. e.g., Yellow – the Sun, a mango, etc.
- Let the students draw one thing for the colour they like the most. Hang the art works of the students with a jute string across the class.



Animation could be shown to generate an interest for the lesson among the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Give a sheet to the students. Ask them to draw four circles and colour them red, blue, yellow and green.

Home Task

- Parents can help the child in hand painting activity. Keep a bowl of water colours (ask the child for her/his favourite colour) and a cartridge sheet. Sit with the child and help her/him

in dipping hands in the water colour. Then keep the sheet on an old newspaper, let the child print her/his hand on the sheet. Let it dry and get it framed.

Period 2

Place: The lesson can be conducted in music room.

- Use CRM signs to manage the students. Take them to the music room.
- Play a rhyme or some light music for the students to listen and dance. Ensure that they do not bump into each other.
- Once they are settled, show the ice-cream sticks with four colours to the students to identify. Then show one colour and ask them if they can spot the same colour objects around them.
- Next, keep a bowl with red hand paint. Guide the students to dip their hands and print them on the sheet. Those sheets can be put up for display by tying them to a jute string across the classroom.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

 **Animated Activities** could be used to engage and reinforce the concept to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- Give each student a red construction paper to make a red apple or a strawberry.

Home Task

- Parents can help the child identify the things that are red in colour. Let them repeat the names and separate them from other colours.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs to manage the students in the classroom. Ensure that they see the signs and follow the instructions.
- The students can sit in pairs. Ask the students to name the things that are red in colour (they have seen at home). Then show them flashcards with things to identify the colour red. For things that are not red, they can say 'Pass'.
- Next, show the picture on page number 38. Point at each object and ask the students to identify if it is red or not. Read the text aloud for the students to repeat after you.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

 **eBook** could be shown to recapitulate the content taught in the class.

COULD DO

10 MIN.

Additional Suggested Activity

- Encourage the students to read the text aloud and guide them to say short sentences.

Home Task

- Parents can sit with the child and spot the red colour on page number 38.

Period 4

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

- The students can be managed using CRM signs to manage the students in the classroom. Show the flashcards of water, sky, etc. to the students and ask them to identify. Let them repeat the name of each thing that is blue in colour.
- Organise the students in a semi-circle. Ask them to open the book at page number 39 and read the text. Ask the students to repeat after you at least thrice. Then ask the students to spot the odd colour objects on the page.
- Keep a bowl with blue paint on the table. Then ask them to open the book on page number 43. Help the students to identify the object at the bottom. Then ask them to dip their thumbs in blue colour and print on the umbrella. They can display the art work in class.



eBook could be shown to recapitulate the content taught in the class.



Additional Suggested Activity

- Give each student a drawing sheet. Keep crayons near the students. Ask them to draw one thing like ocean, sky etc. Ask them which colour will they use? Confirm that these objects look blue to us. Display their art work in class.

Home Task

- Parents can take the child out in the park and observe the blue sky. Let the child list all the blue things that they see around them. e.g. person wearing blue shirt, blue flying kite, blue ball, etc.

Period 5

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

- Keep objects or show pictures of things that are yellow in colour like the Sun, papaya, any yellow coloured toy, yellow crayon, or a yellow ball. on the table for the students to see and observe. Ask them to identify the objects and the colour. Let them spot more things that are yellow in colour and say 'Bingo!!' for each correct answer.
- The students can be asked to open the book at page number 40 and asked to spot the odd colours on the page.
- The students can be asked to listen to the text carefully and clap if the object is yellow. Then say the names of objects that are yellow on page number 40. The students will listen and clap for each yellow object like mangoes, bananas, corn, bees, etc.



Additional Suggested Activity

- Keep an assorted set of things (crayons, paper, etc.) that are in different colours. Spread a yellow mat/ table mat for the students to identify the colour. Let them pick things that are yellow in colour and place on it.

Home Task

- Parents can prepare yellow fruit salad using pineapple, banana, mango, etc. and let the child enjoy.

Period 6

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

- Greet the students and use CRM signs take the students to the school playground. Ask them to observe and tell the colour of grass, leaves, etc. Confirm that they are green in colour.
- Bring the students back to the class and give them cut-outs of green vegetables like spinach, cucumber, bottle gourd, etc. Let them pick green crayons and colour the vegetables.
- Read the text on page number 41 for the students to repeat and ask them to spot the odd colours on the page. Next ask the students to open the book on page number 44 to read the riddle after you. Let them guess the animal and fill in the blank with letter f to complete the answer.

COULD DO
10 MIN.

SHOULD DO
15 MIN.

MUST DO
15 MIN.



Infographic can be shown to provide information to the students.

COULD DO
10 MIN.

Additional Suggested Activity

- Give green coloured sheet to the students and guide them to draw a leaf on it. Help the students cut the leaves and hang them across the classroom with a jute string.

Home Task

- Parents can take their child to the greengrocer. Pick green vegetables only. Talk to them about the importance of eating fresh, green vegetables.
- Help the child colour the picture on page number 44. Show them a film on frogs and their habitat. Discuss the film with the child.

Period 7

Place: The lesson can be conducted in the classroom.

- Show the 'Stand in a Line CRM sign' to the students. Then help them create a triangle. Let them sit in pairs.
- Show yellow colour flashcard to the students and ask them identify the colour. Then show them another flashcard with a duckling and confirm its colour. Likewise show more cards and let them identify the ones that are yellow and the ones that are not.
- Ask the students to get back to their seats and open the book at page number 42. Then read aloud the name of each object. Ask the students to identify the objects that are yellow in colour. Ask them to pick a crayon of their choice and tick the objects that are yellow. Let them repeat the names of yellow objects.

COULD DO
05 MIN.

SHOULD DO
15 MIN.

MUST DO
20 MIN.

Additional Suggested Activity

- Each student can bring one yellow dish for lunch. Let them share with each other. They can be asked to wear yellow dress to school.

Home Task

- Arrange yellow things at home for the child to observe like, yellow clothes, bedsheet, moong dal halwa or yellow dal, etc.

Period 8

Place: The lesson can be conducted in the classroom.

- Arrange different fruits or things (an apple, a strawberry, a ball, a notebook, etc.) of different colours in the classroom. Ask the students to move around in pairs and pick the objects that are red in colour. Guide them to place all red fruits or things on one table.
- The students can be given a sheet with letter R to colour it red.
- Ask the students to open the book at page number 43 and draw something that is red in colour. Colour it with consistent strokes.



Slideshow could be shown to reinforce the concept to the students.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can use red piece of paper to fold and make flowers. Write their names on the flower and put it up on the display board.

Home Task

- Parents can give a red dress to the child to wear. Prepare beetroot parantha with red tomato chutney to eat.

Period 9

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

- Show CRM signs to manage the students and take them to the art room. Let them sit and talk about the colours and pictures on display.
- Place the paint colours in the bowls mentioned on page number 45. Ask the students to identify the colours one by one. Instruct them to dip their hand in one colour and second hand in second colour. Ask them to rub their hands and mix both the colours. Let them observe and name the colour they get after mixing both the colours.
- Once they have mixed the paints ask them to use paint brushes and complete the activity on page number 45.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.



Additional Suggested Activity

- Take a bowl of water and mix different paint colours. Use the formed colour to paint a sheet. Then display all the sheets in the class. They may use those sheets to make a greeting card for their grandparents or parents.

Home Task

- Parents can sit with the child and sing the colour songs or rhymes. They can ask the child to point out a thing or an object of each colour.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • draw and colour the objects • hold the crayons firmly • thumb printing on the given picture • paint the circles neatly
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • make a greeting card for grandparents or parents.
Cognitive Development	<ul style="list-style-type: none"> • identify the basic colours in their immediate surroundings • identify the objects with basic colours • draw something red in colour • learn the formation of different colours through experiments
Language and Literacy Development	<ul style="list-style-type: none"> • solve the riddle
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • hand printing with paints
Positive Learning Habits	<ul style="list-style-type: none"> • learn to work together during class activities

Lesson 7: Food We Eat

Theme 4:
I Love
Wednesdays

 3 Periods (40 minutes each) (Circle Time)



Crayons, glue, chart paper, old newspaper, pictures of food items, flashcards, expression cards and CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop communication skills
- develop life skills
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop fine motor skills

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs to manage the students .
- Show flashcards of food items to the students and ask them to identify the ones they eat in the morning, afternoon or evening.
- Give each student a sheet with some pictures of food items to be pasted under the relevant morning, afternoon and evening columns. Let them share their sheets and tell if their partner has pasted the food items correctly. Let the students use the expression cards (happy for correct answer and the curious one in case of being unsure about the answers).
- Paste the captions of breakfast, lunch and dinner on the display board. Ask the students to pick one picture of a food item and paste it on the board under a suitable heading.



Animation could be shown to generate interest among the students.

Animated Activities could be used to engage and reinforce the concept to the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

15 MIN.

Additional Suggested Activity

- Ask the students to draw the food items that they eat for lunch on a cartridge sheet.

Home Task

- Parents can collect pictures of food items from the old magazines and newspapers. Take a chart and help the child paste pictures forming a collage. Send it to school for display.

Period 2

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

- Show CRM signs to the students and manage the class. Take them to the music room. Let them listen to music and dance for a while.
- Show the picture on page number 46 to the students . Ask them to talk about picture in home language or simple words. Then discuss and tell the students that it is very important to eat three healthy meals daily.
- Then, read the story for the students to listen and understand.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



eBook could be shown to recapitulate the content taught in the class.

Infographic can be shown to provide information to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- Let the students prepare menu for breakfast by telling the names of dishes. Guide them to include all such food items to ensure a healthy diet.

Home Task

- Parents can prepare menu for lunch with the child. Then cook the dishes and enjoy family meal time.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs and manage the students . Let them clap their hands for three times and settle down.
- Give each pair of students a sheet and crayons. Tell them to draw their favourite food items. Then they can show each other to identify the time of the day when they decide to eat the food items. For instance, idli-sambhar can be eaten for lunch.
- Next, the students can be asked to observe the pictures of food items on page number 47. Identify the one they would prefer for breakfast, lunch and dinner. Then colour them as per the colour code given.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given two sets of flashcards with food items and meal time to match with.

Home Task

- Parents can sit with the child and make a list of food items they should not eat for good health. Help them to find pairs of fruits on page number 48. Talk about the fruits smiling as they are good for health.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour favourite food items
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• understand the importance of healthy meals
Cognitive Development	<ul style="list-style-type: none">• observe the given pictures and identify the food items for breakfast, lunch and dinner• can differentiate between healthy and junk food colour as per the relevant colour code
Language and Literacy Development	<ul style="list-style-type: none">• communicate effectively about the need for good health in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• colouring as per the relevant colour code
Positive Learning Habits	<ul style="list-style-type: none">• select and eat healthy food

Lesson 8: Healthy Eating Habits

Theme 4:
I Love
Wednesdays



5 Periods (40 minutes each) (Circle Time)



Crayons, glue, chart paper, old newspaper, pictures of fruits, juices, dishes, flashcards, expression cards and CRM signs Learning Kit, chart with captions for healthy eating habits, stick puppet /real puppet of Grandma, a glass of water, an orange



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills
- develop life skills
- develop cognitive skills
- develop fine motor skills
- learn through experimentation
- use expressive and receptive communication skills

Methodology

Period 1

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

- Use CRM signs to manage the students and take them to the school playground.
- Show pictures of fruits, juices, dishes to the students. In continuation to the previous lesson, ask the students to pick their favourite dishes. Let them raise their hand for their favourite dish. Then ask them about the healthy eating habits they follow washing hands before and after the meals. **COULD DO**
15 MIN.
- Show the picture on page number 49 and ask them to describe it in simple words or their home language. Ask them questions like who is standing and talking to the children? Why is Sam so happy? How do the kitten and the tiger cub look happy or sad? Encourage them to answer in simple words or phrases. **SHOULD DO**
10 MIN.
- Then read and explain the text to the students. Discuss that we must follow six healthy habits. Guide them to talk about their healthy habits. Help them frame their thoughts in short simple sentences by speaking the sentences for them. **MUST DO**
15 MIN.

Additional Suggested Activity

- Draw the kitten/tiger cub shown in the picture, in your drawing sheet.

Home Task

- Parents can make a chart with rules for healthy eating habits where the student can tick the things completed during the day. Engage the child in making the chart.

Period 2

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

- Show CRM signs to the students and manage the class. Show them the stick puppet of Dadi. Share the story of how Dadi and the children have stepped out for a picnic and they will learn healthy habits.
- Arrange the students in a circle. Place healthy habits flashcards (as shown in the book on page number 50) on the ground. Ask the students to pick each card and talk about it. Discuss the need for maintaining healthy habits.
- Then, read the story for the students to listen and understand. Let them express their thoughts in simple, short sentences.

COULD DO
10 MIN.

SHOULD DO
15 MIN.

MUST DO
15 MIN.

Additional Suggested Activity

- Let the students arrange the sequence of meal time with pictures, for instance wash hands – pray-eat food-wash hands and rinse mouth.

Home Task

- Parents can follow healthy habits in the correct sequence with the child.
- Parents can collect pictures of types of food grown by the farmers (grains, pulses, fruits, vegetables). Prepare a collage on a chart paper and send it to school for discussion.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs and arrange the students. Ask them to hop, skip and jump and settle for the class.
- Place the chart with captions for healthy eating habits for the students to observe and describe. Tell them that Dadi is happy to see you all learning healthy eating habits. Then ask them to repeat the affirmations for healthy eating habits.
- Read the text for the students to listen and repeat. Let them describe the story in their home language. Teach them that we must not waste food and take only as much as we need in our plate.

COULD DO
10 MIN.

SHOULD DO
10 MIN.

MUST DO
20 MIN.

 **Animation** could be shown to generate an interest for the lesson among the students.

Animated Activities could be used to engage and reinforce the concept to the students.

COULD DO
10 MIN.

Additional Suggested Activity

- Give them a paper plate to draw the food items they would like to eat.

Home Task

- Parents can sit with the child and get pictures of food wastage from old magazines and newspapers. Then discuss how millions of people go hungry for the shortage of food. They should not waste food and reach the goal of Zero Hunger.

Period 4

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

- Form two groups of students. Using CRM signs tell them that they are going to play a game. One student from Group 1 will enact one eating habit. Group 2 will say if it is a healthy habit or not. Then one student from group 2 will enact and group 1 will confirm. They can play and enjoy. Finally discuss the habits that are healthy. **COULD DO**
10 MIN.
- Show the pictures on page number 52 to the students one by one. Ask them to say Yes or No for the activities they follow at home or not. Encourage them to express their thoughts by listening to their views about healthy habits. **SHOULD DO**
10 MIN.
- Take a glass of water and drop an orange. Ask the students to observe and say if it stays up or goes down. Discuss and perform the activity by peeling the orange and dropping it in the glass. Let them tell their observation. **MUST DO**
20 MIN.



eBook could be shown to recapitulate the content taught in the class.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can draw one healthy habit that they follow daily on a drawing sheet.

Home Task

- Parents can repeat the activity with the child and see which orange will stay up, the peeled or unpeeled one. Try more such fruits and let the child observe and enjoy the activity.

Period 5

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

- The students can be taken to the art room in a line. You may use CRM signs to guide them. **COULD DO**
10 MIN.
- Ask the students to look at the crayons and pick red, blue, yellow and green crayons. Let them pick and tell the objects that are in these colours. **SHOULD DO**
10 MIN.
- Next, the students can be asked to look at the picture given on page number 53. Ask them to describe all that they could see. Then ask them to see the colour code and tell which colour will be used for 1, 2, 3 and 4. Then let them colour the given picture and show it. **MUST DO**
20 MIN.



Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can draw a picture of a garden with flowers and colour it using the four basic colours.

Home Task

- Parents can help the child cut old newspapers, form flowers and paste them on a sheet. Colour them using crayons or paints.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express ideas, emotions and feelings by colouring the given picture
Cognitive Development	<ul style="list-style-type: none">• colour the picture using the colour code given• learn healthy eating habits through activities that approximate real-life situations
Language and Literacy Development	<ul style="list-style-type: none">• communicate effectively about the need for good health in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity in colouring the given picture
Positive Learning Habits	<ul style="list-style-type: none">• practise zero wastage of food

Lesson 9: Living and Non-living Things

Theme 5:
I Love
Thursdays



5 Periods (40 minutes each) (Circle Time)



Crayons, pictures of living and non-living things, pictures of a stuffed toy dog and a real dog, butterfly, flashcards, expression cards and CRM signs Learning Kit, red and green baskets



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills
- develop life skills
- develop cognitive skills
- develop fine motor skills
- cultivate the habit of affirmations

Methodology

Period 1

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

- Use CRM signs to manage the students and take them to the school playground. Ask them to observe plants, flowers, birds, bees and butterflies, etc. Move around, run, hop, skip and jump. Then settle them down in a circle. **COULD DO**
15 MIN.
- Keep the pictures of a stuffed toy dog and a real dog for the students to see. Ask them to observe carefully and tell the difference between the two. Steer the discussion towards living and non-living things as they point out the differences such as, breathing, eating, sleeping, etc. Explain that there are living and non-living things based on certain functions. **SHOULD DO**
10 MIN.
- The students can be asked to observe and identify living things in the garden followed by the non-living things. They can also be asked to mime living beings. Let them enjoy the conversation and understand the concept. **MUST DO**
15 MIN.

Additional Suggested Activity

- The students can be shown a butterfly and a sheet of paper. Observe and tell the difference. Guide them to understand that the main difference is the butterfly is living whereas a sheet of paper is non-living.


Home Task

- Parents can ask the child to sort things and identify the ones that can breathe, eat, sleep or express emotions. Tell them that the living things need food, water and air to grow.

Period 2

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

- Show CRM signs to the students and manage the class. Let them form a triangle and sit on the mat. Ask them to clap their hands and settle down. **COULD DO** 10 MIN.
- Show the picture on page number 54 to the students. Ask them to describe the picture in their own words or their home language. Then affirm that Maria is visiting to the park with her mother's mother and mother's father whom she addresses as 'Appachan' and 'Ammachi', respectively. Ask what they call their parents. Discuss the picture with the students. **SHOULD DO** 15 MIN.
- Then, read the story aloud and clearly for the students to understand. Let them express their thoughts about it in simple, short sentences. **MUST DO** 15 MIN.

 **Animation** could be shown to generate an interest for the lesson among the students. **COULD DO** 10 MIN.

Animated Activities could be used to engage and reinforce the concept to the students.

Additional Suggested Activity

- Give each student a list of pictures of things. Read the list and ask the students to circle the ones that are living.


Home Task

- Parents can take the students to the nearby park/garden. Let them identify things as living and non-living.
- Parents to sit comfortably with the child and read the story on page number 54. Let the child share her/his thoughts in simple words or their home language.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs and arrange the students for the class. **COULD DO** 10 MIN.
- Form two groups of students. Give few pictures in two bowls to both the groups. Ask each group to send one member to pick one picture and say if it is living or non-living. For each correct response, the other group will clap thrice. **SHOULD DO** 10 MIN.
- Ask the students to open the book at page number 55. Read the statement for the students to understand and identify the living things and colour the circle green. Then let them colour the circle blue for the non-living things. **MUST DO** 20 MIN.

 **eBook** could be shown to recapitulate the content taught in the class. **COULD DO** 10 MIN.

Infographic can be shown to provide information to the students.

Additional Suggested Activity

- Give cut-outs of pictures such as television, cake, penguin, dolphin, kingfisher, old lady, etc., to the students in a basket. Ask them to come one by one and pick one cut-out. Then place it in the red basket for non-living and green basket for living things. Once they are done, discuss about the nature of things in both the baskets.

Home Task

- Parents can sit with child and keep pictures/things (ball, rice bowl, cat, tree, stone, pearls, etc.) at home in order. Guide the child to sort living and non-living things by putting them in two separate bowls.

Period 4

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

- Ask the students to look at the CRM signs and stay quiet or stand in a line. Then take them to the art room. Let them look around at the pictures and describe in their own words.
- Ask the students to open the book at page number 56 and identify the pictures. Then colour the circles as per the code provided.
- Show the flashcards to the students. Ask them to identify the living things and say how they are different from the non-living things.



Slideshow could be shown to reinforce the concept to the students.



Additional Suggested Activity

- Ask the students to draw any one non-living thing on a drawing sheet and colour it.

Home Task

- Parents can ask the students to fly like a bird, roar like a lion and stand like a chair, sit like a ball, etc. As they act, ask if they are showing a living or a non-living thing.

Period 5

Place: The lesson can be conducted in the classroom.

- You may use CRM signs to manage the students. Ask them to raise their arms and clap five times, tap their head twice and stamp their feet thrice.
- Read the affirmations on page number 57 for the students to repeat after you. Tell them that it is good to be kind to others, be happy, wake up early, etc. Ask how many of them get up early and what they do. This discussion will help them to understand the importance of affirmations and cultivate good habits.
- Next, ask the students to fill in the blanks with the missing letter in each petal. Then colour the flower of affirmations.





Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.



Additional Suggested Activity

- Ask the students to write any one of the affirmation from the flower on a sheet of paper and pin it up on the display board.

Home Task

- Parents can sit with the child and make another flower/ object of affirmations. Paste it on a cardboard and hang it on the wall. Read the affirmations with the child daily.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • imbibe affirmations as they read them and repeat them often
Cognitive Development	<ul style="list-style-type: none"> • differentiate living things from non-living things
Language and Literacy Development	<ul style="list-style-type: none"> • express their thoughts and ideas about living and non-living things in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • display creativity in colouring the given picture
Positive Learning Habits	<ul style="list-style-type: none"> • cultivate the habit of waking up early • learn to be kind to others • learn to be happy and strong

Lesson 10: All About Flowers

Theme 5:
I Love
Thursdays

 4 Periods (40 minutes each) (Circle Time)



Crayons, glue, pictures of flowers/fruits, flashcards, expression cards and CRM signs Learning Kit, sheets of old newspaper, construction sheets



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop communication skills
- develop social, emotional and life skills
- develop cognitive skills
- develop strength and coordination of fine muscles
- cultivate the habit of eating healthy fruits

Methodology

Period 1

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

- Use CRM signs and take the students to the school playground. Ask them to form pairs and look at the flowers. Then ask them to describe the colour, shape, etc. of the flowers.
- Bring the students back to the class. After settling them, show them flashcards with flowers to identify and if they could see any of those flowers in the school playground/garden.
- Give blank sheets to the students. Ask them to imagine a flower they like and draw it. Then give them crayons to colour it. They can put it up on display in the class.

COULD DO
15 MIN.

SHOULD DO
10 MIN.

MUST DO
15 MIN.

Additional Suggested Activity

- Give construction paper to the students. Guide them to form flowers using paper. (Origami videos for making flowers can be seen on the internet).

Home Task

- Parents can accompany the child to the park. Help the child identify different flowers. Encourage the child to talk about the colour, shape and fragrance of the flowers.

Period 2

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

- Show CRM sign to the students and manage the class. Ask the students to join their hands to make a flower. Then settle the class. Give them paints to print their hands in a circle so as to form a flower.
- Show pictures of different flowers and tell their names to the students. Let them speak about the flowers they have seen at home, in the park or the school playground.
- Then, read the story aloud and clear for the students to understand. Let them express their thoughts about the flowers shown in the picture in simple, short sentences. Ask them to circle the flower they like the most in the given picture. The students can be guided to exchange their books to show their partner which flower they like the best.

COULD DO
20 MIN.

SHOULD DO
05 MIN.

MUST DO
15 MIN.



Animation could be shown to generate an interest for the lesson among the students.

Animated Activities could be used to engage and reinforce the concept to the students.

COULD DO
10 MIN.

Additional Suggested Activity

- Tell the name of one flower that begins with the letters R, L, T and M.

Home Task

- Parents can help the child to complete the activity on page number 62. Let the child draw or paste pictures of different flowers in the space provided.
- Parents can help the child in making flowers using origami/ cut-outs on ice-cream sticks. Arrange them in a vase. Put the vase in living room and praise the child especially in front of guests/friends.
- Parents can sit with the child and cut out pictures of flowers from old magazines. Help the child form a collage on a chart and send it to school for display.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs and ask the students to form a semi-circle.
- Once they have formed semi-circle, ask the students to identify the flowers as you hand out a flashcard. Let them guess and confirm the correct answers.
- Ask the students to open the book at page number 59 to trace the names of any three flowers they like the most.



eBook could be shown to recapitulate the content taught in the class.

Infographic can be shown to provide information to the students.

COULD DO
10 MIN.

SHOULD DO
10 MIN.

MUST DO
20 MIN.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be told the name of a flower. They will tell the colour that it is found in. e.g. When you say 'marigold', students may reply, orange, yellow or purple. So the correct answer will be orange and yellow.

Home Task

- Parents can help the child in making colourful roses as mentioned in the book on page number 61. Then talk to the child about how the colour goes up and white roses are coloured.

Period 4

Place: The lesson can be conducted in the classroom.

- Ask the students to look at the CRM signs and stay quiet or stand in a line. Then take them to the art room. Let them talk about the white roses in their own words.
- Ask the students to open the book at page number 60 and identify the fruits shown in the picture. Then colour them appropriately.
- Ask the students to tell the benefits of eating fruits. You may add to their list like, fruits are healthy, etc.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



Slideshow could be shown to reinforce the concept to the students.

Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Give a cut-out of a mango or an apple to the students to colour and string it across the class on a jute string.

Home Task

- Parents can take any fruit, slice it and help the child make a greeting card by dipping it in paint and taking its print on the sheet. Let it dry and draw an outline. Write a message for their friend.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> draw and colour flowers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> tell their choice of flowers, colours and fruits
Cognitive Development	<ul style="list-style-type: none"> identify different flowers observe and learn about change of colour in roses through real-life experiment
Language and Literacy Development	<ul style="list-style-type: none"> express their thoughts and ideas about flowers and fruits in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> display creativity in drawing/pasting pictures of different flowers
Positive Learning Habits	<ul style="list-style-type: none"> cultivate the habit of eating fresh and healthy fruits

Lesson 11: World of Animals

Theme 6:
I Love
Fridays



4 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, crayons, glue, pictures of animals, CRM signs, Learning Kit, stick puppets, animal masks, stuff toys such as a cat, a dog, playdough



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop fine and gross motor skills
- develop effective verbal and non-verbal communication skills
- develop social, emotional and life skills
- develop cognitive skills and explore the physical and natural environment
- develop positive regard for the natural environment and creatures

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Create space in the classroom beforehand. Organize the students in a circle using CRM signs 'Eyes on Me'. Give them animal masks to wear, if possible. They can be asked to identify and imitate the sound of that animal and conduct a role-play. They may jump, dance or hop around, pretending to be an animal. **COULD DO**
15 MIN.
- The students can be instructed to listen to the story attentively. Read the story on page 63 loud and clear with proper intonation. Ask if they have watched a movie on animals. Encourage them to share their experience of movie time at home with their family. After they get comfortable in class discussion, you may test their comprehension of the lesson with a few questions such as:
 - Where are the children?
 - What are they doing?
 - What does Ryan ask?
 - What is Sam so happy about?
 - What is the film about?
 - How is Jas feeling?**SHOULD DO**
10 MIN.

The students can be engaged in a class discussion on animals. Tell them that animals, such as a lion, a tiger, a crocodile, a cobra, a kingfisher and so on, living in the jungle are known as wild animals. Whereas, the animals, such as a cow, a buffalo, a goat, a sheep, a hen, a duck, a goose and so on, living on a farm are known as farm animals. Also, discuss how the animals, such as a dog, a cat, a parakeet and so on, are known as pet animals.

- Next, the students can be asked to open the book at pages 64-65. Guide them to observe and identify each animal and its young one. Then ask them to repeat after you as you point at each one. Expected responses could be cow-calf, sheep-lamb, deer-fawn, donkey-foal and so on. Talk to them about the way they can be taken care of.

MUST DO

15 MIN.

P.S. This section is aligned to the SDG 15: Life on Land. Teach the students that we should protect the animals and care for them.



eBook could be used to recapitulate the content taught.

Animated Activities could be used to recapitulate the content taught.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be divided into three groups. Each group is given a collection of pictures of animals. Guide them to sort the pictures of animals and arrange them according to their habitat as wild, farm or pet animals. Also, discuss how the stray animals or birds can be cared for by keeping food and water for them.

Home Task

- Parents can play a game with the child. Show him/her pictures or flashcards of young ones of wild animals to match with the parent animal.
- Take the child to an animal shelter and donate food or medicine.

Period 2

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

- Organize the class in a circle using CRM sign. Give them each a stick puppet of a wild animal. Let them identify if it is a baby or the parent animal.
- Ask them to open the book at page 66. Point at each animal and ask them to repeat after you. Explain that these are wild animals and they live in jungles.
- Then, ask them to open the book at page 67 and observe the animals. Identify them as the farm animals that they can see in their immediate surroundings. Conduct a brief discussion on the use of farm animals.

COULD DO

20 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.



Animation could be shown to generate interest among the students.

Infographic could be used to reinforce the content taught to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be shown flashcards of animals to be identified as wild or farm animals.

Home Task

- Parents can help the child in preparing a collage of wild animals. Cut pictures of animals from old magazines or newspapers for them to create a collage by arranging and pasting the pictures.
- Help the child weave a story around the animals in the collage. This will enable her/him to visualise the story and enjoy.

Period 3

Place: The lesson can be conducted in the classroom.

- The students can be organized in a circle. Show them stuff toys such as a cat, a dog, a rabbit and so on. Let them play with the stuff toys for a while and talk about the reasons they would like to keep a particular animal as a pet.
- Show them flashcards with pictures and explain that pet animals live with us in our homes. Then guide them through the exercise 1 to draw their favourite pet animal in the box provided. Also, tell them to name it.
- Ask the students to open the book at page 70. Identify the animals and repeat the names after you. Then guide them to trace their names.

COULD DO

10 MIN.

SHOULD DO

10 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.



Slideshow could be used to revise the concept taught to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given flashcards with the names of animals. Then show them the pictures of a cow, a hen, a dog and a sheep to identify and match with its name.

Home Task

- Parents can take the child for a visit to a national park, wildlife sanctuary or a bird sanctuary wherein the animals are kept in their natural surroundings. Observe the animals and discuss the ways to protect and care for them.
- Play the shadow game with the child for exercise 5 on page 72. Help the child to identify the pet animals in the left column. Then match them with their shadows on the right correctly.

Period 4

Place: The lesson can be conducted in the classroom.

- The students can be engaged in a game of riddles. Give them clues to guess the animal and enact it. The ones to guess it correctly will get the star. For example, the clues could be—'I roar, I am the king of the jungle'. Answer would be 'a Lion'. Repeat the activity so that they all get a chance to play.
- Guide them through the exercise 4 on page 71. Show them flashcards with vowels a, e, i, o, u. to repeat the vowel sounds after you. Then let them identify the animals and complete their names using the vowels.
- The students can be encouraged to find their way through the maze for Mama Birdie so that she can reach Little Birdie in exercise 6 on page 73. First ask them to identify umbrellas with the same colour. Then guide them to join them to make the path.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can make animals' shapes using playdough. Let them display their creation in the class.

Home Task

- Parents can help the child in identifying pictures of animals with the parts of their body. For example, a lion's mane, a squirrel's tail, a rabbit's ears, etc.
- Encourage the child to think of an animal they would like to create. Then draw one in the box provided in exercise 7 on page 73. Help them in colouring the animal and display it on the study table.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• learn to hold writing tools such as crayons• knead playdough to create shapes of animals• perform simple activities with eye-hand coordination
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively to the situation• show positive regard and care for animals
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• differentiate between wild, farm and pet animals• solve the riddles on animals
Language and Literacy Development	<ul style="list-style-type: none">• understand and retell the story in simple words• describe the animals using the vocabulary learnt
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses• create animals using playdough• make/use stick puppet of animals
Positive Learning Habits	<ul style="list-style-type: none">• participate in class activities

Lesson 12: World of Birds

Theme 6:
I Love
Fridays

 2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, pictures/models of birds, feathers, old newspaper



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop fine and gross motor skills
- develop effective communication skills
- develop social, emotional and life skills
- explore the physical and natural environment
- develop positive regard for birds

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Ask the students to name the birds they can see everyday. Wait for their response. Then confirm the birds they see around their immediate environment and ask them to fly like a bird. They may flap their wings and run slowly around the playground. **COULD DO**
15 MIN.
- Show them flashcards with pictures of birds to identify such as sparrow, crow, myna, eagle, vulture, duck and so on. You may tell them about their feeding habits, habitat, etc. Also, share how birds help in spreading seeds for plants to grow. They can fly high as they have lighter bones. **SHOULD DO**
10 MIN.
- Also, ask them to listen to the story attentively as you read aloud. You may ask them to open the book at page 74 and observe the pictures. Point at each bird and ask them to repeat after you. Tell them that these birds can fly high. Next, tell them to open the book at page 75 and observe the birds. Read their names and ask them to repeat after you. Explain that these birds cannot fly. Let them share their experience of watching these birds in their surroundings or at a bird sanctuary. They can be asked a few questions such as
- Who is telling the children about the birds?
- What kinds of birds are there?
- Name the birds that can fly.
- Name the birds that cannot fly.

Encourage the students to talk about birds and how they are different from animals, their physical appearance and so on. **MUST DO**
15 MIN.



eBook could be used to recapitulate the content taught.

Animated Activities could be used to recapitulate the content taught.

Animation could be shown to generate interest among the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a coloured sheet to draw a bird they like. Give them artificial feathers or pieces of straw to paste and form wings. Then display in the class and say a few sentences about it.

Home Task

- Parents can guide the child to observe the pictures in exercise 1 on page 76. Point at the birds and circle them with a green crayon.

Period 2

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

- The students can be organized in a V formation. Ask them to hold their palms one above the other and enact flying like a bird.
- Ask them to open the book at page 77. Point at each bird for them to identify and say its name aloud after you. They may be asked to make sounds like the birds mentioned such as cluck, cluck like a hen, hoot like an owl, quack like a duck and so on.
- After they have identified the birds, they can be asked to trace their names neatly on the dotted lines. Suggest them to use a crayon of their choice.

COULD DO

05 MIN.

SHOULD DO

10 MIN.

MUST DO

25 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.



Infographic could be used to reinforce the content taught to the students.

COULD DO

10 MIN.

Slideshow could be used to revise the concept taught to the students

Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- The students can be shown the model of a bird to name its body parts, such as feathers, beak, claws, eyes.

Home Task

- Parents can make a bird feeder using a coconut shell. Help the child feed the birds by putting grains or seeds in the bird feeder.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively to the situation• show positive regard and care for birds
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• differentiate between birds that can/cannot fly• recognize the types of birds in their immediate environment
Language and Literacy Development	<ul style="list-style-type: none">• describe the birds and related information using the vocabulary learnt
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 13: World of Insects

Theme 6:
I Love
Fridays

 2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, paints, pictures of insects



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)



To enable the students :

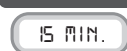
- develop fine and gross motor skills
- explore the physical and natural environment
- develop positive regard for small animals/insects

Methodology

Period 1

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

- The students can be taken to the school garden using CRM signs 'Stand in a Line', 'Shh...' Ask them to stretch their arms like flapping wings. Then they can run in a circle playing 'Fire in the jungle! Run! Run! Run!' **COULD DO**

- Ask them to form two groups. Show flashcards with pictures of a butterfly, spider, ant, bee, mosquito, housefly, ladybird, grasshopper and cockroach, one at a time to each team. Tell them to identify and name them. You may have to support them with the correct names of the insects. **SHOULD DO**

- Once they have identified the insects, ask them to listen to the story attentively. Read the story loud and clear with proper intonation. Point at each picture and let them identify the insects and answer a few questions such as
- What does Appa do after telling them about birds?
- What are insects?
- How are some of the insects similar to the birds?

Engage them in a brief discussion on insects that they are useful for the environment. We must not harm them and keep the surroundings neat and clean to avoid them. They may be shown ants or ladybird, if any, in the school garden. **MUST DO**


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



eBook could be used to recapitulate the content taught.

Animated Activities could be used to recapitulate the content taught. **COULD DO**


Animation could be shown to generate interest among the students.

Additional Suggested Activity

- The students can be given a bottle cap with holes to pass strings or used thin wires through them and form the arms of a spider. Help them paste googly eyes and let them move the spider.

COULD DO

10 MIN.

Home Task

- Parents can guide the child to name the animals in exercise 1 on page 79. Then identify and circle the insects with a yellow crayon.
- Help the child make a butterfly using paints and paper. Read and follow the instructions given on page 81. You may make more butterflies to decorate the walls.

Period 2

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

- The students can be seated in eight lines forming a spider with a table at the centre. Place models or pictures of insects for the students to see and identify. One student from each line can be called to pick and identify an insect.
- Ask the students to open the book at page 80. Read the names of insects in exercise 2 for them to follow. Engage them in a brief discussion on how each insect is related to our environment.
- Then they can be asked to trace the names of the insects neatly on the dotted lines. Go around the class to help them, if needed.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

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.



Infographic could be used to reinforce the content taught to the students.

COULD DO

10 MIN.

Slideshow could be used to revise the concept taught to the students.

Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- The students can be shown the pictures of insects. Ask them to identify and talk about the number of legs of the insects.
- The students can be guided to make a ladybird using a pebble and paints. Draw the ladybird on a pebble. Let the child paint it using brush paints. It can be used as a decorative item or a paper weight.

Home Task

- Parents can sit comfortably with the child and read the names of animals in exercise 3 on page 82. Then help them find the names in the box given for word search.
- Help the child identify and match the animals to their young ones in exercise 4 on page 83. You may engage the child in weaving a story around the animals.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show eye-hand coordination and muscle strength in performing simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively during class activities
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• differentiate between animals and insects• identify and name common insects with support from teacher
Language and Literacy Development	<ul style="list-style-type: none">• describe the birds and related information using the vocabulary learnt
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity and inventiveness in using a variety of materials such as making a butterfly or a ladybird using paint, paper and pebbles
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 14: Let's Go

Theme 7:
I Love Fun
Days

 2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, pictures/models of modes of transport, sheets of old newspapers, building blocks



Animation, Animated Activities, eBook, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop fine and gross motor skills
- explore the physical and natural environment
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Using CRM signs, accompany the students to the playground. Guide them to form a 'Train of Happiness' and go around the playground a few times. Then instruct them to act flying like an aeroplane. Settle them down. Let them come up with the names of vehicles they see on their way to school.
- Narrate the story given on page 84 to the students and ask them to listen attentively. Tell them that all the children, Lina, Jas, Sam, Maria and Ryan, are on their way back after visiting the Science Museum with their teacher. They look outside and see vehicles when the bus stops at a traffic light. Read the story aloud with proper intonation for the students. Use the character standees to make it an interesting story session. Engage the students by pointing at the pictures for them to describe. A few questions could be asked such as
 - Where are the children?
 - Where does the bus stop?
 - What do Lina and Jas look at?
 - What does the teacher want to talk about?

Encourage them to share their experiences while travelling by land, air or water. You may discuss the importance of public transport. Talk to them about the three modes of transport used by the people.

- Show them flashcards with different modes of transport to identify. Also, discuss how modes of transport make it easier to travel from one place to another. Then point at the picture on page 85 and ask them to name the vehicles that run on land, fly in the air or sail on water. Let them describe the pictures in simple words or their home language.

COULD DO

15 MIN.



SHOULD DO

10 MIN.



MUST DO

15 MIN.



A Note to the Teacher: This section is aligned to the SDG 12: Responsible Consumption and Production. Teach the students that we should use public transport as much as possible.



Animation could be shown to generate interest among the students.

Animated Activities could be used to recapitulate the content taught.

eBook could be used to recapitulate the content taught.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given building blocks to make a vehicle of their choice. Then they can tell peers about it in simple sentences.

Home Task

- Parents can guide the child to tick the vehicles that move on land in exercise 1 on page 86.
- Help the child identify the vehicles that fly in the air and tick them in exercise 2 on page 86.

Period 2

Place: The lesson can be conducted in the classroom.

- Using CRM sign 'Stand in a line', the students may be asked to sing and enact the rhyme 'Row, row your boat.' Repeat the activity and let them enjoy.
- Ask the students to open the book at page 87. Read and explain the statement for exercise 3 and ask them to identify the vehicles. Guide them to choose the vehicles that help in moving on water. Tell them to tick 'Yes' or 'No' for the vehicles if they help in moving on water or not, respectively.
- Point at each picture and elicit response from the students in exercise 5 on page 89. Then read and explain the statement. Guide them to complete the names of the vehicles and read the sentences aloud.

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.



Slideshow could be used to revise the concept taught to the students.

Test Generator could be used to test students' 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 sheets of old newspapers. Demonstrate how to make a boat using origami. Then write their names on it.

Home Task

- Parents can sit comfortably with the child and help in joining the dots to form pictures in exercise 4 on page 88. Once the dots are joined, ask them to name the vehicles formed. Then match the words—land, water or air to the name of the correct vehicle.
- Help the child paint the ice-cream sticks and make their own road following the instructions on page 90.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• recognise the modes of transport
Language and Literacy Development	<ul style="list-style-type: none">• describe the modes of transport using the vocabulary learnt for land, water and air transport, respectively
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity in making boats and roads using ice-cream sticks
Positive Learning Habits	<ul style="list-style-type: none">• participate actively in class activities

Lesson 15: Stop, Wait, Go!

Theme 7:
I Love Fun
Days



1 Period (40 minutes) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, Red and Green cards, model of a traffic light



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop strength and coordination of fine muscles
- use expressive and receptive communication skills
- develop cognitive skills and explore the physical and natural environment

Methodology

Period 1

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

- The class can be assembled in the theatre room. Use CRM signs to convey non-verbal instructions to the students. Sing or play the rhyme 'Red light, red light what do you say?' Guide the students to sing and enact the rhyme with you. **COULD DO**
15 MIN.
- Show the model or a picture of a traffic light to the students. Also, ask if they have noticed the three colours of the traffic light. Steer the discussion to the importance of traffic light in managing the traffic. Then ask them to listen attentively as you read the text on page 91. Read the lesson loud and clear for the students to follow. They can be engaged in a discussion on driving carefully and following traffic rules. **SHOULD DO**
10 MIN.
- The students can be asked to name the things they see on the road and circle them in exercise 2 on page 92. They may talk about each one. **MUST 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.



Animated Activities could be used to recapitulate the content taught.

eBook could be used to recapitulate the content taught.

Infographic could be used to reinforce the content taught to the students.

Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a cut-out of a traffic light. Demonstrate how to make a traffic light by pasting the red, yellow and green circles, in the correct order, on the cut-out of the traffic light.

Home Task

- Parents can guide the child to colour the boxes with number 1 in exercise 1 on page 92 to form a car.
- Help the child colour the traffic lights as per the colour code given in exercise 3 on page 93.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• work collaboratively with peers
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• recognize the three colours of traffic light
Language and Literacy Development	<ul style="list-style-type: none">• describe the use of three colours of the traffic light
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity in making a traffic light using craft material
Positive Learning Habits	<ul style="list-style-type: none">• participate actively in class activities

Lesson 16: Things that Go Together!

Theme 8:
I Love
Saturdays



1 Period (40 minutes) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, character standees, pictures or objects



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop fine motor skills and fit and flexible body
- make sense of world around through observation and logical thinking
- develop cognitive skills and explore the physical and natural environment
- use emergent literary skills

Methodology

Period 1

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

- Organize the class in a semi-circle using CRM signs 'Eyes on Me, Shh... and Stand in a Line.' Then they can be asked to swing their arms and jump on their toes. **COULD DO** 10 MIN.
- Show flashcards with the pairs of objects such as shoes and socks, spoon and fork, mug and bucket, and so on to the students. Ask them to name them one by one. Then they can be asked to name more such pairs. **SHOULD DO** 10 MIN.
- Read the story given on page 94, using the character standees of Maria, Lina, Jas, Ryan and Sam. Let the students listen attentively and respond to the questions such as
- Which day of the week is it?
- Where are the children?
- What do they enjoy?
- Who tells them an interesting thing? **MUST DO** 10 MIN.

Engage the students in a discussion about things that are mentioned in pairs. Let them describe the picture and retell the story in simple words or phrases. They may use their home language to express their thoughts.

- Guide the students to make pairs of objects in exercise 1 on page 95. First, read and explain the statement. Then ask them to draw lines to make pairs of objects. **MUST 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.



Animated Activities could be used to recapitulate the content taught.

eBook could be used to recapitulate the content taught.

Infographic could be used to reinforce the content taught to the students.

Test Generator could be used to test students' comprehension of the lesson.

COULD DO



Additional Suggested Activity

- The students can be shown the objects placed at different points in the classroom. Let them take turns to move around and make pairs of things. The students to make pairs of objects in one minute get a smiley and those who take longer to make the pairs, will receive a star.

Home Task

- Parents can guide the child to identify the objects in exercise 2 on page 95. Then help them in making pairs of objects using same crayons. Also, colour the circles for them.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> follow CRM instructions recognize the objects that go together and form pairs
Language and Literacy Development	<ul style="list-style-type: none"> listen and follow short instructions
Aesthetic and Cultural Development	<ul style="list-style-type: none"> communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none"> observe minute details and explore using various senses

Lesson 17: Day and Night

Theme 8:
I Love
Saturdays



2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, character standees, pictures or objects, chart papers, cut-outs of the Sun and the Moon, a jar, paint, water and glitter



Animation, Animated Activities, eBook, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop fine motor skills and fit and flexible body
- make sense of the world around through observation and logical thinking
- develop cognitive skills and explore the physical and natural environment
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

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

- The students can be guided to form two semi-circles. The first group of students is given a card with the yellow sun and the second group a card with white moon. They can be asked to lift the sun or the moon as the light is switched on or off, showing it to be day and night. Repeat the activity along with a rhyme on day and night. **COULD DO**
10 MIN.
- Create a stage where the students can come one by one to speak. Show them pictures or flashcards to identify the activities they do during the day or at night. For example, playing – day, sleeping- night. Let them talk about the things they like to do during the day on the stage. **SHOULD DO**
10 MIN.
- Ask the students to observe and describe the pictures on page 96 in simple words. Tell them to listen attentively as you read the story on page 96 loud and clear. Engage them in a discussion on their experience at a local market with parents. Also, they could be encouraged to discuss their bedtime activities. They can be asked a few questions to test their comprehension of the story such as
- Who visits the market?
- What does Maria ask her mother at bedtime?
- What does her mother tell her?
- The students can be involved in a class discussion on how day and night activities are different due to presence of the sunlight during the day. **MUST DO**
10 MIN.

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

- Ask the students to open the book at page 97. Observe the pictures and identify the activities done during the day or night. Point at each activity for them to answer and write D for Day and N for night activities in the blanks provided.

MUST 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.

COULD DO

10 MIN.



eBook could be used to recapitulate the content taught.

Animated Activities could be used to reinforce the content taught.

Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- Place character standees with pictures of activities at different points in the classroom. Then ask them to move in a line and identify the pictures as day or night activities.

Home Task

- Parents can help the child to make their own night sky. Read and explain the activity on page 97 and guide the child to use a jar, paint, water and glitter to create the night sky.
- Sit comfortably with the child to make a wristband. Collect the material mentioned in the activity on page 100. Then read the steps and help the child make the wristband. Let them be worn as per day and night time bands.

Period 2

Place: The lesson can be conducted in the classroom.

- Use CRM signs to organize the class for the activity. Let them stand in groups of three. Each member can be asked to describe one activity they do in the morning, evening and at night.
- The students can sit in pairs. Ask them about their routine. Next, tell them to look at the pictures on pages 98-99 and describe it in simple words or phrases.

COULD DO

10 MIN.

MUST DO

15 MIN.

P.S. You may have to support the students with the vocabulary to frame meaningful, short and simple sentences.

- Ask the students to form a line at the centre of the room. Instruct them to listen to the activity and go on the right to show that it an activity done during the day and go left to show that the activity is done at night.

SHOULD DO

15 MIN.

Additional Suggested Activity

- Form groups of four students. Give them a chart paper and few pictures with activities. Create two divisions on a chart paper. Guide them to observe and sort the pictures. Then paste them suitably as day or night time activities.

Home Task

- Parents can help the child express their thoughts about day and night time activities. Make a list of things they like to do during the day.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• work collaboratively with peers
Cognitive Development	<ul style="list-style-type: none">• listen and follow short instructions• recognize the activities done during the day and at night
Language and Literacy Development	<ul style="list-style-type: none">• describe the activities they like doing during the day or at night in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses• observe minute details and explore the options
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 18: Seasons

Theme 9:
I Love
Sundays

 2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, cut-outs of the Sun, raindrops and wind, pictures, construction paper



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :


- develop coordination of fine muscles with dexterity
- make sense of the world around through observation and logical thinking
- develop positive regard for the natural environment
- explore the physical and natural environment
- use emergent literary skills

Methodology

Period 1

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

Let's Read

- Organise the class into four groups. Give the students a sheet to draw a dish they like to eat. Then they share the name of the dish with their partner. Thereafter, the students also talk about the season during which they like to eat the dish. For example, hot milk in winter, cold ice cream in summers. They may describe it to the class. **COULD DO** 
- Ask them to open the book at page 101 and observe the pictures. Let them describe each picture in simple words or their home language. Guide them to arrange the pictures in order in exercise 1. Then ask them to listen attentively as you read the story. Read the story with proper intonation and tell them about the different seasons. You may ask a few questions such as
- Where are the children?
- Why do they run?
- What do they make?
- What do they see in the sky when rain stops?

SHOULD DO 

The students may express their thoughts about rains—describing what happens when they get drenched, what they wear to save themselves from the rain, what they like to eat during the rainy season, etc.

- Give each group a picture depicting a season. Point at each image and explain what is happening. Let them look at the pictures and relate them to their daily life experience in simple sentences or their home language.

MUST 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.



Animated Activities could be used to reinforce the content taught.

eBook could be used to recapitulate the content taught.

COULD DO

10 MIN.

Slideshow could be used to revise the concept taught to the students

Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- The students can be given a construction paper to make a cloud. Paste it on the sheet and draw raindrops for showing the rainy season.

Home Task

- Parents can help the child to draw the eyes, nose and hands of the sandman in exercise 3 on page 105. Talk to them about the picture depicting a scene at the beach.

Period 2

Place: The lesson can be conducted in the classroom.

Let's Read

- The students can be seated in three groups. Place three slips of paper with numbers on the table. Each group member will pick one slip of paper with the number for the pictures. Show CRM sign 'Eyes on Me' and point at the three (incomplete) pictures from page 102 pasted on the walls. Then tell them to describe one picture according to the number they have picked. You may support them with suitable vocabulary for summer, monsoon and winter seasons.
- The students can be asked to paste the Sun, raindrops and wind on each picture on the wall and complete them. Encourage them to speak for the importance of things pasted to complete the pictures. Explain that the Sun makes it hot in summer, raindrops fall during rainy season and cold winds blow during winter making it colder.
- Then read the story loud and clear for the students to understand. They may ask and answer a few questions based on the lesson. The questions could be
- How many seasons do we have?
- What are the three seasons?
- Who is Bodhi?
- What happens when it rains?
- Why do trees shed their leaves in winter?

COULD DO

10 MIN.

MUST DO

15 MIN.

Ensure that all the students take part in the discussion on seasons. Encourage them with the required vocabulary or pictures to speak small and simple but meaningful sentences.

P.S. You may have to support the students with the vocabulary to frame short, simple and meaningful sentences.

- The students can be asked to look at the pictures in exercise 2 on page 103. Let them colour the items in picture a. Then tick the monsoon it shows. Let them talk and give reason for colouring the boat, umbrella, raincoat and gumboots.

SHOULD DO

15 MIN.



Additional Suggested Activity

- Give a sheet to the students. Guide them to give two folds such that four squares are formed. Then ask them to draw the Sun in one square. Rest of the three squares to be used to draw one thing they wear in each season--summer, monsoon and winter.

Home Task

- Parents can help the child complete parts b and c in exercise 2 on page 104. Talk to the child about the seasons depicted in the pictures.
- Help the child identify the clothes shown in exercise 4 on page 106. Then decode the colour code given and colour the boxes appropriately.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> listen and follow short instructions recognize the items used in different seasons differentiate and describe the three seasons
Language and Literacy Development	<ul style="list-style-type: none"> describe the seasons and things used in simple words or short meaningful sentences describe the picture story in short words and phrases
Aesthetic and Cultural Development	<ul style="list-style-type: none"> observe minute details and explore the options
Positive Learning Habits	<ul style="list-style-type: none"> participate actively in class activities

Lesson 19: Days of the Week

Theme 9:
I Love
Sundays



1 Period (40 minutes) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students :

- develop fine motor skills and fit and flexible body
- develop effective verbal and non-verbal communication skills
- use emergent literary skills

Methodology

Period 1

Place: The lesson can be conducted in the playground.

Let's Read

- Using CRM signs, the students can be guided to form a train and move around the playground. They can name the stations where the train will stop. Let them board the train and enjoy talking to the fellow passengers. They may enact helping each other in keeping the luggage. Teach them the importance of teamwork through the activity. **COULD DO**
10 MIN.
- The students can be shown pictures on page 107 in the book. Ask them questions so that they can describe the picture in simple sentences using the vocabulary learnt. You may ask questions like
- What are the children doing?
- How do they look-happy or sad?
- Engage them in a class discussion. Then read the story for better comprehension of the text. Explain that there are seven days of the week. Show them flashcards with the names of the week to repeat after you. **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.

- The students can be seated in groups of seven. Give each student a flashcard to hold. Ask them to show the flashcard when you call out. For example, the day we enjoy family time. The student will hold up the card for Sunday. Similarly, ask for the rest of the days of the week for the groups to send their member with that particular flashcard. Then ask them to open the book at page 108 and complete the names of the days of the week with missing

letters. Once they have completed, ask them to read the names of the days aloud.

MUST DO

15 MIN.



A Note to the Teacher: This section is aligned to the SDG 17: Partnerships for the Goals. Teach them the importance of working together as a team both at home as well as in school.



eBook could be used to recapitulate the content taught.

Animated Activities could be used to recapitulate the content taught.

Infographic could be used to reinforce the content taught to the students.

COULD DO

10 MIN.



Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- The students can be given a flashcards with the names of the days in a week to be arranged in order. Then read them after you.

Home Task

- Parents can help the child to draw a line to match the name of the days to its number in the week in exercise 2 on page 109.
- Help the child name the colours and the days of the week in exercise 3 on page 110. Then decode the colour code given and colour the flowers appropriately.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> demonstrate willingness and participation in age-appropriate physical work towards helping others
Cognitive Development	<ul style="list-style-type: none"> listen and follow short instructions learn about the days of the week
Language and Literacy Development	<ul style="list-style-type: none"> describe the picture in simple, short words and phrases express their ideas about the days of the week, what they do on particular days, etc.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none"> learn teamwork and enjoy class activities

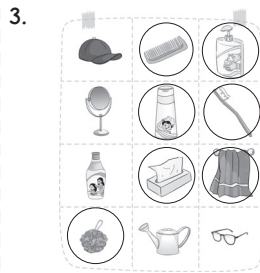
Answers

Theme 1- I Love Mondays

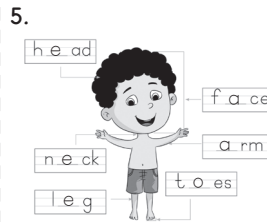
Chapter 1: I am Special



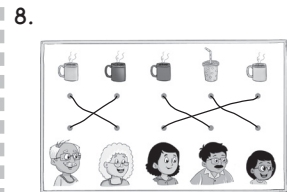
2. Accept all relevant responses.



4. Accept all relevant responses.



6. a. The water moves from its place.
7. Accept all relevant responses.



9. Accept all relevant responses.
10. Nose

Theme 2: I Love Tuesdays

Chapter 2: Jas and his Family

- Accept all relevant responses.
- Accept all relevant responses.
- Accept all relevant responses.

Chapter 3: Family Time

1. Accept all relevant responses.

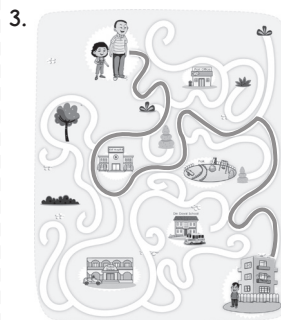


Theme 3: I Love Birthdays

Chapter 4: House and Neighbourhood

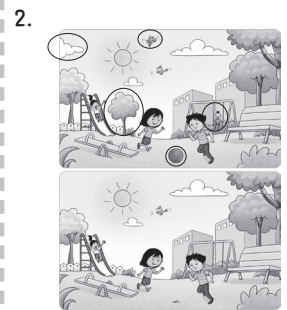
1. Guide the students to colour the picture correctly.

2. Cap, Teddy, Racket, and ball.



Chapter 5: People Who Help Us

1. Guide the students to make and colour the thank you card.



Theme 4: I Love Wednesdays

Chapter 6: All About Colours



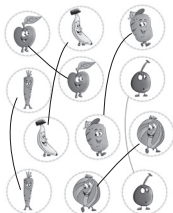
- Guide the students to draw and write correctly.
- Guide the students to complete the picture.

3. (Top-Bottom) Green, Purple, Orange, Violet, Green, Orange

Page 44: Guide the students to guess the name of the animal and colour the picture.
I am a frog

Chapter 7: Food We Eat

- Accept all relevant responses.
-

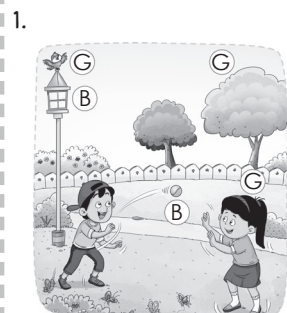


Chapter 8: Healthy Eating Habits

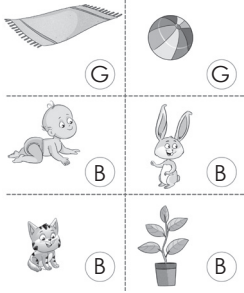
- Accept all relevant responses.
- Guide the students to colour the picture correctly.

Theme 5: I Love Thursdays

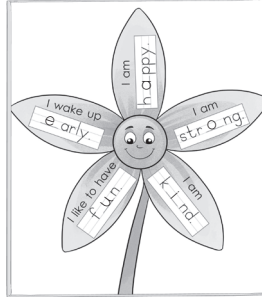
Chapter 9: Living and Non-living Things



2.



3.



Chapter 10: All About Flowers

1. Accept all relevant responses.
2. Guide the students to trace correctly.
3. Guide the students to colour correctly.
4. Guide the students to draw or paste pictures correctly.