

# Yearly Scheme of Work

**Time Taken:** 69 Periods (each period of 40 minutes duration)

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

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

## Class LKG

### Scheme of Lessons – Micro Schedule – Maths = 69 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods	Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 1: I Love Mondays</b>		<b>Theme 5: I Love Thursdays</b>	
1. Numbers 0 to 10 (Revision)	4	12. Counting 21 to 30	4
<b>Theme 2: I Love Tuesdays</b>		13. Counting 31 to 40	4
2. Triangles	4	14. Counting 41 to 50	4
3. Square	4	<b>Theme 6: I Love Fridays</b>	
4. Rectangle	4	15. Heavy and Light	2
5. Circle	4	16. Long and Short	1
6. Oval	4	17. Near and Far	1
<b>Theme 3: I Love Birthdays</b>		18. Before, Between, After	2
7. Numbers 11 to 20 (Revision)	6	<b>Theme 7: I Love Fun Days</b>	
<b>Theme 4: I Love Wednesdays</b>		19. Putting Together	1
8. Tall and Short	4	<b>Theme 8: I Love Sundays</b>	
9. Big and Small	5	20. Taking Away	1
10. Full and Empty	4	<b>Theme 9: I Love Sundays</b>	
11. More or Less	3	21. Ordinal Numbers	2
		22. Data Handling	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
<b>Morning Routine/Free Play/Corners Time</b>				
09:30	10:15	45 minutes	Circle time/Conversation	English/Phonics
10:15	10:30	15 minutes	Snack Break	Snack Hour
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement	Rhymes and Stories
10:45	11:45	1 hour	Concept Time/Pre-numeracy	Mathematics/Numbers
11:45	12:15	30 minutes	Arts/Craft/Free Play	Arts and Craft/Free Play
12:15	13:00	45 minutes	Corners Time	General Awareness
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)	Lunch Break
13:45	14:30	45 minutes	Emergent Literacy/Story Time	Sounds
14:30	15:00	30 minutes	Outdoor Play and Wind Up	Outdoor Play

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

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

# Lesson 1: Numbers 0 to 10 (Revision)

Theme 1:  
I Love  
Mondays



4 Periods (40 minutes each)



Abacus, flashcards/number cards, colourful beads, colour pencils, old business cards, CRM signs in the learning kit



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- identify shapes, colours of various objects
- listen to the story and relate it to the numbers 0 to 10
- recognise and write the numbers 1 to 10
- learn the number sequence

## Methodology

### Period 1

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

- Greet the students and use CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) of the Learning Kit to manage the class. Organise the class in a semi-circle. Then give them flashcards from the learning kit to observe and count the number of things shown. You may confirm the correct answers and give a smiley to the students.
- Give each student an abacus and beads to count and show numbers 1 to 10. Ask them to listen and arrange beads as you call out the numbers randomly. Ensure that each student gets it right. They may also tell the names of things and objects that are identified by a particular number. e.g., five fingers in one hand, two eyes, etc.
- Ask the students to look at the pictures on page 6 and describe it. Read and explain the story to the students that Sam is helping her Baba in the kitchen by counting and bringing the vegetables.

Talk to the students about helping their parents in daily chores just like Sam. Ask for the number of vegetables Sam brings.



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

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

COULD DO

15 MIN.

SHOULD DO

15 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Give a box of pencil colours to the students to count and write the number of pencils for each colour.

### Home Task

- Parents can take the child to the park. Let the child play and count the number of trees, flowers or people. Note it down in the notebook.

## Period 2

**Place:** The class could be conducted in the music room.

- Take the students to the music room. Greet the students with 3 claps. Then ask them to hop twice and tap their head once. **COULD DO**   
05 MIN.
- Ask the students to open the book at page 7. The students can be guided to form 'zero' in the air with their pointer fingers. Ask them to form 0 with their hands. Explain that when we do not have anything in specific, we call it a 'zero'. The students can be asked to trace and write number 0 in exercise 1. **SHOULD DO**   
10 MIN.
- Ask the students to trace and write the number name for 0 in exercise 2 on page 7. **MUST DO**   
25 MIN.



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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be shown flashcards of numbers. Let them identify the number and draw the same number of things. Then display it in the class.

### Home Task

- Parents can be with the child in the garden. Help her/him in counting the number of flower pots.

## Period 3

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

- Use CRM signs to manage the students and take them to the school playground. Let them jog for a while. Then call them and show CRM signs (Wait, Stand in Line) to form a line. **COULD DO**   
05 MIN.
- Ask the students to open the book at page 8. Read and explain exercise 3. Let the students count the number of dice, squirrels, tables and bicycles. Then ask them to count the number of dots on dice, tails on squirrels, legs of the tables and wheels of the bicycles. Then write each answer in the boxes provided. Go around the class and see that the students get the correct answers. Show flashcards with the numbers to the students. Ask



them to say the numbers shown on each flashcard. They may be given flashcards for 1-10 to be arranged in order. Then tell them to say the numbers in order and trace them in exercise 4 on page 9.

**SHOULD DO**

15 MIN.

- Ask the students to tell the number of eyes they have. Then students can be asked to pick a crayon of their choice and trace the number of eyes, that is, 2. Then ask the number of fingers in one hand and trace the number 5 or the number of colours in a rainbow that is 7. Similarly, give them objects to co-relate with the numbers and trace the number names from 1-10 in exercise 5 on page 10.

**MUST DO**

20 MIN.



**Fun Practice** could be used to enable the students practise concepts taught.

**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Give the students an old newspaper to tear and form the shape of their favourite number. Display it in the class.

### Home Task

- Parents can sit with the child and arrange the flashcards with numbers in the student learning kit, in order. Also, the cards with number of objects can be given to the child to count.

## Period 4

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

- Ask the students to open the book at page 11. Let the students look at the picture in exercise 6 and describe it in their own words. Prompts: How many children are there? Where are the children? What are they doing? Can you see numbers hiding in the library and so on. Discuss their answers and ask them to circle the number with their favourite crayon.

**SHOULD DO**

20 MIN.

### Poem-Let Us Sing

- The students can be asked to recite the poem on numbers after you. Have two-three rounds of recitation with actions. Let them enjoy the poem.

**MUST DO**

20 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Make number cards. Take old business cards. Write number on one side. Draw/paste a picture related to the number on the other side. Bring it to the class for number game.

### Home Task

- Learn the poem on numbers 'Let Us Sing'.
- Write one thing on a paper strip that you did to help at home for the class board.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• write/trace the numbers 1-10</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• spend time with family and enjoy activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and arrange the numbers 1-10 in order</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• learn and recite the poem on numbers</li><li>• identify the number of objects through storytelling</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw or paste picture for the given numbers</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• help parents in doing tasks at home</li></ul>



# Lesson 2: Triangle

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Flashcards, colour pencils, crayons, CRM signs of Learning Kit, old newspapers, construction paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- apply knowledge, skills and concepts
- practise oral calculation
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- reinforce the concepts taught through Maths game
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) of Learning Kit to manage the students. Ask them to form a triangle with their fingers and show it to their partners.
- Arrange the students in a triangle. Ask them to draw different-sized triangles on an old newspaper with crayons of their choice. Then count and tell the number of triangles they have made. Confirm the correct responses.
- The students can be asked to open the book at page number 14. Then read and explain the statement to them to colour the triangles in exercise 1.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

### Additional Suggested Activity

- The students can be given construction paper to form triangles by folding it. Then form a pattern by pasting them on a sheet.

### Home Task

- Parents can ask the child to observe things that are like a triangle in the house. Then draw a big triangle for her/him to draw those things. Bring it to school for display in class.

## Period 2

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

- The students can be shown the CRM signs (Shh..., Eyes on me) to get their attention. Then ask them to tap their head, touch their nose and clap their hands. Repeat it a few more times and settle the class. **COULD DO**   
05 MIN.
- Organise the class in a semicircle. Ask the students to be alert and attentive for the story. Tell them to look at the book on page number 13 and describe the picture. Then read the dialogues for the students to understand the story. Let them talk about the story in short, simple words or their home language. Ask them to identify the objects that are like a triangle in their classroom. **SHOULD DO**   
15 MIN.
- Form three groups of students in the class. Each group can be given a strip of paper to fold and form a triangle. Then ask them to attempt the exercise 2 by identifying the objects that are triangular in shape. **MUST DO**   
20 MIN.



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

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

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Place different objects on the table. Ask the students to pick the ones that are triangle in shape.

### Home Task

- Parents can take the old newspapers and cut them in triangles. Then give a cardboard to paste and colour them. Then get the cardboard laminated and use it as a table mat during meals.

## Period 3

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

- Use CRM signs to manage students and take them to the school playground. Let them walk in a line. On reaching the ground, they can be asked to play hopscotch. **COULD DO**   
05 MIN.
- Ask the students to open the book at exercise 3 of page number 15 and find a way through the maze. They can work in pairs and help Tommy Triangle reach home by following the triangles. They may use the crayon of their choice. **SHOULD DO**   
15 MIN.

### Exercise 4

- The students can sit in small groups. Give them bowls with different patterns. Ask them to pick the odd one out. Then they can be guided through the exercise 4 on page 16 in the book. **MUST DO**   
20 MIN.

### Additional Suggested Activity

- The students can be given five shapes to arrange and form a pattern.

## Home Task

- Parents can sit with the child and play with flashcards. Let them pick the flashcards with triangles and show.

## Period 4

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

- The students can be given a packet of crayons. Ask them to open the book on exercise 5 of page number 16 and identify the shapes in the box. Then tell them to count the number of triangles and colour them with crayons.


**SHOULD DO**

25 MIN.

- Ask the students to draw a sandwich they like to eat. Colour it and tell the shape to their partners.

**MUST DO**

15 MIN.

-  **Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**

10 MIN.

**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

## Additional Suggested Activity

- The students can be given a triangular sheet. Then ask them to draw an ice cream cone and colour it.

## Home Task

- Parents can take the child for a picnic with triangular eatables.
- The child can be given a sheet to draw a triangle. Then make faces – happy or sad.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>draw, colour triangles</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify the objects that are triangle in shape</li> <li>solve a maze following triangles</li> <li>sort the shapes</li> <li>find the odd one in the given pattern</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>help parents in chores at home</li> </ul>

# Lesson 3: Square

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Flashcards, colour pencils/crayons, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) of Learning Kit, construction paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- apply knowledge, skills and concepts
- practise oral calculation
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down, Raise Your Hand!) of Learning Kit to manage the students. The students can be seated in the formation of a square. Tell them to raise their hands and clap.
- Show the flashcards to the students and ask them to identify square objects.
- Ask the students to match the objects around them with the shapes of triangles and squares.



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

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

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Give a sheet of paper to the students. Ask them to draw a square and colour it.

### Home Task

- Parents can ask the child to count the number of squares in the window grill. Then ask him/her to draw two square objects and colour the pictures.

## Period 2

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

- The students can be shown the CRM signs (Shh..., Eyes on me) to get their attention. Form groups of three students each. Play a game of hopscotch with them. Then settle the class.
- The students can be shown a Ludo and asked to identify its shape. Encourage them to think of more objects that have the same shape. You may suggest few objects like, bread slice, chess board, etc. Then tell them to air trace a square.
- The students can be given a sheet of newspaper to fold and form a square shape. Then read the story on page number 17 for them to understand. Ask them to tell the games they like to play or the objects that are square in shape.

**COULD DO**   
05 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
20 MIN.

### Additional Suggested Activity

- The students can be given hand paints to paint a square on an old newspaper.


### Home Task

- Parents can use the Pictionary to identify the objects that like a square in shape.

## Period 3

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

- Use CRM signs to manage the students and take them to the library. Tell them to sit in a square. Then let them identify the square shapes in the library or show them flashcards.
- Ask the students to open the book at page number 18 and identify the shape and trace its name on the right.
- The students can sit in small groups. Ask the students to identify the given shapes of objects on exercise 1 of page number 18 - watermelon, candy, onion, football, bread slice, etc. Then tick the ones that are like a square in shape.

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

**Fun Practice** could be used to enable the students practise the concepts taught.

**COULD DO**   
05 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
20 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given square shapes to form a pattern or an object.

### Home Task

- Parents can help the child and identify the objects that are like a square in the house. Then draw any one object and colour it.
- The child may use playdough to make an object that is square in shape.

## Period 4

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

- Ask the students to raise their arms and move their hands five times. Then let them snap their fingers and form a square with the index and middle fingers of both hands.
- Then ask the students to open the book at exercise 2 of page number 19. Describe the picture in short and simple sentences. Count the number of squares and triangles and write them in the space provided.
- Next, read and explain the statement to the students that they need to colour the squares blue and triangles green in the given picture.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

**COULD DO**

10 MIN.

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

### Additional Suggested Activity

- Give squares of different sizes to the students. Guide them to paste the squares to form a pattern.

### Home Task

- Parents can help the child in forming a scenery using squares and triangles. Use construction paper to cut and paste on the given sheet.
- Parents can guide the child in doing exercise 3 in writing the missing number inside the square and missing letter inside each triangle.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour pictures</li> <li>• draw square shape and objects</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify square objects</li> <li>• sort the shapes and count them</li> <li>• write the missing number/letter in the shapes specified</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and talk about it in simple words</li> <li>• communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• care about friends and family</li> </ul>

# Lesson 4: Rectangle

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Flashcards, colour pencils/crayons, CRM signs of learning kit, construction paper, a notebook, a ball and a paper napkin, ice-cream sticks



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) of Learning Kit to organise the students. Show a notebook, a ball and a paper napkin to the students and ask for their shapes. Then tell them to air trace each shape. **COULD DO**   
10 MIN.
- Next, show flashcards to the students and ask them to identify the objects and tell their shapes. Show one card at a time. **SHOULD DO**   
15 MIN.
- Give each student an old newspaper and tell them to identify the shape. Confirm that it is a rectangle. They may fold it and tell the shape formed. **MUST DO**   
15 MIN.



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

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

### Additional Suggested Activity

- Give a sheet to the students and ask them to draw one rectangle. Colour it.


### Home Task

- Parents can give a box of different shapes to the child. Then let her/him count the number of shapes and pick rectangles among them.

## Period 2

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

- The students can be shown the CRM sign (Shh..., Eyes on me) to get ready for the class. Give each student a rectangular sheet and ask them to draw a rectangle. Then dip their hands in hand paint and make an imprint inside the rectangle. **COULD DO** **05 MIN.**
- Ask the students to open the book at page number 21 and be attentive. They must listen to the story where Jas and Teta go shopping. Ask them to look at the picture and tell the shapes of the note given. Confirm that notes are rectangle in shape. **SHOULD DO** **15 MIN.**
- Ask the students to look at the picture on page number 22. Point at the people and things for the students to talk about colours and shapes. They will observe the thing pointed at and describe it in simple words or their home language. **MUST DO** **20 MIN.**

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

**Fun Practice** could be used to enable the students practise concepts taught.

**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

### Additional Suggested Activity

- The students use triangles, squares and rectangles to make a picture like, an engine, a house, a tent, etc.

### Home Task

- Parents can use ice-cream sticks to help the child form rectangles. Let her/him form a figure with the sticks.

## Period 3

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

- Use CRM signs to manage the students. Give them few flashcards to identify the objects and tell their shapes. **COULD DO** **05 MIN.**
- Then show the picture on page number 23. Ask the students to describe what the people are doing in the picture, if they are happy or sad and name the things shown in the picture. Let them talk about the picture and frame a short story. **SHOULD DO** **15 MIN.**
- Ask the students to colour the shapes as per the code given in exercise 1 and narrate a story on their own using short, simple sentences. **MUST DO** **20 MIN.**

### Additional Suggested Activity

- The students can identify the objects in the classroom and tell their shapes.

### Home Task

- Parents can help the child identify shapes to colour and form a pattern.

## Period 4

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

- Organise the class in a circle and darken the room. Then using a torch, place an orange in front of the torch and ask the students to observe its shadow. Let them sit comfortably and form shadows with their fingers and enjoy.
- Point at each object on the left of exercise 2 given in page 24 and ask the students to name them and say one or two short sentences about each. Also, ask them to tell the shape of each shadow.
- Next, read and explain the statement to the student. Then they can be asked to match each object with its shadow.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

**COULD DO**

10 MIN.

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

### Additional Suggested Activity

- Show various objects and ask the students to tell the shape of each object. Then draw its shadow on a sheet of paper.

### Home Task

- Parents can help the child in identifying different shapes in any given object e.g., a house – circle, square, rectangle, etc.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour rectangles and other shapes with crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify objects that are rectangle in shape</li> <li>• match the objects with their shadows</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and talk about it in simple words</li> <li>• communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe their surroundings</li> <li>• recreate and enjoy with friends and family</li> </ul>

# Lesson 5: Circle

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Flashcards, colour pencils/crayons, CRM signs of Learning Kit, notebook, pencil, crayons, coins, toy car, marbles, ice-cream sticks, lock, pictures of the sun, the moon, bangle, rim of a glass, ring



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Shh..., Stand in a Line, Please wait and Sit Down), take the students to the school playground. Guide them to stand in the formation of a circle. Then give them a ball to play with. Towards the end of the activity, ask them to tell the shape of the ball (circle).
- Next, ask the students to form two small circles. Each group will tell the things/objects that are like a circle in shape. Clap for each correct response.
- They can be shown pictures of the sun, the moon, bangle, rim of a glass, ring, etc. to identify the objects with the shape of a circle.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

### Additional Suggested Activity

- The students can use a bottle cap and a bangle to draw Mickey Mouse on a sheet and colour it. It can be cut and used like a mask for the role play.

### Home Task

- Parents can sit with the child and show objects that are circular in shape. Then arrange them to form a collage on the floor.

## Period 2

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

- The students can be shown the CRM sign (Shh..., Eyes on me) to get ready for the class. Give each student a sheet and guide them to draw a circle (free-hand drawing). Then they can make a face and colour it.
- Next, show flashcards with circular objects to the students and let them identify. You may hold one card at a time and wait for their response. Confirm the correct answers.
- The students can be asked to air trace a circle. Then, read the story on page number 25 and ask them to tell the names of toys that Jas has. Also, they can tell the names of their toys that are like a circle.

COULD DO   
05 MIN.

SHOULD DO   
15 MIN.

MUST DO   
20 MIN.



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

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

COULD DO   
10 MIN.

### Additional Suggested Activity

- The students can count the circles in a box with mixed shapes.

### Home Task

- Parents can sit with the child and draw pattern using bangles or bottle caps on a sheet.
- Give a box of shapes to the child and ask her/him to pick the circles.

## Period 3

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

- Use CRM signs to manage the students. Give them few flashcards of exercise 1 of page 26 to identify the objects and tell their shapes.
- Next, read the story on page number 25 once again and ask them the shapes of flying disc and a clock. They can also tell the shape of the clock they have at home. Discuss how Jas talks to the shopkeeper and Teta.
- Place bowls of yellow, blue and green crayons for each group of students. Ask them to pick yellow, blue and green crayons as and when it is required. Point at each shape given on exercise 2 of page number 26 and ask the students to name it. Let them count the number of circles and colour them yellow. Next ask them to identify and count the number of squares and colour them blue. Lastly, they can count the number of rectangles and colour them green.

COULD DO   
05 MIN.

SHOULD DO   
10 MIN.

MUST DO   
25 MIN.



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

**COULD DO**

10 MIN.

**Fun Practice** could be used to enable the students practise concepts taught.

**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

### Additional Suggested Activity

- The students can use shapes to draw a house. Then colour it with crayons.

### Home Task

- Parents can help the child identify circles in the objects they see around at home.

## Period 4

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

- Arrange the students in a semicircle. Use CRM signs to manage the class. Then place different objects (notebook, pencil, crayons, coins, toy car, marbles, ice-cream sticks, lock, etc.) on the table. Pick one object at a time and ask them if it is a circle or not. Discuss how a circle can be seen in objects around us.
- Ask the students to open the book at page number 27. Show the pictures one at a time and ask them to identify. Be patient with them and listen to their answers.
- Read and explain the statement. Let them tick the ones that are like a circle.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Show various objects in the classroom and ask the students to tell the shape of each object. Then draw any one of the objects on a sheet of paper.

### Home Task

- Parents can plan the activity given in exercise 4. Sing the poem with the child and solve the jigsaw puzzle on page number 28. Take the child for night sky gazing and talk about the moon.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw and colour circles with crayons</li><li>• draw circles using a bangle or bottle caps</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• recognise happy and curious expressions</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify objects that are circle in shape</li><li>• differentiate the given shapes</li><li>• solve the jigsaw puzzle and put the pieces together to form the moon</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen to the story and talk about the toys they have</li><li>• communicate their ideas using simple words or home language</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe the night sky and the changes that occur as compared to the day time</li><li>• arrange their toys</li></ul>

# Lesson 6: Oval

Theme 2:  
I Love  
Tuesdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of Learning Kit, jute string, thread, sheets of paper, hand paint, cotton wool, stretchable band



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Shh..., Stand in a Line, Please wait and Sit Down) to organise the students in a circle. Then ask the students on two opposite ends to move a little away such that circle becomes an oval seating arrangement. **COULD DO** 10 MIN.
- Then show them stretchable bands turn into an oval. Point at the shape formed and tell them that it is an oval. Also, tell them that they are seated in an oval formation. **SHOULD DO** 15 MIN.
- Next, they can be given a jute string to paste on a sheet in an oval shape. Then they can dip their thumbs in hand paint and imprint in the oval. Help them put it for drying and display on a jute string. **MUST DO** 15 MIN.



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

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

### Additional Suggested Activity

- The students can use a thread to form an oval shape.

## Home Task

- Parents can sit with the child and use a thread to form an oval on a sheet. Then draw flowers with oval petals inside it. They can colour the flowers.

## Period 2


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

- The students can be shown the CRM signs (Shh..., Eyes on me) to get ready for the class. Let them raise their hands and clap five times. Then ask them to breathe deeply and relax.
- Next, ask the students to open the book at page number 29 and describe the picture, the characters and events in the story. Let them speak short, simple sentences on their own. They may be supplied words, in case they need. Tell them to be attentive as they are going to listen to what Teta and Jas are doing. Read the story and wait for their response. Then ask them questions to answer. Also, tell them to point at the oval shapes in the comic strip shown.
- The students can talk about how they feel when they go shopping and see themselves in the mirror. They can tell the objects in oval shape that they might have seen at home or in their immediate surroundings.

**COULD DO**   
15 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
10 MIN.

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

**Fun Practice** could be used to enable the students practise concepts taught.

**COULD DO**   
10 MIN.

**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

## Additional Suggested Activity

- The students can draw an oval shape on a chart and write their name inside it.

## Home Task

- Parents can sit with the child and collect pictures of objects that are oval in shape. Send them for the class activity.

## Period 3

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

- Use CRM signs to manage the students and get them ready for the class. They can be asked to stand and then sit down, tap their heads and touch their nose.
- Next, ask them to air trace an oval shape. Then form groups of three students each. Give them a chart and ask them to paste the pictures they had collected to make a collage. Help them display their chart in the display corner.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

- Read the statement on exercise 1 of page number 30. Ask them to pick crayons of their choice and trace the ovals. Once they have traced the ovals, you can ask them to colour them.

**MUST DO**

20 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can draw emojis in the ovals. Then colour them.

### Home Task

- Parents can take the child to the park and help in identifying the objects in oval shapes. Then return home and draw one object that they had seen.

## Period 4

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

- The students can be asked to number count 1-10. Let them sing the number rhyme 'One, two, Buckle my shoe...' and enjoy.
- Ask the students to join the dots with a crayon in exercise 2 on page number 30 while counting numbers 1-10. They can tell the shape formed after joining the dots and colour it.
- Next, ask them to open the book at page number 31 and identify each object. Then ask them for the shape of each object to be matched with the oval at the centre.

**COULD DO**

05 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.



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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can make a penguin with an oval. Colour it and paste cotton wool.

### Home Task

- Parents can play games with the child. Show one shape at a time. As an oval comes, the child makes a happy face.
- Guide the child to do Fun Time activities on page number 32. Encourage the child to give reason for the next in sequence for pattern formation.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw and colour ovals with crayons</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to converse at a shop with elders</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify objects that are oval in shape</li><li>• match the objects that are oval in shape with the oval at the centre</li><li>• recall the number count 1-10</li><li>• join the dots to form an oval shape</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen to the story and talk about it</li><li>• communicate their ideas using simple words or home language</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	



# Lesson 7: Numbers 11 to 20 (Revision)

Theme 3:  
I Love  
Birthdays



6 Periods (40 minutes each)



Flashcards, crayons, CRM signs of Learning Kit, tokens, marbles, birthday cap, beads, coins, ice-cream sticks



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Shh..., Stand in a Line, Please wait and Sit Down) to organise the students in a line. Let them jump twenty times and count. Then play a number game with them. Give them tokens with numbers randomly. Instruct them to come forward when you say a number and hold it up. Then they can stand in the number sequence from 1-20. **COULD DO**   
10 MIN.
- Give the students marbles to count. Then they can be given marbles to arrange and count. Repeat the activity till they learn the number sequence from 1- 20. **SHOULD DO**   
15 MIN.
- Next, place Ryan's standee in the middle. Give them a birthday cap and ask them to sing the birthday song for Ryan. Ask them to talk about the way they celebrate their birthdays. **MUST DO**   
15 MIN.

### Additional Suggested Activity

- The students can use number blocks to identify and arrange the numbers in sequence.


### Home Task

- Parents can sit with the child and get different things/objects to count. The number should not exceed 20.

## Period 2

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

- The students can be shown the CRM sign (Shh..., Eyes on me) to get ready for the class. The students can be given beads in bowls to count up to 20 and put them in a separate bowl.
- Next, place Ryan's standee on a table. Ask the students to look at the pictures and describe in their own words. Tell them that they got to be alert as you are going to read the story on page number 33. Then ask them to count the number of balloons in the picture.
- After the story, give crayons and blank sheets to the students. Then, ask them to draw 20 balloons and colour them. They can take the balloons home to show it to their parents.

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

### Additional Suggested Activity

- The students can colour ice-cream sticks and count them.

### Home Task

- Parents can sit with the child and count the number of crayons/toys/dresses.
- Make number cards with the child. Take old business cards and ask him/her to write the number on the blank side. The number cards can be used for show and tell activity when you show the card and ask for the number. Or you say the number and ask her/him to pick the number card.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

## Period 3

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

- Use CRM signs to manage the students and get them ready for the class. The students can be asked to jog on the spot. Then breathe deeply for ten times.
- Next, ask them to air trace the number that is shown to them on flashcards. Repeat the activity as many times as they want.
- Read the statement on exercise 1 of page number 34. Ask them to pick crayons of their choice and trace the numbers 11 to 20. Let them show it to their partner.

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

### Additional Suggested Activity

- The students can write the numbers from 11 to 20 in sand pit.

### Home Task

- Parents can take the child to the toy corner in the house. Let her/him count the number of toys and see if they are more than 20.
- Parents can guide the child to do exercise 2 on page number 35 and trace the numbers from 11 to 20.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.


**COULD DO**

10 MIN.

## Period 4

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

- Use CRM signs to enable the students stand in a line and take sheet of old newspapers from the pile kept on the table. Then let them tear and paste 20 pieces on a sheet. They may put thumb prints with hand paints on them to make it colourful. Display it in the class.
- Then form groups of three students each. Give them a blank sheet of paper and place a bowl of crayons to draw 20 stars and 4 spoons.
- The students can be given shapes to count and tell. They can count and match the shapes with the given numbers on page number 36. Tell them correct answers after they have done.

 **Fun Practice** could be used to enable the students practise concepts taught.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
20 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can count the number of chairs in the classroom and tell the number to their partner.


### Home Task

- Parents can give clothes to count and fold or count the number of spoons in the box.

## Period 5

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

- Show CRM signs to the students and ask them to get ready for the class. The students can be asked to count coins and put them in the bowls with the number pasted on it. For example, 13 coins will be put in the bowl with number thirteen pasted on it.
- Form two groups of the students. One group is given number cards and the other group is given the cards with the number names. Each group will get a chance to show a card for the other group to show the respective card. For example, Group A show 15. Then group B will show the card 'fifteen'. Repeat the activity till all the number names from 11 to 20 are taken up.
- Ask the students to open the book at page number 37 and identify the numbers. You may have to guide them. Then read the number names for them to match with the respective numbers.

 **Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a chart with number names. Read the number names for them. Then tell them to write the number for each in the space provided.

### Home Task

- Parents can ask the child to count the number of flowers in the garden. Then write the number and number name in a sheet.

## Period 6

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

- Organise the students in a circle. Show them different fruits (toy/pictures) one by one. Encourage them to tell which fruits they like and why.
- Then ask them to open the book at page number 38 and identify the fruits shown.
- Next, the students can be asked to count the number of fruits in each box. Point at each number name and read for the students. Guide them to match the number with its number name.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.



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

**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a small card to draw apples/pears/grapes. Then collect them and count the number.

### Home Task

- Parents can ask the child to count the number of vegetables/fruits in the kitchen.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour with crayons</li> <li>• trace and write the numbers from 11 to 20</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify and count the number of objects</li> <li>• match the numbers with their number names</li> <li>• recall the number count 1-10</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and talk about it</li> <li>• communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• recognise the fruits they like and understand that they are good for health</li> </ul>

# Lesson 8: Tall and Short

Theme 4:  
I Love  
Wednesdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of Learning Kit, playdough, Lina's standee, finger puppet – bee



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Use CRM signs (Shh..., Stand in a Line, Please wait and Sit Down) to organise the class. The students can be taken on a round to observe the flowers and the bees (if there are any). Ask them to talk about flowers and bees, how bees are important in producing more trees. Point at the tall trees and the short trees and discuss. **COULD DO**   
**10 MIN.**
- Help them in circle formation for story telling session. Place Lina's standee at the centre and use finger puppet – bee for the story. Show them the picture on page number 39 and ask them to describe it in their own words. Then read it aloud for the students to comprehend. Discuss the story with the students highlighting the concept of tall and short. **SHOULD DO**   
**15 MIN.**
- The students can be asked to stand height-wise in a line. Show the difference between tall and short students. They may be asked to form a train with the shortest student at the front being the engine and the tallest at the end. Let them go around the class. **MUST DO**   
**15 MIN.**

### Additional Suggested Activity

- The students can use pencils/crayons to arrange and say which one is tall or short.

### Home Task

- Parents can go to the park and play with the child to identify objects/trees as the tall and short ones. Help the child understand and practise the concept of tall and short by comparing heights of the objects they see at home.

## Period 2

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

- The students can be shown the CRM sign (Shh..., Eyes on me) to get ready for the class. Show them flashcards with tall and short objects to identify. Explain that tall and short tell us about the height of objects or people from the ground.
- Next, ask the students to look at the pictures on exercise 1 and 2 of page number 40. Let them identify the tall and short objects. Then use a crayon to tick the correct answers.
- The students can draw a tall flag and a short flag. Then colour it.



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

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

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

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can look around the class and find the tall objects. Then place a star on them.

### Home Task

- Parents can take the child for a walk and recognise tall and short objects. Explain that the tall and short is based on the distance of the object from the ground.

## Period 3

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

- Use CRM signs to manage the class and ask them to clap their hands. Then they can breathe deeply ten times.
- Organise the class into two teams. Give them flashcards to identify tall and short objects.
- They can be asked to look at the pictures on exercise 3 of page number 41 and differentiate tall and short objects (tree or plant; sign board or the traffic light). Then tell them to write T for tall and S for short objects.



**Fun Practice** could be used to enable the students practise concepts taught.

**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given pictures of objects to compare and identify the ones that are tall and short.

## Home Task

- Parents can take the child to the park. Encourage the child to identify tall plants and short plants.

## Period 4

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

- Ask the students to clap their hands and show their tallest finger, then the shortest finger. Ask them to name the tall and short objects that they have seen. Use CRM signs to manage the class.
- Next, the students can be asked to make a tall stick and a short stick with playdough. Compare it.
- The students can be given flashcards with the pictures shown in the book on exercise 4 of page number 42. Ask them to identify tall and short objects/plants/birds. Guide them to write T for tall and S for short.

**COULD DO**   
05 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
20 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**   
10 MIN.

## Additional Suggested Activity

- The students can use playdough and make a tall tree and a short plant.

## Home Task

- Parents can play with the child. Let her/him find the tallest and the shortest objects at home.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>draw and colour pictures with crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>express their feelings on seeing the bees and flowers</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify objects that are tall or short</li> <li>understand the concept of tall and short objects/people</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>listen to the story and describe it</li> <li>communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>make tall and short trees with playdough</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>observe nature and appreciate the living beings</li> </ul>

# Lesson 9: Big and Small

Theme 4:  
I Love  
Wednesdays



5 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, pebbles, Lina's standee, finger puppet – bee, old newspaper and jute string, a dice, a book, a notebook, a pencil, beads, a water bottle, any fruit, a football, a tennis ball



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Using CRM signs (Shh..., Stand in a Line, Please wait and Sit Down) organise the students in the class. Ask them to breathe deeply ten times. Then lift their chin up and raise their hands up and clap five times.
- Show a big chart and a small sheet and explain that the chart is big and sheet is small. Then pick a few more objects in the classroom to demonstrate the concept of big and small.
- The students can be asked to draw a big watermelon and a small mango. Then colour the pictures and display them in the class. Encourage them to state more examples of big and small objects.



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

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

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given objects available in their immediate surroundings to sort and put them into baskets labelled as big and small.

## Home Task

- Parents can help the child identify the big and small objects/furniture/fruit/clothes.
- Draw pictures of big and small objects and paste them in a file.

## Period 2

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

- Show flashcards with big and small objects to the students. Let them observe and recognise the factors that make an object big or small. Place a dice, a book, a notebook, a pencil, beads, a water bottle, any fruit, a football, a tennis ball, etc. on the table. Ask them to pick objects and compare. Encourage them to show and tell the objects that are big and small. Ensure that each one gets a chance to speak. **COULD DO**   
20 MIN.
- Then open the book at page number 43. Ask the students to observe the picture and describe it in their own words. **SHOULD DO**   
05 MIN.
- Place Lina's standee at the centre and use finger puppet bee, pebbles and flowers for the storytelling session. Then read the story aloud and ask questions like who is big – Lina or the bee? Who is big – birds or the tree? etc. They can be given finger puppets to narrate the story in simple words or home language. Let them compare objects pebbles, flowers, trees, birds and help them retell the story. **MUST DO**   
15 MIN.



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

**Fun Practice** could be used to enable the students practise the concepts taught. **COULD DO**   
10 MIN.

## Additional Suggested Activity

- The students substitute themselves in place of Lina and tell the story. They may mention other objects than those in the story.

## Home Task

- Parents can help the child compare big and small objects they see at home or in the park.
- Help the child draw big elephant and a small mouse and tell a story in their own simple words using short sentences.

## Period 3

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

- Use CRM signs to organise the students in the class. They can be arranged in a semicircle. Play rhymes for the students to listen and enjoy dancing. **COULD DO**   
10 MIN.
- Show the objects on exercise 1 of page number 44 and ask the students to identify the ones that are big. Pick a crayon and tick the big one. **SHOULD DO**   
10 MIN.

- They can be asked to look at the pictures of a cycle and a bus given in exercise 2 of page 44. Then identify the one that is small and tick it with a crayon. Ask them if they ride a bicycle, how they feel, if they enjoy riding the cycle or a bus ride. Let them talk and express their thoughts.

**MUST DO**

20 MIN.



**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given toys to identify the big and small ones. Then draw one big toy and one small toy that they like. Colour it with crayons.

### Home Task

- Parents can take the child to the market. Encourage her/him to identify and talk about big and small objects/people.
- Collect pictures of big and small objects from the newspaper/old magazines with the child. Then paste them in sheets and make their own scrapbook. Use it to develop vocabulary.

## Period 4

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

- Use CRM signs (Shh..., Eyes on me, etc.) to manage the class. Ask them to clap their hands for they have come to learn more about big and small objects.
- Ask the students to open the book at exercise 3 of page number 45. Ask them to look at the pictures of a lion and a bunny rabbit and talk about the one that is big. Then colour it. Similarly, they can be asked to colour big object in the next picture, that is, the bus.
- The students can asked to identify and describe the small objects (strawberry and fish) in exercise 4 and colour them.

**COULD DO**

05 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

### Additional Suggested Activity

- The students can use old newspaper and jute string to make a big and a small ball. Demonstrate the procedure by crumbling newspaper and wrap the jute string around it. Then they can play with the balls.

### Home Task

- Parents can play with the child with a storybook. Let her/him open the book at any page and see if there are any pictures. Then identify the big and small objects/characters in the story.
- Use playdough or garden soil to make big and small figures with the child.
- Pick fallen leaves in the park or garden. Then sort them based on their size as big and small.

## Period 5

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

- Organise the class into two groups. Let them draw a big and a small bird/animal on a sheet of paper.
- Next, ask them to open the book at page number 46. Look at the picture and identify the animals shown as big and small animals. Let them talk about the picture in short simple sentences or their home language.
- Ask the students to listen carefully as you read the sentences describing the picture. Let them repeat after you and circle the big and small animal.

**P.S.** Do not expect the students to read the sentences on their own. If one does appreciate that.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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



### Additional Suggested Activity

- Give building blocks to the students to arrange the big and small pieces together.

### Home Task

- Parents can play with the child in the park. Ask her/him to swing on the big and small swings. Also, point at the big and small trees or other things seen there.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour big and small objects/animals with crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• express their thoughts and feelings about the cycle or bus ride they had</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify objects as big or small</li> <li>• understand the concept of size and differentiate between big and small objects</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and describe it in short simple sentences</li> <li>• communicate their ideas using simple words or home language</li> <li>• weave a story by substituting the objects and characters</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• make their own scrapbook of big and small objects</li> <li>• make big and small figures with playdough</li> </ul>
<b>Positive Learning Habits</b>	

# Lesson 10: Full and Empty

Theme 4:  
I Love  
Wednesdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of Learning Kit, Lina's standee, bowls, beads, newspaper, hand paints, box with number cards



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- learn by applying knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Begin the class with a rhyme and let the students enjoy singing. Then ask them to clap their hands five times and be seated. **COULD DO**   
10 MIN.
- Place two bowls on the table and a bag of beads. Ask them to put all the beads in one bowl. Explain that the bowl with beads is 'full' and the other without beads is 'empty'. They can be given more objects like a paper bag and crayons to demonstrate the concept of 'full' and 'empty'. Take a paper bag and ask the students to put all the crayons in it. Ask them if it is 'full' or 'empty'. **SHOULD DO**   
15 MIN.
- Show them flashcards with objects that are full. **MUST DO**   
15 MIN.



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

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

### Additional Suggested Activity

- Give a box of pencils to the students and tell them that it is 'full'. One student can be called to empty the packet in a bowl to show the 'empty' packet.


## Home Task

- Parents can ask the child if her/him almirah is full of clothes or empty.
- The child can draw a vase full of flowers.
- Parents can practise the concept of full and empty during meal times. Ask the child to eat full plate of fruit chaat and empty it. Tell her not to leave any food in the plate.

## Period 2

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

- Ask the students to vacate the class, form a line and move to the playground. Use CRM signs (Shh..., Stand in a Line, Eyes on me) and take them to the playground. Let them stand in a semicircle and jog on the spot. Also, if there is no one in the ground, point out that it is empty. Likewise, show them more examples for 'full' and 'empty' by asking them to collect the fallen leaves and fill the bag. **COULD DO** 10 MIN.
- Place Lina's standee at the centre. Then ask them to sit comfortably as they are going to listen to what Lina has to say. Once they are settled, ask them to open their books at page number 47. They will start talking about Lina and her mother. Listen to what they have to say. **SHOULD DO** 10 MIN.
- Place Lina's standee at the centre and read the story. Ask if they also had a dream at night. Let them come forward and tell Lina's standee what dream they had. Encourage them to say if they finish the glass of milk and empty it, if they go for an evening walk. After reading and discussion, the students can be asked to draw an empty glass. **MUST DO** 20 MIN.

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

**Fun Practice** could be used to enable the students practise concepts taught. **COULD DO** 10 MIN.

## Additional Suggested Activity

- The students can be given a box full of numbers. Ask them to put numbers on a number card such that each box gets one. Tell them that the box is now full of numbers. Then ask them to put all the numbers in a bowl and say that the box is empty now.

## Home Task

- Parents can help the child keep all the spoons in a box and say that the box is full of spoons.
- Parents can take an old newspaper and hand paint. Tell her/him that the newspaper is 'empty'. Guide the child to dip hands in the paint and put imprints on the newspaper such that it is full. Then draw beaks and crown on the thumb prints and form peacocks. Tell her/him that the sheet is full of peacocks.

## Period 3

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


- Use CRM signs to organise the students in the class. Ask them to dip their hands in hand paint and fill the chart with their hand prints. **COULD DO** 10 MIN.

- Show the objects on exercise 1 of page number 48 and ask the students to match the pictures suitably to full and empty.

**SHOULD DO**   
10 MIN.

- Ask the students to look at the pictures given on exercise 2 of page 48 and identify the objects. Let them say which one is full and which one is empty. Then they can pick a crayon and tick the ones that are full.

**MUST DO**   
20 MIN.

-  **Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a chart to draw flowers such that it is full.

### Home Task

- Parents can take the child to play in the nearby park. Ask if the place is empty or full of people.
- Parents can collect pictures from old magazines and newspapers. Then sit with the child to sort the pictures and put them in bowls marked as 'empty' or 'full'.

## Period 4


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

- Use CRM sign (Eyes on me, Stand in a Line) and ask the students to walk to the computer room in a line. Then before they enter tell them that the room is empty and they can go inside. Once they settle, ask if it is empty or full and explain that the room is full when there are people inside.
- Give them sheets of paper to draw a glass full of water.
- Ask the students to form two groups E for 'empty' and F for 'full'. Then ask them to open the book at exercise 3 of page number 49 and identify the objects as full or empty as per their group names. Let them write E and F in the space provided.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
20 MIN.

-  **Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can draw balls on a sheet of paper such that they are full.

### Home Task

- Parents can help the child attempt exercise 4 and 5. Guide her/him to draw the apples in the basket on page number 50 and colour them.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw and colour pictures that are full or empty with crayons</li></ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify objects as full or empty</li><li>• understand the concept of quantity in places and objects</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen to the story and describe it in short simple sentences</li><li>• communicate their ideas using simple words or home language</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to finish the food in their plate and never waste any food</li></ul>

# Lesson 11: More or Less

Theme 4:  
I Love  
Wednesdays



3 Periods (40 minutes each)



Flashcards, crayons, CRM signs of Learning Kit, Lina's standee, beads, books, notebooks, toys, stationery items



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Use CRM signs and take the class to the school playground in a line. Place Lina's standee at the centre. Ask them to count the number of girls and boys and tell Lina if the girls are more or the boys. You may ask them to observe plants and trees, count them and say which is more and which is less.
- Ask them to observe and count the flowers. Then compare and say which plants have more or less flowers.
- Show them flashcards with objects to compare and explain that when we have bigger quantity/number we say it is 'more' and when the number is small we call it 'less'.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

### Additional Suggested Activity

- Ask the students to count the crayons in a bowl and pencils in the box. Then say which is more and which one is less.

### Home Task

- Parents can help the child count the number of objects in the house and say which is more and which is less. The objects can be number of spoons, glasses, bowls, plates, furniture, handkerchiefs, toys, etc. in the house.

## Period 2

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

- Ask the students to count the number of charts and books in the classroom and say which is more.
- Ask the students to open the book at page number 51 and listen as you read the story. Read it loud and clear for the students to follow and understand the concept.
- They can be asked to talk about the picture and find the number of cars and bicycles that Lina sees and compare. Ask if they have been to the park and seen flowers.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.



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

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

**COULD DO**

10 MIN.

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

**Fun Practice** could be used to enable the students practise concepts taught.

### Additional Suggested Activity

- The students can be asked to count the number of tables and chairs. Then identify the ones that are more or less.

### Home Task

- Parents can make the child practise the concept of more or less by talking about things in the park/on the road/in the house. Show the number of birds and animals to the child to count and say what is more/less.
- Give two boxes to the child. In one box keep toys and the other stationery items for her/him to count and find what is more/less.

## Period 3

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

- Use CRM signs to manage the class. Ensure that they understand non-verbal instructions and settle for the class by conducting warm up activities.
- Ask the students to open the book at exercise 1 of page number 52 -53. Look at the picture and count the number of farm animals shown (cows, horse, dogs, cats, hens and ducks). Then discuss which is more or less. Then read the questions for them to circle the correct answer.
- Similarly, they can be given baskets full of balls to count and compare. Then ask them to count the number of apples in the baskets shown at exercise 2 and 3 of page number 54 and tick the one with more apples. Also, let them count the number of mangoes and tick the tree with less mangoes. Talk about the season we get mangoes in and what are the benefits of eating mangoes.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.



**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**COULD DO**

10 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

### Additional Suggested Activity

- The students can count and write the number of books and notebooks they have and say which is more/less.

### Home Task

- Parents can guide the child to attempt exercise 4. Let her/him tick the plate that is empty. Explain that empty means there is nothing

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour pictures that are more or less with crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• care for farm animals</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand the concept of more or less</li> <li>• count the given number of objects and compare to find more or less quantity</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and describe it in short simple sentences</li> <li>• communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• learn about the season in which mangoes are available</li> <li>• tell them how farm animals are reared for getting meat, milk and eggs</li> </ul>

# Lesson 12: Counting 21 to 30

Theme 5:  
I Love  
Thursdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, Sam's standee, beads, sheets of paper, old newspapers, old business cards or cardboard pieces, jute strings



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- Take the students to the school playground. Form a circle and ask the students to raise their hands and clap thrice. Let them start number counting from 1 to 30. Each student will say one number at a time. Then let them jog on the spot counting 1-30.
- Guide the students to play the number game. You will say a number at a time and they can air trace the numbers.
- Next, ask the students to stand in a circle. Then show them flashcards with the numbers 21-30 to identify.

**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

### Additional Suggested Activity

- Give each student a sheet and crayons. Ask the students to draw 21 balls and then keep adding to form numbers up to 30.

### Home Task

- Parents can help the child count the number of books and see if they are more than 30. Then ask the child to write the numbers.

## Period 2

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

- Organise the class using CRM signs and form a semicircle. Ask them to raise their hands and clap.
- The students can be given a sheet of paper and crayons to draw 25 small flowers. Ask them to count again and explain that 20 and 5 more flowers make 25 flowers. Then display their sheets in the display corner.
- Ask them to open the book at page number 55 and describe the picture. They can count the number of children sitting and tell what will be Maria's answer to her teacher. Then read the story and ask the students to revise the numbers and number names from 1 to 20. They can be asked to write the numbers for the number names given.

COULD DO   
10 MIN.

SHOULD DO   
10 MIN.

MUST DO   
20 MIN.



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

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

COULD DO   
10 MIN.

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

### Additional Suggested Activity

- The students can be asked to cut pictures from the old newspapers and make the number cards for 21-30.

### Home Task

- Parents can help the child make number cards by pasting small bindis on one side and number on the other side.

## Period 3

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

- The students can be shown CRM signs – (Shh..., Eyes on me and red STOP sign) to get their attention and tell them to read numbers on page number 56.
- Divide the class into two groups. Show flashcards with a number of objects and ask them to count and tell the number.
- Ask the students to read and tell the numbers at exercise 1 on page number 57. Then trace the numbers from 21 to 30 using a crayon of their choice.

COULD DO   
10 MIN.

SHOULD DO   
10 MIN.

MUST DO   
20 MIN.



**Fun Practice** could be used to enable the students practise concepts taught.

**Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

COULD DO   
10 MIN.

### Additional Suggested Activity

- The students can be given a bowl of beads. Then show them a number card. Ask them to count the beads as per the flashcard shown and put them in a bowl.

### Home Task

- Parents can help the child to attempt exercise 2 and trace the numbers from 21 to 30.

## Period 4

**Place:** The class can be conducted in the assembly hall.

- Organise the class in a circle. Ask the girls and boys to form separate circles. Let the girls form a flower with their hands. Then ask them to count and tell the number of flowers formed. Then tell the boys to move three steps to their right and form a deer by bringing together their thumb, index and middle fingers. Then again tell the number of deer.
- Ask the students to look at Sam's standee and tell them that she needs their help in matching the numbers. Let them open the book at exercise 3 of page number 59 and identify the numbers shown.
- Then guide them to colour the numbers as per the given code. Tell them that they have to colour the numbers 22, 25, 28 and 29.

**COULD DO**

15 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

15 MIN.



**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**

15 MIN.

### Additional Suggested Activity

- The students can write the numbers from 1-30. Ask their partner to pick one number and draw.

### Home Task

- Parents can help the child identify the numbers from 1 to 30 and write them in the boxes provided.
- Take 30 old business cards/cardboard pieces and ask the child to write the numbers on the cards. Then paste them on a jute string and hang it on the wall. Let her/him read the numbers daily.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>draw and colour pictures with crayons</li> <li>trace the numbers from 21-30 with pencil</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>count the given number of objects</li> <li>sort and count the number of beads</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>listen to the story and describe it in short simple sentences</li> <li>communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>make a number wall hanging and recapitulate the numbers from 1 to 30</li> </ul>
<b>Positive Learning Habits</b>	

# Lesson 13: Counting 31 to 40

Theme 5:  
I Love  
Thursdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, Sam's standee, beads, sheets of paper, old newspapers, old business cards or cardboard pieces, jute strings



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the assembly hall/auditorium.

- The students can be taken to the auditorium and asked to count the number of chairs. Then sit on the seats and clap five times.
- Place Sam's standee on the table. Tell them that Sam knows numbers up to 30. They have to help her match the objects with the numbers they represent. Then form pairs of students and give them cards to match the objects with the numbers.
- Ask the students to say the number counting from 1-30.



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

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

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Give each student ice-cream sticks. Ask them to count and form numbers by arranging them.


### Home Task

- Parents can help the child in making a number train and write the numbers 31 to 40 on a sheet of paper.

## Period 2

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

- Organise the class using CRM signs and form a semicircle. Ask them to raise their hands and clap.
- Place Sam's standee on the table. Encourage the students to look at the pictures on page number 60 and ask if they like story time. They can also tell what is happening in Sam's class. Then ask them to listen attentively and read the story aloud. Encourage them to talk about the number of storybooks they have and if they can count numbers after 30.
- The students can be called to say the numbers for the number names shown to them on the flashcards. Repeat the activity till everyone gets a chance.

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

**Fun Practice** could be used to enable the students practise concepts taught.

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 to count the given number of objects and write the numbers.


### Home Task

- Parents can help the child read numbers from 1-40.
- Give beads/crayons/buttons to the child. Tell her/him to count and say if it is more than 40.

## Period 3

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

- The students can be shown CRM signs – (Shh..., Eyes on me and red STOP sign) to get their attention.
- Divide the class into two groups. Show flashcards with numbers to the students to identify.
- Once they have practised the numbers from 31 to 40, ask them to attempt exercise 1 of page 62, they can be guided to trace the numbers. Show the formation of each number before they begin tracing. They must be appreciated for every small effort they make.

 **Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can write the number for the objects given on flashcards. They can exchange the card they get with their partner.

### Home Task

- Parents can help the child to attempt exercise 2 and trace the numbers from 31 to 40.

## Period 4

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


- Ask the students to form a line and move to the craft room quietly. Use CRM signs to instruct them. They can be asked to sit in a circle and take one newspaper. Then guide them to tear it and make small balls and paste them on the given chart with the picture of a kangaroo.
- The students can be given flashcards with a number of objects. Then ask them to count and tell the number.
- Ask the students to open the book at page number 64. Look at the pictures and count them. Then ask them to write the number in the box provided.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
10 MIN.

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

### Additional Suggested Activity

- The students can count the number of crayons/pencils/notebooks etc. kept in their classroom.

### Home Task

- Parents can sing the number rhyme with the child.
- Take the child to the park/market and ask them to read the numbers on the vehicles, if possible.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour pictures</li> <li>• trace the numbers 31-40 with pencil/crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify and count the given number of objects</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and describe it in short simple sentences</li> <li>• communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	

# Lesson 14: Counting 41 to 50

Theme 5:  
I Love  
Thursdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, Sam's standee, ice-cream sticks, buttons, pista shells



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

## Methodology

### Period 1

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

- The students can be asked to play hopscotch. They can form groups and play. Then use CRM sign – red STOP and tell them to sit in a circle. Raise their arms and move their hands.
- Ask them to collect the fallen leaves and count them. Say if the number is more than 40.
- Show them flashcards with numbers from 41 to 50 to identify. Let them repeat the numbers from 41 to 50.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

### Additional Suggested Activity

- Give five bundles of 10 ice-cream sticks each and ask the students to count.

### Home Task

- Parents can help the child count buttons and paste them in a sheet. They must stop after they have pasted 50 buttons.

## Period 2

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

- Organise the class using CRM signs and form a semicircle. Ask them to raise their hands and clap.
- They can be asked to open the book at page 65. Then look at the pictures. Name the characters and describe it. Tell them that school is over and Sam and other children are going home when they see flowers.
- The students can be asked to complete the series after 41, 42,...and arrange the flashcards.

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

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

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given crayons to write the numbers for the number of students in class and the number of chairs.


### Home Task

- Parents can take the child to the park and count the number of flowers/plants/trees and say the number count.

## Period 3

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

- Show CRM signs to the students to sit in a semicircle. Then ask them to clap and say the numbers from 1 to 50.
- The students can be asked to form groups of three. Give each group flashcards with the numbers 41 to 50 and ask them to arrange them in a sequence. Then look at the book and read the numbers and their number names.
- Once they have practised the numbers from 41 to 50, ask them to attempt exercise 1 of page 67, they can be guided to trace the numbers. Show the formation of each number before they begin tracing. They must be appreciated for every small effort they make.

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

**Fun Practice** could be used to enable the students practise concepts taught.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given the number cards. Let them say which number comes after 41. Repeat the exercise to give them a practice of numbers.


### Home Task

- Parents can help the child to attempt exercise 2 and trace the numbers from 41 to 50.

## Period 4

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

- Ask the students to raise their arms and clap five times. Then bring their hands down and breathe deeply. Ask them to count their breaths up to 50.
- The students can play a number game. Tell them a number series from 31 to 50 with missing links. They must supply the missing numbers in the number sequence given to them.
- Next the students can be told to open the book at exercise 3 of page number 69. Talk about the number of caterpillars. Then supply the missing numbers.

 **Infographics** could be shown to the students for giving more information relevant to the topic taken up in the lesson.

**Slideshow** could be shown to the students to reinforce the concepts taught in the class.

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

**COULD DO**

15 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given 50 pista shells to count and make a flower/ball. Guide them to paste the shells with glue on a sheet of paper.

### Home Task

- Parents can give the child a storybook to read. Then open the book and note the page number. See if the page number is between the numbers from 1 to 50.
- Count the number of birds/animals they see while on their way back home.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw and colour pictures</li> <li>• trace the numbers 41 to 50 with pencil/crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify and count the given number of objects</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and describe it in short simple sentences</li> <li>• communicate their ideas using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	

# Lesson 15: Heavy and Light

Theme 6:  
I Love  
Fridays



2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Maria's and Sam's standees, feather, stone, a leaf, school bag, weights, a book, a table, a water bottle, an eraser, a pencil, a balloon



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- understand the concept taught and practise reasoning skills
- develop pre-number concepts
- develop cognitive skills

## Methodology

### Period 1

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

- The students can be taken to the playground using CRM signs. Let them stand in a semicircle and bend down to touch their toes. Then raise their arms and swing them back and forth. They may sing and enact their favourite rhymes. **COULD DO**   
10 MIN.
- Form groups of three students each. Place different objects in the classroom. Ask them to lift a feather, a stone, a leaf, a school bag and compare which one is easy to lift and why. Explain that things that are easy to lift are 'light' objects and the ones they find it difficult to lift are called 'heavy' objects. **SHOULD DO**   
5 MIN.
- Place Lina's, Jas's, Maria's and Sam's standees in front of the students. Show CRM signs 'Shh..., Eyes on Me' to the students and instruct them to listen attentively to the story. Read the story loud and clear for them to comprehend and answer a few questions like
  - What is Jas trying to do?
  - What can Lina do?
  - Why is Jas not able to lift the table?
  - What can Jas lift easily?
- Guide the students to talk about the story in simple words or their home language. They must be encouraged to discuss things that are 'heavy' and 'light'. Also, ask them if they have also tried lifting a table. **SHOULD DO**   
15 MIN.

- The students can be guided to play 'Guess it right'. Tell them that you are going to read a list of objects. They have to listen and clap for the objects that are heavy and snap their fingers for the light ones. The objects could be an eraser, a pencil, a feather, a paper weight, a balloon and so on.

**MUST DO**

10 MIN.

 **eBook** can be shown to the students for introducing the concept taught.

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

**COULD DO**

10 MIN.

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

### Additional Suggested Activity

- Form two groups of students. Group A can draw and colour an object that is heavy and group B will draw and colour a light object on a sheet of paper. Then they can show each other and display them on the board.

### Home Task

- Parents can help the child recognise and shade the heavy objects using a pencil. Then guide him/her to colour the light objects in exercise 3 on page 72.

## Period 2

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

- Use CRM sign 'Please Wait' and 'red stop sign' to indicate to the students that they must wait before their turn comes. Show them the green sign to start the activity. Let them breathe deeply and close their eyes while counting up to 10.
- Ask the students to open the book at page 71. Look at the pictures and say if they are heavy or light. You may use flashcards for the same. Guide them to write H for heavy and L for light objects in exercise 1.
- The students can be guided to observe and describe the pictures on page 72. Ask them to circle the heavy and light object in exercise 2. Help them give reason for their answers.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

 **Infographic** could be shown to provide more information to the students.

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

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given pictures and two columns on a sheet. Let them identify heavy and light objects and paste the pictures in the correct columns.

### Home Task

- Parents can help the child to name the things that are heavy and also the ones that are light. Then weave a story using those objects.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold crayon with thumb and fingers</li><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• observe and sort objects based on their weight 'heavy' and 'light'</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• differentiate and sort the objects based on their size</li><li>• narrate a story using the objects identified as heavy and light</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness with materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 16: Long and Short

Theme 6:  
I Love  
Fridays



1 Period (40 minutes)



Main Coursebook, flashcards, crayons, CRM signs, sticks, blank sheets



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- understand the concept taught and practise reasoning skills
- develop pre-number concepts
- develop skills related to observing and logical reasoning
- develop positive learning habits

## Methodology

### Period 1

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

- Show CRM signs 'Eyes on Me and Please Wait' to enable the students understand the activity. Guide them to form a semicircle and raise their arms. Then ask them to bend down to touch their toes.
- Show them sticks that are long and short. Explain that the sticks are long and short based on their height. Let them compare their heights with their partner standing next to them.
- Ask the students to describe the pictures on page 73 in simple words or their home language. Let them listen to the story and understand the concept of long and short objects better. Read and explain the story.
- You may ask a few questions to test their comprehension of the story. The questions could be
  - What happened to Jas?
  - How did Lina help Jas?
  - What does Lina say about the pencils?

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

Then ask them to compare their pencils with their partners and show the long ones. Encourage them to talk about the characters of the story and the concept of long and short objects.



**eBook** can be shown to the students for explaining the concept taught.

COULD DO

10 MIN.

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

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

### Additional Suggested Activity

- Ask the students to stand close to each other and say compare to see who is short in height. Show them flashcards to identify long and short objects.
- The students can be given blank sheets to draw a long ribbon and a short ribbon. Then colour them pink and green respectively.

### Home Task

- Parents can help the child colour all the long objects blue and all the short objects red on page 74.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show eye-hand coordination and muscle strength in simple activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• sort objects based on their length 'long' and 'short'</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• differentiate the objects as long and short</li><li>• retell the story in simple words and short phrases</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• develop adequate working memory; follow and adopt class norms</li></ul>

# Lesson 17: Near and Far

Theme 6:  
I Love  
Fridays



1 Period (40 minutes)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, a key, a cup and a football



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop spatial awareness
- understand the concept taught and practise reasoning skills
- develop pre-number concepts

## Methodology

### Period 1

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

- Use CRM signs 'Eyes on Me' and 'Stand in a line' to guide the students to form a line. Accompany them to the playground. On reaching the playground, ask them to make pairs and exercise. Instruct them to raise their arms and clap. Then stretch their arms sideways and swing them forward and backward. Guide them to explore the area and discuss in pairs. After some time, ask them to talk about things that they have seen. **COULD DO**   
5 MIN.
- Point at different things in the playground to introduce the concept of near and far to the students. You may point at the swings or flowers or trees that are near or far in the playground. Explain that things that are at a small distance from us, are said to be 'near' and the ones that are at a great distance are said to be 'far' off. Then place a chair and ask them to say if it is near or far from them. Use more objects such as a book, a ball, a chalk, a table and so on to explain the concept of near and far. Show them Lina's, Jas's, Ryan's, Maria's and Sam's standees and ask them to recognise which one is near or far from them. **SHOULD DO**   
10 MIN.
- Next, the students can be asked to describe the picture on page 75. Encourage them to use simple words or their home language to talk about it. Ask them to listen attentively as you read the story. Read the story with proper intonation for the students to comprehend it. Ask a few questions like
- Why are the children excited?
- What will they learn about?

- Who is standing near the door?
- Who is sitting far from the door?
- Engage the students in a class discussion on 'near' and 'far'. Let them talk about the picture story in simple words and phrases or their home language.
- They may role-play a market scene to demonstrate the objects that are near or far. You may support them with the required vocabulary. Ask them to observe the pictures on page 76.
- Next, read and explain the statements to the students. Let them answer and confirm the correct responses. For incorrect responses, gently correct them and tell the right answers.

**MUST DO**   
15 MIN.

**SHOULD DO**   
5 MIN.

**MUST DO**   
5 MIN.

 **eBook** can be shown to the students for explaining the concept taught.

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

**COULD DO**   
10 MIN.

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

### Additional Suggested Activity

- Keep three objects a key, a cup and a football at different places in the classroom. Ask the students to tell the ones that are near or far from them.

### Home Task

- Parents can help the child observe the picture, identify the objects that are far or near in exercise 2 on page 77. Then encourage them to talk about the picture story.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• hold writing tools</li> <li>• practise tracing and colouring</li> <li>• show balance and coordination between sensorial perceptions</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively with peers</li> <li>• express and regulate their emotions</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• build spatial awareness with respect to their surroundings</li> <li>• identify and sort the objects that are 'near' or 'far'</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• describe the pictures and recognise the objects that are near or far</li> <li>• role-play using previous knowledge and new vocabulary learnt</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• display creativity and inventiveness with materials</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• adopt class norm and engage actively in class activities</li> </ul>

# Lesson 18: Before, Between, After

Theme 6:  
I Love  
Fridays

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, die, manipulatives (shapes), three toys, chart paper



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

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop strength and coordination of fine muscles
- understand the concept taught and practise reasoning skills
- develop pre-number concepts
- develop cognitive skills and explore the physical and natural environment

## Methodology

### Period 1

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

- Show CRM sign 'Stand in a Line' and guide the students to the playground. Ask them to form a train of their favourite cartoon characters. Hold CRM sign—the green card and tell them to move around the playground once or twice. Later, show them CRM sign—the red card and signal the train to stop. Ask them to tell the name of the cartoon characters standing before, the cartoon standing after and the one standing between the two cartoons. Repeat the activity and help the students understand the concept of position of people or objects—before, between and after. **COULD DO** 
- Place Lina's, Jas's, Ryan's, Maria's and Sam's standees in front of the students. Ask them to name the characters as per their position (before, between and after). Show CRM signs 'Shh...', 'Eyes on Me' to the students and instruct them to listen attentively to the story. Read the story loud and clear for them to comprehend and answer a few questions like
  - What do children do after school?
  - Who will go before Ryan?
  - Who will go after Ryan?
  - What does Ryan tell them?
- Guide the students to talk about the story in simple words or their home language. They must be guided to discuss the position of characters in the story. **SHOULD DO** 
- The students can be guided to play a game of positions with manipulatives (shapes). Place a triangle, a square and a rectangle and ask them to tell the position of the three shapes

using before, between and after. They can form pairs to play. Read and explain the statement in exercise 1 on page 79 and ask them to identify the shape that is placed between the other two shapes.

**MUST DO**   
15 MIN.



**eBook** can be shown to the students for introducing the concept taught.

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

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

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Form groups of three students each. Give three toys to the students. Ask them to arrange them according to the instructions—before, between and after.

### Home Task

- Parents can help the child recognise and colour the animal between the two animals in exercise 3 on page 79.

## Period 2

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

- Use CRM sign 'Eyes on Me' to get the students' attention. Place three number cards on the board. Ask them to identify the number between the two numbers. Repeat the activity and tell them to write B for before and A for after for the given number series in exercise 2 on page 79. Confirm the correct responses.

**COULD DO**   
10 MIN.

- The students can be given a chart paper with the three columns—before, between and after. Also, give them tokens with numbers. Instruct them to place the tokens in the columns as you speak out the numbers of the places. For example, 65, 64, 66 can be placed in the sequence 64, 65 and 66. The students can place the tokens in the correct columns.

**SHOULD DO**   
15 MIN.

- Guide them through the exercise 4 on page 80. Show them the given numbers on flashcards to be put in sequence. For example, 65 comes before the given number 66 and 67 comes after it. So, the students can write the numbers in the space provided for the same. Encourage them to complete the other two parts.

**MUST DO**   
15 MIN.



**Infographic** could be shown to provide more information to the students.

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

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

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be asked to play number game. Roll the die thrice. Write the three numbers on board and ask them to identify the numbers that are before, between and after.

## Home Task

- Parents can help the child to do exercise 5 on page 80. Give the number cards from the students' learning kit to be arranged in a sequence. Read and explain the statement and guide him/her in telling the correct number for each part in the exercise.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>show eye-hand coordination and muscle strength in simple activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>respond positively during class activities</li><li>interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>follow CRM instructions</li><li>find the number according to the position words</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>listen and follow short instructions</li><li>use vocabulary learnt for the position of numbers – before, between and after</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>adopt class norms and engage in class activities</li></ul>

# Lesson 19: Putting Together

Theme 7:  
I Love  
Fun Days



1 Period (40 minutes)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, beads, blue and red ice-cream sticks

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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop coordination of fine muscles with dexterity
- use expressive and receptive communication skills
- develop various number concepts
- develop cognitive skills and learn putting objects together to find the total number

## Methodology

### Period 1


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

- The students can be taken to the craft room using CRM signs 'Eyes on Me, Stand in a Line'. Accompany them to the venue and show the sign 'Sit Down'. Ask them to clap their hands and snap their fingers. Ask them to count their fingers in both the hands. **COULD DO**   
5 MIN.
- Show the flashcards with objects to the students. Ask them to count and tell the total number of objects. Also, you may give them some more manipulatives (building blocks) to put together and count the total number. **SHOULD DO**   
10 MIN.
- The students can be narrated the story given on page 81. Place Lina's, Jas's, Ryan's, Maria's and Sam's standees across the craft room such that they can see and imagine the characters visually in the story. They must listen carefully to the story and answer the questions based on the same. Read the story loud and clear for them to listen and comprehend. The questions could be
  - Where did the children go?
  - What did they see?
  - How many Jamuns did the teacher have in her hand?

Encourage them to listen and talk about the Jamun tree. They may explore and find more about it. Also, you may ask them to retell the story in simple words or their home language. **SHOULD DO**   
10 MIN.

- Divide the class into two groups. Give each of the group members blue beads and red beads to be put together. Explain that putting things together means we count the things in total. Let them count and tell the total numbers of beads. Confirm the correct responses. Next, read and explain the statement for exercise 1. Talk to them about ducks that live in water. They can look at the pictures and answer the given questions. Confirm that the ducks are more in number in the second picture. Then ask them to find the number of marigolds and lotuses put together.



 **eBook** can be shown to the students for introducing the concept taught.

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



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

### Additional Suggested Activity

- The students can work in pairs. Give each pair of students 8 blue and 9 red ice-cream sticks to be put together. Ask them to tell the total number of ice-cream sticks they have got.

### Home Task

- Parents can read and explain the statement in exercise 2 on page 84. Then help the child count the number of objects, make the correct number of dots and find the total to be written in the boxes.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• pick objects, put them together and find the total number</li> <li>• hold writing tools such as a crayon firmly</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively to peers and teacher during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• observe, count and put together the given set of objects and find the total number</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen attentively to stories for a short period of time</li> <li>• retell the story in simple words or their home language</li> <li>• describe the total number of objects using appropriate vocabulary</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• display creativity and inventiveness in using a variety of materials</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• adopt class norms and engage in class activities</li> </ul>

# Lesson 20: Taking Away

Theme 8:  
I Love  
Sundays



1 Period (40 minutes)



Main Coursebook, flashcards, crayons, CRM signs of Learning Kit, Lina's, Jas's, Ryan's, Maria's and Sam's standees, ice-cream sticks, beads, buttons



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

## Curricular Goals and Objectives (ECCE)


### To enable the students:


- develop fine and gross motor skills
- use effective communication skills
- develop various number concepts
- develop cognitive skills and explore the physical environment

## Methodology

### Period 1

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

- The students can be shown CRM signs 'Eyes on Me' and 'Stand in a Line'. Let them form a line. Accompany them to the playground. Ask them to stretch their arms and legs. Instruct them to hop-skip-jump ten times. **COULD DO** 
- Form groups of ten students each. Then ask four students from each group to come out and make a new group. Ask them the number of students left in each group. Explain that out of ten students, now only six are left. Four students have been taken away to form a new group. This is called as taking away and it leaves us with less number of things. Then show CRM sign and instruct them to 'Sit Down'.
- Place Lina's, Jas's, Ryan's, Maria's and Sam's standees and move them during the narration of the story. Ask them to look at the pictures on page 85 and describe their observation in simple words or phrases. They may use their home language. Then ask them to listen attentively to the story. Read and explain the story on the concept of taking away through a question and answer session after the story. The questions could be
  - What are the children doing?
  - What do they see?
  - How many squirrels does Sam count?
  - Who sneezes and scares the squirrels away?
  - How many squirrels ran away?

Encourage the students to retell the story and discuss the concept of taking away. **SHOULD DO** 

- Next, read and explain the statement in exercise 1 on page 86. Guide them to find the total number of birds, children, cats and balloons left.

**P.S.** Explain to the students that fly/go/run are used for taking away.

- Ask them to observe the pictures in exercise 2 on page 87. Then read and explain the statement to cross out the number of apples, balloons and pencils to find the total number left after taking away the given number. Confirm the correct answers.



**eBook** can be shown to the students for introducing the concept taught.

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

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

**MUST DO**

10 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Give each group a set of 10 crayons. Ask them to take 3 crayons away and tell the number of crayons left. Repeat the exercise with more number of crayons to be taken away.

### Home Task

- Parents can guide the child to find the number of sticky dots left in exercise 3 on page 88. Read and explain the story and help them in solving it.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show coordination between sensorial perceptions and body movements in various activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work in collaboration with peers for class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• understand and use the concept of taking away through manipulatives</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen attentively to the story for a short period of time</li> <li>• use the vocabulary for taking away and solve the problems</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• adopt class norms and engage in class activities</li> </ul>

# Lesson 21: Ordinal Numbers

Theme 9:  
I Love  
Sundays

 2 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, sashes with numbers 1-5



Animation, Animated Activities, eBook, Infographic, Slideshow, 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 various number concepts
- develop cognitive skills and explore the physical and natural environment

## Methodology

### Period 1

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

- Accompany the students to the playground. Organise a race for girls and boys. Form groups of five students each. Each group gets a start for the race. Keep sashes for 1, 2, 3, 4 and 5 ready. As they race and reach the finish line, you may give sashes to them in the order of reaching the finish line. Let them discuss the order and point at the use of first, second, third, fourth and fifth. Repeat the activity for the rest of the students.
- The students can be seated in a circle using CRM signs 'Please wait, Shh..., Sit Down'. Ask them to look at the picture on page 89 and describe it in simple words or their home language. You may point at each character for them to describe. They may relate it to the race they just had. Then read and explain the story that children had a race and Sam made it to the first position, Ryan came second and so on. Let them describe their experience when they go out to play in the park. After the story, they can be asked a few questions such as
  - How is park time for the children?
  - What do the children do?
  - Who suggested to have a race?
  - What does Lina do?
  - Where was the finish line?
  - Who did they decide to be the winner?

Encourage the students to discuss and share their experience in the park. Also, guide them to use the ordinals in their conversation.

COULD DO

10 MIN.



SHOULD DO

15 MIN.



- Show them the flashcards with the ordinals and ask them to repeat after you. They may identify them with their position in the race they had in the beginning of the class. Explain that the ordinals are used to tell the position of a person or an object. Then ask them to observe the picture in exercise 1 on page 90. Identify the position of each animal using ordinals and match them.

**MUST DO**

15 MIN.

 **eBook** can be shown to the students for introducing the concept taught.

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

**COULD DO**

10 MIN.

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

### Additional Suggested Activity

- Divide the class into four groups. Give each group a picture. Let each group colour the given picture using hands paint. They can be given ordinals on badges for finishing it.

### Home Task

- Parents can help the child colour the trees in exercise 2 on page 90. Read and explain the statement and ask them for the fourth and the sixth tree. Then guide them to colour the trees according to the number and colour code given.

## Period 2

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

- Create space in the classroom beforehand. Using CRM signs, ask the students to form a semicircle. Then raise their hands and clap five times. They can be asked to hop-skip-jump.
- The students can be given flashcards with numbers and ordinals to match. Confirm the correct answers.
- Ask the students to form four teams. Each team is given one exercise from 3, 4, 5 and 6 to answer on page 91. Then guide them to colour the objects as per the ordinals and colour code mentioned.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

 **Infographic** could be shown to provide more information to the students.

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

**COULD DO**

10 MIN.

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

### Additional Suggested Activity

- The students can be given a picture with the winning trophies to be marked in ordinals.
- Give a collection of pictures to the students with instructions to mark the fifth and seventh object with a green crayon.

### Home Task

- Parents can help the child match the ordinals in exercise 7 on page 92.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• understand the use of ordinals to denote position of people or objects</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen attentively to stories for a short period of time</li><li>• express their thoughts using the vocabulary learnt in the lesson on ordinals and numbers</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details of objects</li></ul>

# Lesson 22: Data Handling

Theme 9:  
I Love  
Sundays



1 Period (40 minutes)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, manipulatives (shapes), multi-coloured beads, bowls, pictures of objects



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop coordination of fine muscles with dexterity
- develop various number concepts
- develop cognitive skills and explore the physical and natural environment

## Methodology

### Period 1

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

- The students can be instructed using CRM signs 'Please Wait, Eyes on Me, Stand in a Line', to move to the playground in a line. Organise them in a circle. Guide them to play 'Simon says'. One of the students can stand at the centre of the circle with a tag Simon and say, 'Jump five times'. The rest of the students have to follow. The ones to miss the action will join the teacher. Repeat the activity till they all get a chance. **COULD DO**   
10 MIN.
- The students can be organised in groups of three students each. Give them a box of manipulatives (squares, triangles and circles) to sort and count. They can be guided to place the shapes on the ground to count. Then write the number of each shape on a paper. Help them compare with the other groups by announcing the number of shapes each group had. **SHOULD DO**   
15 MIN.
- Place Lina's, Jas's, Ryan's, Maria's and Sam's standees in front of the students such that they can observe and identify them easily. Show CRM signs 'Shh..., Eyes on Me' to the students and instruct them to listen attentively to the story. Read the story loud and clear for them to comprehend. Ask them a few questions based on the story to answer such as
  - What do children see in the garden?
  - Who makes the list of all the flowers?
  - Who has the most number of flowers?
  - How many flowers do Ryan/Maria/Sam and Jas have?
- Guide the students to talk about the story in simple words or their home language. Engage them in a class discussion on how things in big number can be arranged to know their number. **MUST DO**   
15 MIN.



**eBook** can be shown to the students for introducing the concept taught.

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

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

**COULD DO**

MIN.



### Additional Suggested Activity

- Divide the class into four groups. Place bowls of multi-coloured beads at the centre of each group. Let them sit on the ground and sort the beads based on their colour. Ask the students to put them in the bowls meant for each colour. Then count beads for each colour and tell the number.
- The students can be given pictures of objects. Let them count and write the number for each object. For example, 10 pens, 5 tomatoes, 8 chicks and so on.

### Home Task

- Parents can help the child recognise the animals in exercise on page 94. Guide him/her in counting the number of each animal. Then write the correct answers in the box provided for each animal.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show eye-hand coordination and muscle strength in simple activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• participate in everyday activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• sort and group objects based on common features like shape, colour and so on</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen and follow short instructions</li> <li>• listen attentively to stories for a short period of time</li> <li>• begin to use appropriate vocabulary for common objects</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe minute details of objects</li> </ul>