Yearly Scheme of Work

Time Taken: 33 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 – Numbers = 33 periods

Theme Name	Suggested Allocation of Periods
Theme 1: I Love Mondays	3
Theme 2: I Love Tuesdays	3
Theme 3: I Love Birthdays	2
Theme 4: I Love Wednesdays	4
Theme 5: I Love Thursdays	5
Theme 6: I Love Fridays	5
Theme 7: I Love Fun Days	4
Theme 8: I Love Saturdays	4
Theme 9: I Love Sundays	3

Symbols used:

= Teaching aids required

= Time required for the activity

= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

Theme 1: I Love Mondays

3 Periods (40 minutes each)

Shapes, number cards, CRM signs, Lesson 18_Worksheet 1 (Counting)

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop motor skills while drawing, colouring and tracing
- develop cognitive skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using simple words or their home language

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to 'Preview' tab, you may find 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: Digital Classroom/Projector room

COULD DO 05 MIN.

- Ask the students to tell the number of noses they have; eyes they have. Expected response is 1 and 2 respectively. Then they can be asked to name the things that are 1 or 2 in number around them e.g., there is only one Sun and one Moon in the universe. You may also write these numbers on the board.

SHOULD DO 10 MIN.

- Read the story to the students and wait for their response. Tell them that Sam and her family are having dinner. Ask them to show their two hands which they can use to lift one bowl.

  Introduce the numbers 3-5 to the students using picture talk. You may ask the following questions for the same:
  - How many males are there in the picture?
  - How many females are there in the picture?
  - How many members are there in Sam's family?

  Ask the students to give answers to the questions, write the numbers on the board. You may also show the number cards to the students.

REaMS

- Introduce the students to Mathseeds. You may begin by saying, "We have a new friend joining our class today. His name is Mango! He will help us study Maths while having fun. Are you ready?" Create an atmosphere of excitement among the students.

  Open Activity 1 of Lesson 4 on your REaMS Teacher Dashboard. You may tell them that they are going to see a video. After the video, you may ask the students to think about things that are in the shape of a circle.

  MUST DO 05 MIN. ☐
- Open Activity 1 of Lesson 6 on your REaMS Teacher Dashboard. You may tell the students that they are going to learn about another shape. After the video, you may ask the students to think about things that are in the shape of a square.

  MUST DO 05 MIN. ☐
- Open Activity 1 of Lesson 9 on your REaMS Teacher Dashboard. You may tell the students that they are going to learn about another shape. After the video, you may ask the students to think about things that are in the shape of a triangle.

  MUST DO 05 MIN. ☐

Numbers Book

- Ask the students to identify the shapes with the numbers in exercise 1 on page 7. Then guide them to write the number for the shapes of the objects shown.

  SHOULD DO 10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- Give a box of shapes to the students. Let them sort and take out triangle, then a square and lastly a rectangle. Ask them to tell their sides and corners.

Home Task

- Complete Lesson 1 – 10 of Mathseeds for quick practise and revision.
- Parents can sit with the child and take an old newspaper. Help the child form a triangle, a square and a rectangle by folding/cutting the sheets of a newspaper. He/she can arrange the shapes and form a collage.

Period 2

Place: Digital Classroom/Projector room

- The students are given marble and a tennis ball to compare and tell the difference between the size of the two balls. Elicit response from the students and confirm that marble is small in size whereas tennis ball is big. Also, you can ask them to look around the classroom and see the objects that are big and small. Let them point at each small and big object and tell their observation in simple, short phrases or their home language.

  SHOULD DO 10 MIN. ☐

REaMS

- Open Activity 1 of Lesson 13 on your REaMS Teacher Dashboard. Play the video.

  MUST DO 05 MIN. ☐
- In Activity 2 of Lesson 13, you can ask the students to identify the small and big cakes. Similarly, in further activities, you may ask the students to identify big and small cherries, candles, etc.

  MUST DO 10 MIN. ☐

- Ask the students about the shapes they learnt in last class (circle, square and triangle). Open Activity 1 of Lesson 15 on your REaMS Teacher Dashboard. Tell them that they are going to learn about a new shape. After the video, you may ask the students to think about things that are in the shape of a rectangle.

Play further activities for practise. You may encourage the students to raise their hands before answering.

MUST DO 05 MIN. ☐

Numbers Book

- Ask the students to tell the shapes in each flag in exercise 2 on page 7. Then ask them to count and tell the number of colours in each one. Confirm their correct responses.

SHOULD DO 10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- Ask the students to draw the national flag. Identify the shapes used in the flag. Discuss.

Home Task

- Complete Lesson 11 – 15 of Mathseeds for quick practise and revision.
- Parents can take the child around the house to observe furniture kept. Identify the shapes and colours. Then ask him/her to draw the furniture that is in the shape of a square and a rectangle or a triangle. They may draw any other shape they have observed.

Period 3

Place: Digital Classroom/Projector room

- The students are given eight pencils to count, and asked to tell the number. They may be called to come and write the numbers on the board. Likewise, give them other objects such as beads, buttons, crayons, notebooks to count and tell the numbers from (1-8).

SHOULD DO 05 MIN. ☐

REaMS

- Open Activity 1 of Lesson 16 on your REaMS Teacher Dashboard and have them watch the video. You may encourage them to sing the rhyme along.

MUST DO 10 MIN. ☐

In the Activity 2 of Lesson 16, ask the students to identify the number and its colour as prompted in the activity.

Play Activity 6 and 8 for the students, you may ask them to count the objects on the screen as prompted in the activity. Revise all the numbers from 1-8.

Numbers Book

- The students can be asked to look at the pictures and identify the objects in exercise 4 on page 8. Tell them to count the number of buttons, books, toffees and candles. Then, write in the blanks.

SHOULD DO 05 MIN. ☐

REaMS

- Open Activity 1 of Lesson 18 on your REaMS Teacher Dashboard and let them watch the video. After the video you may ask them questions like "What is there on the tree branch? What did Mango see in the nest? How many eggs did Mango see in the nest?"

MUST DO 15 MIN. ☐

In Activity 2 and 3 of Lesson 18. Introduce the number zero to the students. You may tell them when we have nothing to count then we use the number 0. Ask the students to make zero in the air.

- In Activity 9 and 10, ask the students to complete the order of numbers. You may use CRM signs to encourage them to raise their hands before answering.

Numbers Book

- Ask the students to look at the three pictures and describe one by one in exercise 3 on page 8. Then ask them to put the pictures in order. Have a class discussion about their daily routine.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

Additional Suggested Activity

- Count the number of trees in your school. Write it in your notebook.
- Distribute the Lesson 18_Worksheet 1_Counting to the students. Emphasise on number 0 as they identify nest with 0 eggs and game pieces showing 0.

Home Task

- Complete Lesson 15 – 20 of Mathseeds for quick practise and revision.
- Parents can help the child to arrange, count and write the number of books and notebooks at home. Draw a picture of the bookshelf and write the number of books on it. The child can also be guided to sing the rhyme 'One Two buckle my shoe' and enjoy the number rhyme.

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably • enjoy family time during meals and help in laying the table
Cognitive Development	• identify shapes and colours • identify big and small objects • count the objects using number count from 1 to 8
Language and Literacy Development	• listen attentively for specific information • listen and comprehend the story
Aesthetic and Cultural Development	• draw or paste picture for the given numbers
Positive Learning Habits	• keep books and notebooks in order • learn to help parents in laying the table during meals

Theme 2: I Love Tuesdays

3 Periods (40 minutes each)

Lesson 21_Worksheet 1 (Counting), Lesson 21_Worksheet 2 (Number Sense), Lesson 22_Worksheet 1 (More or Less), Lesson 23_Worksheet 2 (Writing and Drawing) Main Coursebook, CRM signs, number cards, coloured papers, old business cards, beads, bindis/stickers, flashcards

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills while drawing, colouring and tracing
- develop cognitive skills and oral math talk
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using simple words or their home language

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to 'Preview' tab, you may find 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: Digital Classroom/Projector room

Numbers Book

- Organise the class into two groups. Give them coloured papers in the shape of circles and squares. Help them draw a ball on the circle and a bread toast on the square. Then ask them to identify the shapes and exchange with the other group. Repeat the names of objects and their shapes. Then read and explain the story to the students. Ask them few questions like,

COULD DO
05 MIN.

  - Why is Jas happy?
  - What has Teta brought for him?
  - How many flying discs does Jas have?
  - What has Jas got for Ryan?
  - What does Ammi give Jas to eat?
  - What is the shape of biscuits that Jas gets to eat?
  - Encourage the students to answer in simple, short phrases or their home language.

REaMS

- Open Activity 1 of Lesson 21 on your REaMS Teacher Dashboard. Start with the song.

  SHOULD DO 05 MIN.

  Let the students groove to the "When I see the stars..." song.

  Note: Activity 1 can be played twice for students to sing along.

- Open Activity 2. You may say, "Look at these bright stars on the screen. Ask the students, "Do you know how many stars are there in the sky?" Let them make some guesses. Encourage raising hands to give answers. Then, you may tell them "Let us count the stars together". You may count first and then encourage the students to repeat after you.

  MUST DO 10 MIN.

  Next, inform students that just as they counted the stars from 1-10, they can also count them backwards from 10-1. Ask students to repeat the numbers after you.

Numbers Book

- Organise the class into two groups of 10 students each. Give them number cards to hold and stand as per the number called. First let them stand from 1 to 10. Ask them to speak the numbers. Then guide them to read the numbers from 10 to 1, at least twice. Next, they can be guided to open the book at page number 11. Read the statement for exercise 2 and explain that they have to write the numbers from 10 to 1. Then tell them to point at the circles and colour them red. Also, they can be asked to identify the triangles and colour them blue. They can share and see how their partner has done it.

  COULD DO 10 MIN.

REaMS

- Open Activity 14 of Lesson 21 on your REaMS Teacher Dashboard. Initiate a discussion about trains. You may ask questions like, "Have you ever sat on a train?" or "Have you seen trains? Encourage the students to talk about their experiences. You may say, "Today, we will go on a train journey. Are you ready?"

  COULD DO 10 MIN.

  Proceed to read the instructions aloud to the students. As you drag the arrow, say the numbers aloud, encouraging the students to say the numbers along with you. Additionally, each time new instructions appear, prompt the students to count the numbers forward and backward with you. You may also ask students to raise their hands to answer.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN.

Additional Suggested Activity

- Distribute the Lesson 21_Worksheet 1_Counting among the students and help them find the missing numbers after counting the objects.
- The students can be given old business cards to draw 10 objects. Then, collect and count them to be arranged in order 10 to 1.

Home Task

- Complete Lesson 21 of Mathseeds along with Worksheet 2 (Number Sense)
- Parents can help the child arrange the number cards in the Learning kit from 10 to 1.

Period 2

Place: Digital Classroom/Projector room

REaMS

- The students can be divided into groups of three and given bowls of 5 and 10 beads. Ask them to observe and tell which one has more number of beads. Then ask them to count and compare. Hold the bowl with 10 beads and tell them that it has more beads than the one with 5 beads. Similarly, give more collections of objects to compare.

COULD DO
10 MIN.

- Open Activity 4 of Lesson 22 on your REaMS Teacher Dashboard. Play the activity and engage the students in finding out which bowl has more fish, and which one has less. Reinforce the ideas of 'more' and 'less', by verbally calling the terms every time the students answer.

  You may also call individual students to answer. Repeat the activity if required.

SHOULD DO
10 MIN.

- Open Activity 14 of Lesson 22 and bring the students' attention towards bugs. You may say, "Have you ever seen tiny bugs crawling on the ground or flying in the air? What do they look like, and where did you find them? Can you describe their colours or shapes?" They will come up with multiple answers about crawling bugs, coloured bugs etc. Tell the students that there are some bugs on the screen. Open activity 14 and say, "Let us count how many bugs are there."

  Start the activity and encourage the students to count the number of bugs on the screen. After counting the bugs, ask the students "Is it more than 5?" or "Is it less than 5?" Prompt them with answer suggestions.

MUST DO
10 MIN.

Numbers Book

- The students can work in pairs. Ask them to take the bowls of 5 beads again and add 5 more beads to it. Then ask if the two bowls have the same number of beads. Explain that equal number of beads means they are the 'same'. Guide them to open the book at page number 11. Read and explain the statement in exercise 3 and help them count the objects. Ask them to find the groups that have the same number of objects.

COULD DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to take bindis/stickers and stick them on the sheet in one minute. After 1 minute, ask them to count and compare who has got 'more' number of bindis and who got 'less'.

Home Task

- Complete Lesson 22 of Mathseeds along with Worksheet 1 (More or Less).
- Parents can help the child to count the number of dresses she has in him/her wardrobe. Then count the number of story books she has. Then compare which is more and which is less.

Period 3

Place: Digital Classroom/Projector room

REaMS

- Welcome the young learners to the class with a warm smile and greet them with a cheerful "Good morning!". Offer gentle fist bumps and high fives to make them feel comfortable and energised. You may begin with a short and simple exercise. Inform them that they will be doing a clapping exercise. Tell them, "Clap on your right, clap on your left". Continue and repeat, gradually increasing the speed to keep them engaged and excited.

  SHOULD DO 05 MIN. ☐

  Begin the class by asking if they know what shadows are. Students might or might not know what shadows are. Explain that you are going to explore shadows together. Show them shadows of different materials available in the classroom by placing them in front of a light source and observing the shapes they cast on the walls. Use books, notebooks, toys, balls, etc. Explain, "These shapes on the wall are called shadows."

- Ask the students if they would like to play a shadow game. You may show some shadow of animals, birds and other shapes made with your hands. You may also share interesting information about each animal to spark curiosity. Encourage them to guess the shadow of the animal, bird or shape being portrayed.

  SHOULD DO 05 MIN. ☐

  Introduce Dizzy and Waldo, who are playing a shadow game. Invite the students to join them. Open your REaMS Teacher Dashboard and navigate to Activity 1 of Lesson 23. Let the students watch the video. After Activity 1, inquire if the students enjoyed the shadow game and if they would like to play another round. Wait for their responses and if positive, say, "Yes, let us play".

- Open Activity 2 of Lesson 23. You may say, "Let us find out which things make these shadows." Start the activity and ask the students to name the shapes they see in the shadows. You can also have students come up one by one to identify the shapes. You may repeat if needed.

  MUST DO 05 MIN. ☐

- Tell the students, "Dizzy and Waldo are doing something fun again. Let us see what they are doing." Play Activity 5 of Lesson 23 and let the students watch the video. After the video, tell them, "Did you see the semicircle? It is made of two lines, one straight and one curved.", to reinforce the idea of straight and curved lines. Before heading on to the next activity, tell the students, "Mango is riding his bicycle and making some shapes with straight and curved lines. Do you want to see what he is creating? Let us see."

  COULD DO 05 MIN. ☐

- Open Activity 19 on your REaMS Teacher Dashboard. Tell the students, "Ruby has a box of shapes with her, but she is facing a problem. Do you want to help Ruby?" Read the first problem statement aloud, focusing on the shapes. Ask them which one is the question. Wait for their responses and give verbal cues if needed.

  MUST DO 10 MIN. ☐

  Next, ask the students what shapes could Ruby have. Reread the statement and ask them to help you find out the shapes. Encourage students to raise their hands. They may tell you that Ruby has circles, triangles and squares. Appreciate all answers and continue the activity. Now, tell the students that they will be making patterns from Ruby's shapes. Ask them to choose shapes to create different patterns. You may also invite students to come up and help you make them.

  Once the exercise is done, say, "Let us see how many patterns we made!" Count the patterns aloud, and ask the students to join you in counting. Finally, ask the students to find "5" on the screen. Read the instructions each time and prompt them to find "5" before clicking on it.

Numbers Book

- Ask the students to open the book at page number 10. Read and explain the statement for exercise 1. Then point at all the objects that are circle in shape. Count and write the number in the box provided. Then count the squares and write in the corresponding box. Similarly, guide them to count rectangles and triangles and write in the boxes.
- The students can be given flashcards to identify the 2D shapes.

COULD DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

REaMS

- Open Activity 14 on your REaMS Teacher Dashboard. Start by saying, "Yay, we are going to make more shapes with lines. Do you know some such shapes?" Wait for the students to respond. Some of them might show what they had scribbled in their papers. Appreciate all of them. Tell them that they can easily make shapes by joining dots. Open the activity and ask them to start.

  Inform them of different shapes that they will be making in the activity. For example, you may say "Let us make a square. Who can tell me how to make a square with straight lines?" You may invite students to come up and connect the dots themselves.

Home Task

- Complete Lesson 23 of Mathseeds along with Worksheet 2 (Writing and Drawing)
- Parents can ask the child to form shapes using ice-cream sticks and name them.

Learning Outcomes

The students will:

Physical Development	• hold the crayon/pencils to draw and colour the pictures • use beads, ice-cream sticks to hold with fingers and form shapes/count
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably • learn to care and share with family and friends
Cognitive Development	• identify colours • recognise shapes • shapes of the objects • learn to rearrange the numbers from 10 to 1
Language and Literacy Development	• listen attentively for specific information • listen and comprehend the story about 2D shapes
Aesthetic and Cultural Development	• explore a variety of grasps and grips while using ice-cream sticks, beads, etc.
Positive Learning Habits	• follow CRM instructions by the teacher and observe classroom norms

Theme 3: I Love Birthdays

2 Periods (40 minutes each)

Lesson 24_Worksheet 1- Count and Add, Lesson 25_Worksheet 1(Number Lines)
Main Coursebook, flashcards, CRM signs, Ryan's standee, coloured ice-cream sticks, red and blue beads

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills and oral math talk
- understand that adding is combining two groups
- draw inferences from their immediate surroundings to carry out mathematical operations
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- count to find a total
- represent addition on a number line

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to 'Preview' tab, you may find 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers Book

- Ask the students to form groups of three each. Give coloured ice-cream sticks and guide them to form a pattern. Let them observe the pattern and discuss how colour pattern is formed.
- Then place Ryan's standee at the centre and ask them to listen to the story about Ryan on page 12, attentively. After the story session, ask them a few questions like,
  - What is Ryan doing?
  - Does he look happy or sad?
  - What is Ryan wearing on his head?

- What is arranged on the table?
- Can you tell the colour pattern formed?
- How many red, green and blue toffees are there?

COULD DO
05 MIN.

- Encourage the students to speak in simple words or their home language.

REaMS

- Open Activity 4 of Lesson 24 on your REaMS Teacher Dashboard and show the aeroplane and robot toys on the board. You may ask, "Who loves toys? What toys do you see on the board?" Encourage them to raise their hands to answer. Most of them may give you the correct answer. If the students are unable to identify, you may tell them.

  Ask the students to count how many aeroplanes and robots are there on the screen. You may even ask students to come forward and help you count the total number of toys. Focus on the numbers whenever you count the toys verbally.

SHOULD DO
05 MIN.

- Begin by asking the students if they have seen a frog. Some of the students may not be aware. You may also show them a picture of the frog on your screen. Inform them that a frog lives both - in water and on land. You may ask them "Do you want to know what sound the frog makes?" Students may reply "yes" in excitement.

  Open Activity 18 of Lesson 24 and bring the student's attention to the frog's sound. Once you begin the activity, you may mute the audio. Inform the students that they will be placing the frogs in the pond. Point your finger to the big number, and tell the students that they will be placing 3 frogs, for example in the pond. Once you have placed the frogs in the pond, bring the student's attention to the problem. Keep reinforcing that a number added to zero is always that number itself. You may then click on OK and move forward.

MUST DO
10 MIN.

Numbers Book

- Ask the students to tell the numbers as you show them the flashcards, with numbers. Then give them 4 red beads and 3 blue beads to count and add. Likewise, give them more beads to add and practise. Next, they can be asked to look at the pictures of butterflies in exercise 1 on page 13 and read the numbers to be added. They can be guided to write on the bubbles provided.
- The students can be encouraged to talk about the caterpillar in exercise 2, page 13. Then, add the numbers just as they have done in previous exercise. Also, they must be guided to follow the colour code and colour the caterpillar.

MUST DO
15 MIN.

- The students can be shown the squares with numbers on the floor. They can jump on the numbers to be added and write the answer on the board. Explain that the numbers added get us the total.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Introduce the number bar to students by opening Activity 20 of Lesson 24 on your REaMS Teacher Dashboard. Begin by saying, "Let us play a game! I will point to a number, and you tell me what it is. Ready?" Then point to a number (e.g., 3) and ask, "What number is this?"

  Wait for student responses and provide prompts such as, "Yes, Three."

  Demonstrate moving on a number bar by saying, "Now, look carefully. If I start at 1 and move to the right, what comes next?" Students will answer, "2!" Appreciate their response by saying, "Excellent! We move to the right to find the next number." You can also check understanding by asking, "If we go to the left, what comes before 2?" Students will answer, "1!"

Continue by saying, "Let us make it even more fun. We have a numbered block; can you show me where we should place it on our number line?" Place the numbered blocks on the number bar and perform addition by verbally counting the numbers with the students. Repeat the activity if necessary.

Home Task

- Complete Lesson 24 of Mathseeds along with Worksheet 1 (Count and Add).
- Parents can sit with the child and ask him/her to identify the animals shown in Exercise 4, page 14 of Numbers book. Then count their legs and match them with the number names given.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Draw/stick a red tape with numbers on the floor. Call the students and ask them to stand on the number line at 1. Then ask them to jump 3 steps to their right. Let them say the number they have reached, aloud. Repeat the exercise with more numbers to be added to 1, then 2. Explain that they are adding numbers on the number line.

COULD DO 10 MIN. ☐

REaMS

- Open Activity 2 of Lesson 25 on your REaMS Teacher Dashboard. Ask the students to count the t-shirts along with you. Make sure to verbally focus on the numbers to help the students remember them better. Next, you may ask the students to help you by pointing to the next number. You may ask individual students to come up and show you the next number. Appreciate the students for their participation.

SHOULD DO 05 MIN. ☐

- Start by showing the number bar to the students. Open Activity 10 of Lesson 25 on your REaMS Teacher Dashboard and point at the number bar. Begin by saying, "Let us have some fun! I will point to a number, and you tell me what it is. Ready?" You may ask, "What number is this?" (pointing to a number, e.g., 5), encouraging them with prompts like, "Yes, Five."

  Demonstrate how to navigate the number bar. Ask, "If I start at 1 and move to the right, what comes next?" Appreciate their responses and say, "Excellent! Moving to the right finds us the next number. Now, if we go to the left, what comes before 3?" The students will answer "2."

MUST DO 05 MIN. ☐

- Continue by adding more engagement, You may tell them to look at the train on the board. Ask them, "Will you ride this train on our number bar? Yes? Come along." Open activity 10 on the REaMS teachers' dashboard.

  Read out and explain instructions clearly. You may ask the students to count the numbers on the number bar and move backward and forward as required. Click on the "Go" to show them the train going. Make sure to allow all the students to participate in the activity.

MUST DO 05 MIN. ☐

Numbers Book

- Form two semicircles/teams of the students. Give each one a number card. Guide them to take turns and hold the number. Let both the students from the teams come and stand together. The rest of the team members will add the two numbers and answer. For each correct response, give them a smiley.

SHOULD DO 15 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be given a set of locks and keys. Locks are with numbers to be added. Ask them to add the numbers and match them with the correct answer on the keys.

Home Task

- Complete Lesson 25 of Mathseeds along with Worksheet 1 (Number Lines).
- Parents can help the child in adding the numbers given on the right in exercise 3, page number 14. Then, guide him/her in colouring the rainbow with the colour code given.

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills as they colour, draw or hold tools/objects during activities
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• identify shapes and colours • identify numbers and add them • comprehend the given instructions and carry out mathematical operations
Language and Literacy Development	• listen attentively for specific information • listen and comprehend the story about colour patterns
Aesthetic and Cultural Development	• draw or paste picture for the given numbers
Positive Learning Habits	• follow CRM instructions given by the teacher

Theme 4: I Love Wednesdays

4 Periods (40 minutes each)

Lesson 26_Worksheet 1 (Long and Short), Lesson 28_Worksheet 1 (Counting), Lesson 28_Problem Solving Worksheet (Number Line dice), Lesson 29_Worksheet 1 (Heavy and Light), Dice
Main Coursebook, CRM signs, colour cards, ice-cream sticks

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills and oral math talk
- draw inferences from their immediate surroundings to carry out mathematical operations
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- represent addition on a number line

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to 'Preview' tab, you may find 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: Digital Classroom/Projector room

Introduction

- Ask the students to sit in a circle for the story session. Show them a lock and a key and ask for their ideas. Ask them what they do if they return home and the lock does not open. Then place Lina's standee at the centre and tell them that Lina has just returned from a walk with her Mama. Narrate the story to the class and ask a few questions like,
  - Who opens the door, Lina or Mama?
  - How does Mama know the key that could open the lock?
  - What does Mama give Lina to eat?
  - What is Mama going to use mangoes for?
- Encourage the students to speak in short, simple sentences or their home language.

COULD DO
10 MIN.

REaMS

- Open Activity 2 of Lesson 26 on your REaMS Teacher Dashboard. Tell the students, "Our friend, Waldo, has two shovels. A shovel is like a big spoon. It helps us dig in the dirt and move things like sand, snow or dirt from one place to another. Let us see which shovel is short and which one is long." You may ask the students, "Can you tell me which one is shorter?" Students may come up to the board and answer. Wait for the students to answer before clicking on the right answer. Ask the students to find the long shovel in a similar way. Conclude the activity by reinforcing 'long' and 'short' as you focus on the 'short insect' and 'long insect'.

SHOULD DO
05 MIN.

Numbers Book

- Talk to them about the train journey, if they had one. Let them describe about the train and its compartments, wheels, etc. Give colour cards to the students and ask them to arrange them in a pattern. Ask the students to open the book at page number 16 and observe the train in exercise 2. Read and explain the statement to the students and guide them to colour the wagons in the train.

COULD DO
10 MIN.

REaMS

- Begin by asking the students if they know about fish. Ask them, "Have you seen fish?" Ask them more questions about fish like, "Where did you see them? Do you have fish at home?"

MUST DO
05 MIN.

  Open Activity 7 of Lesson 26 on your REaMS Teacher Dashboard. Move on to explain the activity to the students by saying," Waldo has some fish too. You can see them on the board. Can you find out which fish is longer? Let us find out together." You may point out and tell students – "This is Waldo's fish" in each exercise. Play the activity and ask the students to find out which fish is the longest. You may also ask the students to clap together along with the audio.

SHOULD DO
05 MIN.

- Open Activity 13 of Lesson 26 on your REaMS Teacher Dashboard. Inform the students that they will be arranging the things according to their size. Begin with the activity. You may say, "Let us see the flower pots on the screen. Which pot is the shortest? "Now tell me which one is a 'little' taller?" Allow students to come and point out the object on the board if required. Do this for all the plants and arrange them from shorter to longer (increasing order of height) with the students. You may repeat the activity in the same way for all the objects.

SHOULD DO
05 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Show them coloured ice-cream sticks. Ask them to arrange the sticks and form a pattern. They may observe the pattern formed by their partner.

Home Task

- Complete Lesson 26 of Mathseeds along with Worksheet 1 (Long and Short).
- Parents can help the child in observing the colour pattern in their immediate surroundings. Also, give coloured building blocks to him/her to play and guide him/her to form a pattern.

Period 2

Place: Digital Classroom/Projector room

Numbers Book

- The students can be given flowers cut out of coloured papers. They can arrange them in a sequence so as to form a colourful pattern and paste it on a sheet. The sheets can be displayed in the class using a jute string.

COULD DO
10 MIN.

REaMS

- Open Activity 4 of Lesson 27 on your REaMS Teacher Dashboard and explain the activity to the students. You may begin by asking the students about the colours on the board. You may say, "It is time for a colourful activity. Can you tell me what colours are there on the board?" Encourage students to raise their hands to answer. Once they respond, you may say, "That is right – dark green and light green! Great! Now, who is ready to add more colours to the stripes? Let us do it together. Let us click on the other stripes on the screen."

  SHOULD DO
  05 MIN.

  As the colours appear with your clicks, speak the colours loudly and encourage the students to say the colours with you to remember the pattern of colours. Ask the students if they would want to make more such colour patterns and move to the next activity.
- Open Activity 19 on your REaMS Teacher Dashboard. Before starting the exercise, talk to the students about frogs to interest them. You may ask, "Have you seen frogs?", "Do you know frogs are amazing jumpers?" Allow students to answer.

  You may tell them, "There is a frog on the board that is waiting to go home. Let us help it go home by putting these leaves in order. Can you do that for the frog? Let us do it together!" Begin with "one', and ask the students to tell you the next number till ten. Once the ordering is done, appreciate the students and ask them to clap for the frog and themselves.

MUST DO
10 MIN.

Numbers Book

- Give the students two ribbons or jute string with varied lengths. Let them compare the length of two ribbons to pick the long one and short one.
- Guide the students to open the book at page number 16. Read and explain the statement to them. Ask them to observe the two pots and count the number of flowers in each. Let them colour the flowers. Then they can be asked to identify the pot which is longer or shorter. Discuss.

SHOULD DO
05 MIN.

- The students can be asked to colour the caterpillars and write L for the long one and S for the short one.
- Ask the students to form two rows and identify the long and short one.
- The students can be given beads to string, compare and identify the long and short one.
- Give sheets of old newspaper and ask the students to tear and form strips. Then compare to find the long and short strips.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to form two teams. Keep four bowls with red, blue, green and yellow hand paints. Guide them to come one by one, dip their hands in hand paints and print on the wall. Ask them to observe the colour pattern formed.

Home Task

- Complete Lesson 27 of Mathseeds.
- Complete exercise 3 of Numbers Book (Page 17). Parents can help the child colour the given shapes and form a pattern. Parents can help the child colour the given shapes and form a pattern.

Period 3

Place: Digital Classroom/Projector room

Numbers Book

- Give the number cards (1-10) to the students. Draw a number line on the board. Call out a number and guide students with that number card to come and stand. Once the number line is complete, repeat the exercise so that each one gets a chance to stand.

COULD DO
10 MIN.

REaMS

- Open Activity 1 of Lesson 28 on your Teacher Dashboard. Tell the students, "Hey, everyone! Mango and Waldo are having so much fun playing with numbers. Want to see how they are doing it?" Open Activity 1 and watch the video together. After the video, tell the students, "Wow, Mango and Waldo are creating a number line! How about we make one too? Let us join Mango and Waldo and create a number line together."

COULD DO
05 MIN.

- Open Activity 2. You may say, "Here is our number line, but oh no, it seems a bit incomplete! Can you tell which number should come after 3? Let us try some options together. Is it 5?" Pause for students to respond. Move to say, "No. How about 10?" Pause again for response. Proceed to say, "Still no. Is it FOURRR? Yes, that is it! Fantastic!" Ask the students to tell you subsequent numbers and complete the number line.

SHOULD DO
05 MIN.

- Open Activity 8. Start by saying, "Now, we are going to do a fun activity with the number line." Repeat the instructions for the students. For example, "Can you tell me what comes just after 4?" Invite individual students to respond, saying, "Who wants to give it a try? Praise the students for their answers, saying, "Great job!" Encourage everyone to participate.

MUST DO
10 MIN.

Numbers Book

- The students are given number cards. Call them one by one and ask them to place the missing number on the number line drawn on the board or a chart. Refer to exercise 5, page number 18.

- Ask the students to stand in two rows. In one row is given numbers and the other pictures of objects. Ask them to read the numbers and count the objects. Then match them by standing together.

SHOULD DO
05 MIN.

Have the students form two rows. One row contains numbers, and the other row contains pictures of objects. Instruct them to read the numbers and count the objects. Then, have them match up by standing together.

COULD DO
05 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

The students can be given number cards and asked to put them on the number line on a chart/board/floor.

REaMS

Distribute Lesson 28_Problem Solving Worksheet (Number Line dice). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line. Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 28 of Mathseeds along with Worksheet 1 (Counting).
- Parents can take the child to the park. Keep a bowl with numbers up to 10. Draw a number line on the ground. Ask the child to jump on the number that you pick from the bowl.

Period 4

Place: Digital Classroom/Projector room

Numbers book

- Keep a bundle of books and a set of crayons. Ask the students to come and lift each one and say which one they find difficult to hold. Confirm their response and explain that bundle of books is difficult to hold as it is heavier. Whereas, set of crayon is light. Give them objects to compare like, feather and a marble, paper and block of wood, etc.

COULD DO 10 MIN. ☐

REaMS

- Open Activity 1 of Lesson 29 on your REaMS Teacher Dashboard. Begin by telling the students, "Ruby has some shopping bags, some of them are heavy, some are light. Let us take a look at those bags." Play the activity and watch it together with the students.

  After the activity, reinforce the idea of heavy and light by saying, "Hmm, Ruby's bags are indeed very heavy. Would you check your bags? Are they heavy or light?" Encourage the students to pick up their bags. Moving on, you may say, "Now, let us see if Ruby is able to make her bags light."

SHOULD DO 05 MIN. ☐

- Open Activity 9 of Lesson 29 on your REaMS Teacher Dashboard. Start by asking the students, "Can you tell me something that is very, very heavy?" Students will offer various answers. You can provide examples like an elephant, a big truck, a large book or a tall tree to help them understand. Next, ask them, "Can you name something that is very light?" Encourage students to share their ideas and offer examples like a tiny bird, a balloon, a small book or leaves. Then, tell the students, "Look at our screen. It is filled with lots of exciting things. Now, who can help me find the things that might be heavy?" Play the exercise and ask the students to identify the heavy object every time the seesaw goes down. You may even invite individual students to participate in the exercises.

MUST DO 10 MIN. ☐

Numbers Book

- Ask the students to open the book on page 18 and identify the objects shown as heavy or light. Then write H for heavy and L for the light objects.
- Guide the students to identify the heavy and light objects by conducting class activities using easily available material like, pencils, notebook, newspaper, etc.

COULD DO 15 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be given a paper bag and asked to hold it. They can tell if it is light or heavy. Then give them a book to keep inside it.

Home Task

- Complete Lesson 29 of Mathseeds along with Worksheet 1 (Heavy and Light).
- Parents can give grapes or any other fruit and potatoes to hold and tell which is heavy or light. Likewise, other objects can be given to hold and compare. They may draw the picture and write H for heavy and L for light.

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills while drawing, colouring
Socio-Emotional and Ethical Development	• interact with the peers and teachers
Cognitive Development	• identify the colour patterns • comprehend the concepts of big and small, long and short objects • identify numbers on the number line • recognise the heavy and light objects • recognise the words short and long • identify items which are short and long • order objects by size
Language and Literacy Development	• listen attentively for specific information in the story • retell the story in their own words or home language • listen and comprehend the concept of big and small, long and short in the story
Aesthetic and Cultural Development	• make a colour pattern
Positive Learning Habits	

Theme 5: I Love Thursdays

5 Periods (40 minutes each)

Lesson 30_Worksheet 1 (Count to Add), Lesson 31_Worksheet 1 (Ten Frames), Lesson 32_Worksheet 2 (Addition), Lesson 33_Worksheet 3 (Number Sense), Lesson 34_Worksheet 3 (Add to 10), flashcards, CRM signs, colour cards, dice, bindis, coloured sheets, ice-cream sticks, beads, red and green cards

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills and oral math talk
- draw inferences from their immediate surroundings to carry out mathematical operations
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop positive learning habits

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Login in to your Teacher Dashboard. Go to the Math section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: Digital Classroom/Projector room

Introduction

COULD DO
05 MIN.

- The students are given a box of beads. Ask them to take five green beads and one blue bead, count and answer the total number of beads they have got. Next, ask four boys to come and stand and then two girls to join them. Ask the class to count the total number of students standing there, that is, six. Give them more things like buttons/pencils etc. to add up to 6. Explain that things or objects could be added to form six.
- Ask the students to listen attentively as you read the story and explain it. Then ask them a few questions like,
  - What do children do in school?
  - What does Jas ask Maria to do?
  - What looked like a rectangle in the bus?
  - Where does the bus stop?

- How do the birds look?
- How many birds are sitting on the wire?

Encourage the students to describe their thoughts about the story and school ride in short and simple sentences or their home language.

REaMS

- Open Activity 1 of Lesson 30 on your REaMS Teacher Dashboard. Read the statements loudly, emphasising the numbers. You may ask the students which one is the question. Wait for their responses and give verbal clues if needed. You may ask the students "What do we already know?" Some students may be able to answer. You may tell them, "Yes, we know that Doc has 6 bow ties and Ruby buys him 3 more bow ties." Reread the statement and ask them to help you find out the numbers in the statement. Encourage students to raise their hands to answer.

  SHOULD DO 10 MIN. ☐

  Moving on, you may ask the students to find out how many bow ties are there in total? To introduce the bar model, you may say, "Now how do we find the total number of bow ties that Doc has? Well, there is an easy way for that, we can use a bar model." You may show the bar visible on the board and tell the students, "Let us put Doc's 6 bow ties in our bar." As you drag the bow ties to the bar, loudly count them saying, '1,2,3,...'. Put 3 more bow ties in the second bar in a similar manner.

  You may ask the students to count all the bow ties along with you. Carry on the activity by saying, "Amazing counting. Let us quickly see how we did it." Read the statements to the students. You may say, "Who will tell me how many bow ties did Doc have at the start?" Move on to say, "Who remembers how many bow ties had Ruby bought?". You may end the activity by saying, "And how many bow ties do we count all together? 9, wonderful!"
- Open Activity 7 of Lesson 30. You may start by telling the students, "Look at this big number, 5. We have 2 frogs in the pond. How many more frogs do we need to make it 5? Let us count together." Encourage the students to count aloud as you drag three frogs to the pond. Next, have the students try a question on their own. You may say, "Now, it is your turn! You may ask the students to raise their hands to answer. Keep dragging the frogs as students answer.

  MUST DO 10 MIN. ☐
- Open Activity 9 of Lesson 30. Read out the numbers to the students and ask them to find the correct blocks. You may say, "Can you read the numbers on the board and help me place the numbered blocks correctly? Most students would respond enthusiastically. You may say, "Yes, let us do it together. The first number is 3. Can you help me identify the bar with number 3?" Once students respond, you may place the bar on number line. After placing the bars correctly, you ask them to count the set of numbers and choose the answer.

  MUST DO 05 MIN. ☐

Numbers Book

- Ask the students to name the dishes they like to eat. Let all of them count the total number of dishes they like. Then they can be asked to open the book at page number 20 and observe the uttapam in exercise 1. Let them name the vegetables. Then count, add and write the total in the box provided. Discuss healthy eating habits with the students.

  MUST DO 05 MIN. ☐
- Ask the students to play the dice. Then add the two numbers they get by dipping their thumb in hand paint and making the number of imprints. You may give them two different colours for two numbers and answer.

  COULD DO 05 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

Numbers Book

- The students can be organised in a semicircle. Keep a box with the number cards on the table. Give them a sheet and a packet of bindis. Then take out two numbers and show them one by one. Let them stick the bindis for the numbers shown, add and answer.

Home Task

- Complete Lesson 30 of Mathseeds along with Worksheet 1 (Count to Add).
- Complete exercise 2 on page 20. Parents can help the child to solve the sum and use the number key to colour the duck.

Period 2

Place: Digital Classroom/Projector room

Numbers Book

COULD DO 10 MIN.

- Arrange the toys, books, notebooks, pictures on a table in the class. Then ask the students to come one by one, count, write their number on the board and add them.

REaMS

SHOULD DO 05 MIN.

- Open Activity 2 of Lesson 31 on your REaMS Teacher Dashboard. You may say - "Here, look we have marbles again. Let us count them together." You may ask the students to count the marbles along with you. You may ask them to say the numbers loudly as they go on counting. After counting to 10, you may inform the students, "Just as we counted the marbles to 10, we can even count them backwards from 10 to 1." Engage the students in counting backwards from 10.

MUST DO 10 MIN.

- Open Activity 12 of Lesson 31 on your REaMS Teacher Dashboard. You may start a conversation with the students about bees. You may start by asking," Have you ever seen bees flying around? Wait for students to respond. Most of them would say "Yes." You may then say, "They make a buzzing sound like, "buzz." You may draw their attention to the activity on the screen by saying, "We have some bees on our screen. Let us put 10 bees in their cosy homes. Let us start."

  Start by explaining the instructions to the students. You may first count the number of bees in the problem and then the number of bees in the options given. For example, if 3 bees appear, you may say, "Right now, we have 3 bees on the screen. How many more bees do we need to have a total of 10? Let us count together."

  You may take the students through all the given options and check for their responses. Once they answer, you may say "Yes! You got it! We need 7 more bees to make sure our bee home has 7 bees in total. Great counting!" The same process can be repeated the process for all the questions.

Numbers Book

COULD DO 15 MIN.

- The students can be seated into groups of four. Guide them to observe, count and add the objects in exercise 3. The number of objects can be written in the boxes provided.
- Help the students add the numbers by making them stand with the number cards. Then ask any two of the students to stand together with their cards. The rest of the class will add the numbers and answer.
- The students can be given ice-cream sticks with numbers to be added. Each student can be guided to hold the sticks and add the numbers.

COULD DO 10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.
eBook can be used to recapitulate the concepts taught in the lesson.

Additional Suggested Activity

Numbers Book

- The students can be organised in groups of three each. Each group is given number cards to be added. They can draw sticks on the paper to count and add. Confirm the correct answers.

Home Task

- Complete Lesson 31 of Mathseeds along with Worksheet 1 (Ten Frames).
- Parents can take the child out for a walk in a park. Ask him/her to point at the tall trees and count them. On returning home, ask him/her about the number of trees counted and discuss the importance of trees.

Period 3

Place: Digital Classroom/Projector room

Numbers Book

- Place seven sheets with the numbers on the display board. Ask the students to pick any two numbers and add. Repeat the exercise to make them practise adding numbers up to 7.

COULD DO 05 MIN. ☐

REaMS

- Play Activity 5 of Lesson 32 on your REaMS Teacher Dashboard. Begin by asking the students, "Who here loves cookies?" Most of them would raise their hands. You may ask, "What is your favourite flavour?" Allow them to share their favourite cookie flavours. Show them gingerbread cookies on the board. Point to the gingerbread cookies on the left and ask, "How many gingerbread cookies do we have on the left? Let us count together." Allow the children to count and share their answers. Repeat the process for the cookies on the right side. Ask the students to add the number of gingerbread cookies on the left to the number on the right. Encourage the children to participate in adding them together. You may use fingers to help them count.

SHOULD DO 10 MIN. ☐

- Play Activity 11 of Lesson 32 on your REaMS Teacher Dashboard. Begin by asking students what dominoes are. You may tell them, "Dominoes are like small playing cards with dots on them. You can play games by matching the dots on one domino to the dots on another."

  Show the dominoes on the board. You may point to the one on the left and ask, "How many dots do we have on the left side? Let us count together." Repeat the process for the dominoes on the right side. Now, let us add the number of dots on the left to the number on the right. Appreciate as students keep answering.

MUST DO 05 MIN. ☐

Numbers Book

- Ask the students to look at the picture in exercise 4 on page 22. Let them discuss and describe how the children look happy as they are going to celebrate birthday. Then ask them to tell the number of balloons, children, birthday caps, candles and candies and write them simultaneously in the space provided. Once they have written the numbers, guide them to write their number names. They may be shown the flashcards for the number cards.

SHOULD DO 10 MIN. ☐

- The students can be given a collection of leaves to count and add. Let them write the numbers with their number names.

COULD DO 10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

REaMS

- Open Activity 13 of Lesson 32 on your REaMS Teacher Dashboard. You may remind them about number bars and number line from the last lesson. Instruct students on how to complete the activity. Once the question is complete, you may say, "Good job, everyone." Now let us finish more questions in the same way." Encourage students to raise their hands to answer.

Home Task

- Complete Lesson 32 of Mathseeds along with Worksheet 2 (Addition).
- Parents can guide the child to join the dots in exercise 5 on page 23 in the Numbers Book. Then ask him/her to tell the animal formed. Talk about its habitat or eating habit.

Period 4

Place: Digital Classroom/Projector room

Introduction

- Form two teams of the students. Ask them to tell the number shown to them on the flashcard. Then guide them to say the number names for each number (1-10). Repeat the oral drill for the numbers and their number names. Then give number cards to one team and the number names to the other. One group shows one card and the other team will show the corresponding card.

COULD DO 05 MIN. ☐

REaMS

- Begin with Activity 4 of Lesson 33 on your REaMS Teacher Dashboard. Ask the students what they see on the board. Most of them may say that they see a jar and some beans. You may say, "Yes, we have colourful beans and a jar. Let us put these beans into the jar."

  Encourage students to count the beans, as asked in the activity. You may reinforce the numbers by repeating the words aloud. For example, "We have three beans in the jar. Can you find the word that says 'three'?" Mark the correct answer and appreciate the students.

SHOULD DO 05 MIN. ☐

- Begin with Activity 14 of Lesson 33 on your REaMS Teacher Dashboard. You may tell students "Are you ready to play a game called 'Spin the wheel?' We will spin the wheel and find the matching number! Ready, set, spin!"

  You may click on 'Spin' and ask the students to count the objects every time the wheel stops. Encourage them to find out the matching number. Click on the number that matches the one the wheel points to. Keep appreciating students as they answer.

MUST DO 10 MIN. ☐

Numbers Book

- The students can be asked to pick the flashcards with number names and match them with the pictures shown in exercise 6, page number 23. Please note that some schools might not have digital. So, design the book activities with explanation.

SHOULD DO 10 MIN. ☐

  Make the students sit in a semicircle. Give them paper with the numbers written. They can count and add the numbers with their partner on the right.

COULD DO 10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO 10 MIN. ☐

Additional Suggested Activity

REaMS

- Begin by showing students a picture of a crab. You may ask them "Do you know what animal is this?" Some students may be able to answer. Then, you may inform students that it is a crab. Some crabs live on land, while some in water. Open Activity 7 of Lesson 33 on your REaMS Teacher Dashboard. Before playing the activity, inform students that they will be learning about a special type of crab today called Hermit Crabs. You may say, "Hermit crabs are tiny. They have a special home that they carry on their backs. Ruby has her own hermit crab, do you want to see it?" Most students may respond with a yes. Play the activity and watch it with the students. After the activity, ask the students to suggest names for the hermit crab. Encourage everyone to participate and ensure that you give each student an opportunity to speak. You may ask all students to clap for themselves and others once the activity is over.

Home Task

- Complete Lesson 33 of Mathseeds along with Worksheet 3 (Number Sense).
- Parents can sit comfortably with the child, guide him/her adding numbers while playing snakes and ladders.

Period 5

Place: Digital Classroom/Projector room

Introduction

- Ask the students to stand in a line. Give them red and green colour cards to hold. Then ask the ones with red cards to stand out on the right. And the green ones stand on the left. Let them count the number of students with red and the ones with the green card. Discuss the way to add the numbers by continuing the number count for each card.

COULD DO
05 MIN.

REaMS

- Open Activity 1 of Lesson 34 on your REaMS Teacher Dashboard. Start the activity by telling the students that Mango has a pet mouse. He also has a lot of mice friends to play with. Let us meet Mango's mice friends!" Open the activity and watch it along with them. After the activity is over, you may ask the students, "Did you see how many mice friends does Mango have in total? Let us count together!"

SHOULD DO
05 MIN.

- Open Activity 2 of Lesson 34 on your REaMS Teacher Dashboard. You may tell students that these are Mango's pet mice. Some are on the left, and some are on the right. You may say, "Can you tell me which colour mice are on the left?" Encourage the students to tell you the colours. Ask the same for the mice on the right. Then you may say, "Can you count the mice on each side? Let us do it together." Count the mice with the students and ask them to add the numbers. Some students might raise their hands, you may ask them to do the addition. You may even do the addition along with the whole class.

SHOULD DO
05 MIN.

- Open Activity 11 of Lesson 34 on your REaMS Teacher Dashboard. Allow students to observe the board. Then, inform students that they will be helping Ruby to reach the correct way. You may prompt students to think which equation equals to the number that Ruby has. For example, you may say "Which equation makes number 4? Is it 1 + 2 or 1 + 3?" Encourage each student to participate.

MUST DO
05 MIN.

Numbers Book

- Help the students open the book at page 24-25. Read and explain the statement for exercise 7 to the students. Ask them to observe the picture and describe it in short, simple words or their home language. Then read the names on page 25 for the students to count and circle using crayon of their choice. Confirm the correct answers.

SHOULD DO
10 MIN.

- Divide the class into four groups. Give each group a picture with objects to count and add. Each group can write their answer on the board. You may have to go around to guide the students to count and add the numbers.
- The students can be given flashcards with the numbers and their number names to match with. Discuss the numbers and number names.

COULD DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in the class as well as at home.

eBook can be used to recapitulate the concepts taught in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

REaMS

- Open Activity 6 of Lesson 34 on your REaMS Teacher Dashboard. You may tell them, "Now, the mice will sing a song for us, and all we have to do is groove to it and sing along. So, who is ready for a counting song party?" Most students may respond enthusiastically. Play the song and enjoy it with the students.

Home Task

- Complete Lesson 34 of Mathseeds along with Worksheet 3 (Add to 10).
- Parents can help the child practise numbers and number names using flashcards in the student's learning kit.

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills while drawing, colouring • hold the crayon firmly and join the dots to form a picture
Socio-Emotional and Ethical Development	• interact with the peers and teacher
Cognitive Development	• identify numbers and their number names • count and add the numbers
Language and Literacy Development	• listen attentively for specific information in the story • retell the story in their own words or home language • describe the objects shown • use oral maths talk to comprehend and describe the given activities
Aesthetic and Cultural Development	
Positive Learning Habits	• observe the surroundings and reflect upon it while on their way to school. Thus, learn to stay vigilant • practise healthy eating

Theme 6: I Love Fridays

5 Periods (40 minutes each)

Lesson 35_Worksheet 1 (3D object recognition), Lesson 36_Worksheet 1 (Add to 10), Lesson 37_Worksheet 1 (Pattern Recognition), Lesson 38_Worksheet 1 (Full or Empty), Lesson 38_Worksheet 2 (Sorting containers), Lesson 39_Worksheet 1 (Time), Lesson 39_Worksheet 3 (Length of time)

Main Coursebook, flashcards, CRM signs, manipulatives (building blocks/shapes), triangles, squares, rectangles and circle cut out of coloured paper three placards with morning, afternoon and evening, geometric nets, sand, pasta shells, bowls, fallen leaves, an analog clock, beads and buttons

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination and control of fine motor muscles
- develop fit and flexible body
- develop effective verbal and non-verbal communication skills
- develop cognitive skills and make sense of world around through observation and logical thinking
- develop various number and pre-number concepts
- develop an understanding of the concept of time

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- Lesson Navigation: Log in to your Teacher Dashboard. Go to the Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Using CRM signs 'Eyes on Me, Please Wait,' the students can be guided to form a circle. Then give a ball to one of them and demonstrate how to pass it when the music plays to play 'Pass the parcel'. Stop the music and ask the student with the ball to sing or enact a rhyme. They may be asked to role-play or act a funny situation. Let them play for a few more rounds. Then show them the ball and explain that it is a sphere as it is closed unlike the

circle they are standing in. You may also show them a Rubik's cube explaining that it is a cube and ask them to play.

- Form two teams of the students. One team is given triangles, squares, rectangles and circles cut out of coloured paper. The other team is given a ball, a prism, a die and a toothpaste carton. Guide them to show one item at a time for the other team to show the corresponding shapes. For example, if group 1 shows a triangle, group 2 will hold the prism to match it with. Repeat the activity for the students to understand and explain the concepts of 2D and 3D shapes. You may refer to the definition mentioned on page 27 in the book. Tell them that flat shapes are 2D shapes and solid shapes are 3D shapes.

COULD DO
10 MIN.

REaMS

- Open Activity 1 of Lesson 35 on your REaMS Teacher Dashboard and watch the video along with the students. Ask them what they think Waldo was doing. Inform them that Waldo has a toy of a new shape and they will learn more about it today

COULD DO
5 MIN.

- Open Activity 2 of Lesson 35 on your REaMS Teacher Dashboard. Bring the students' attention to the ball on the board. Ask them to help you inflate the ball and reinforce that the ball is in the shape of a circle.

SHOULD DO
5 MIN.

- Open Activity 6 of Lesson 35 on your REaMS Teacher Dashboard. You may ask students what they see on the board. Proceed to tell them that the robot will make a cube for them. Click on the robot and show the cube being made.

MUST DO
5 MIN.

- Open Activity 10 of Lesson 35 on your REaMS Teacher Dashboard. You may say, "There are some shapes on the board. Let us hear the name of each shape and identify it."

MUST DO
5 MIN.

Numbers Book

- Form groups of three students each. Give them manipulatives (building blocks) to pick cubes. Then ask them to place at least four cubes together and explain that they have formed a cuboid.

SHOULD DO
5 MIN.

- Ask the students to open the book at exercise 1 of page 27. Read and explain the statement in exercise 1 and ask them to name the shape as you point at each one. Next, they can colour the cubes with yellow crayons and cuboids with red crayons. Let them count and write the number of cubes and cuboids coloured.

MUST DO
5 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given geometric nets to form cubes and cuboids.

REaMS

- Open Activity 15 of Lesson 35 on your REaMS Teacher Dashboard. You may say, "We will see some shapes on the board. Let us identify which shapes are 2D and which ones are 3D."

Home Task

- Complete Lesson 35 of Mathseeds along with Worksheet 1 (3D object recognition).
- Parents can provide geometric nets for practice to the child. Help in pasting and forming cubes and cuboids. Then draw expressions on each side. Alternatively, cubes can be pasted with dots to substitute for the dice.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

COULD DO 5 MIN.

- Form groups of four students each. Give them 10 beads to count and a string. Ask them to make a garland of 10 beads.
- Then place Ryan's standee and read the story on page 26 of the book with proper intonation and pauses. Ask them to listen attentively and answer a few questions such as
- Who are talking in the story?
- What is Rohan doing?
- What does Ryan do?
- What does Sam tell them?

SHOULD DO 10 MIN.

- Encourage the students to say the numbers in order. They may discuss or retell the story and its characters in short phrases or their home language.

REaMS

COULD DO 5 MIN.

- Open Activity 1 of Lesson 36 on your REaMS Teacher Dashboard. You may say, "Ruby and Mango are on an adventure - they are collecting bugs! Let us see." Play the activity and watch it with the students.

SHOULD DO 5 MIN.

- Open Activity 2 of Lesson 36 on your REaMS Teacher Dashboard. You may ask, "What are the colours of the bugs on the board?" Next, ask them to count the number of bugs of each colour and add them together.

SHOULD DO 5 MIN.

- Open Activity 12 on your REaMS Teacher Dashboard. Ask students if they know what frogs eat. You may say, "Frogs eat caterpillars. There is a frog on the board. Let us help him eat his food." Ask them to help you identify the caterpillars that have sums that add up to 4.
- Open Activity 13 on your REaMS teacher dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide them solve the problem as instructed in the activity.

Numbers Book

SHOULD DO 5 MIN.

- Ask the students to count the number of marbles and put them in a box. Then form any flat shape by arranging them.

MUST DO 5 MIN.

- The students can be asked to open the book at page 28 and count the number of bats and balls in exercise 2. Then pick crayons of their choice and colour any 10 objects. Also, ask them to write the number of bats and balls coloured, in the boxes provided.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO 10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be asked to work in pairs. They are given buttons and beads along with a thread to string ten buttons and beads in any order of the numbers. They may string 2 buttons and 8 beads or 4 buttons and 6 beads and so on. Then say the total number of buttons and beads used.

REaMS

- Open Activity 6 on your REaMS Teacher Dashboard. Inform students that it is time for a fun song. Ask them to sing along with you.

Home Task

- Complete Lesson 36 of Mathseeds along with Worksheet 1 (Add to 10).
- Parent can give manipulatives (shapes) to the child to count and say the total number. Ensure that the counting is up to 10.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The class is divided into four teams. Give them fallen leaves. Ask them to come and put the leaf they have got one by one on the table. Then let them observe the pattern formed. Next, they can be given squares and triangles to form patterns. Explain that things repeated in a specific sequence form a pattern. They can be given a blank sheet of paper and crayons to form a pattern by drawing shapes.

COULD DO
10 MIN.

REaMS

- Open Activity 2 of Lesson 37 on your REaMS Teacher Dashboard. Inform the students that they are going to make a new pattern. Prompt them to identify the colour pattern as you click on each circle.

COULD DO
5 MIN.

- Open Activity 5 of Lesson 37 on your REaMS Teacher Dashboard. Ask them to help you arrange the balls in the same pattern as the balls in the box.

SHOULD DO
10 MIN.

- Open Activity 7 of Lesson 37 on your REaMS Teacher Dashboard. Bring the students' attention to the dinosaurs on the board and ask them to help you identify the missing parts to complete the pattern.

MUST DO
5 MIN.

Numbers Book

- The students can work in pairs. Let them recognise the colours of beads shown in the picture in exercise 3 on page 28. Let them name the colours of beads one by one. Then guide them to form a similar pattern in the greeting card on the left.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

SHOULD DO
10 MIN.

Additional Suggested Activity

- The students can be given a sheet with stars in a sequence. Also, give a set of crayons and ask them to colour and form a pattern. For example, green star, yellow star, green star, yellow star and so on.

COULD DO
10 MIN.

Home Task

- Complete Lesson 37 of Mathseeds along with Worksheet 1 (Pattern Recognition).
- Parents can help the child collect pebbles, empty pistachio or peanut shells. Arrange them so as to form a pattern. More material could be used to make the child practise pattern formation or sequencing.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Show CRM signs 'Eyes on Me, Please Wait, Sit Down' and instruct the students to sit in pairs. Place three transparent tumblers and a bowl of sand on the table. Call them one by one to put a spoon of sand in the two tumblers, leaving the third one empty. Once the tumbler is half-filled ask them to start pouring in the other tumbler till it is filled completely. Ask them to observe, explore and ask questions. Then explain that the one with no sand is 'empty'. The one with sand up to the brim is 'full'. Lastly, the third one is half-filled or we can just call it 'half'.
- Then give them an old sheet of newspaper and crayons to draw the three tumblers. Ask them to describe the tumblers in simple words or their home language.

COULD DO — 10 MIN.

REaMS

- Open Activity 6 of Lesson 38 on your REaMS Teacher Dashboard. Begin by talking to the students about the concept of empty and full. Play the activity and ask them to identify which object is empty and which one is full.

COULD DO — 5 MIN.

- Open Activity 12 of Lesson 38 on your REaMS Teacher Dashboard. Bring students' attention to the containers on the board and ask them to identify the containers as full or empty.

SHOULD DO — 10 MIN.

- Open Activity 15 of Lesson 38 on your REaMS Teacher Dashboard. You may begin by asking the students what they see on the board. Some of them may say that they can see a bee. Next, you may say, "This bee is pouring honey into different jars. Can you identify in which jar has the bee poured more honey?" Let them identify the jar.
- Open Activity 15 of Lesson 38 on your REaMS Teacher Dashboard and ask the students to tell you which container can hold more honey and which one can hold less. Then, ask them to help you arrange the containers in the order from the one that holds the least to the one that holds the most.

MUST DO — 5 MIN.

Numbers Book

- Ask the students to identify the quantity of objects as more or less. Show them two bowls—one big and the other small. Give them beads to fill both the bowls. Then empty them separately in two plates to find more and less quantity of beads in the two bowls. Now ask them to open the book at page 30. In exercise 5, point at each pair of objects for the students to identify and tick the one that holds more quantity than the other.

MUST DO — 10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO — 10 MIN.

Additional Suggested Activity

- Form groups of four students each. Give them sheets of old newspapers and a blank sheet of paper. They can be asked to draw a shape, say a football, and paste the crumpled newspaper balls. Then count and tell which has more number of balls.

Home Task

- Complete Lesson 38 of Mathseeds along with Worksheet 1 (Full or Empty) and Worksheet 2 (Sorting containers).
- Parents can give three bowls with pasta shells in two of the bowls and one to be left empty. Then ask them to count pasta shells in each of the bowls and transfer them into a plate. Then point at the one with more or less pasta shells.
- Similarly, parent may keep three bottles of water. One empty, one half-filled and the third one full of water. Ask the child to paste the slips –empty, half-filled or full, on the bottles. Encourage them to describe the quantities as empty, full and half.
- Parents can read and explain the statement in exercise 6 on page 30. Help the child observe the containers and colour the boxes as per the code provided to recognise the quantity—half, full or empty.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Form three teams of the students. Give them three placards with morning, afternoon and evening. Ask them to name the activities they like to do for each time of the day. Also, they can draw a clock showing the time they have breakfast and dinner on a circle cut out of a cardboard. Alternatively, you can show the analog clock with movable minute and hour hands to the students. Then call them to move the minute and hour hands to tell the time of the activity.

COULD DO
10 MIN. ☐

REaMS

- Open Activity 2 of Lesson 39 on your REaMS Teacher Dashboard. Bring the students' attention to the pictures on the board and encourage them to help you arrange the pictures in the correct order.

COULD DO
5 MIN. ☐

- Open Activity 4 of Lesson 39 on your REaMS Teacher Dashboard. Begin by saying, "Dizzy was once very small, like all of us, then he grew old and big. We will see some pictures of Dizzy growing up. Let us arrange the pictures in order."

SHOULD DO
5 MIN. ☐

- Open Activity 11 of Lesson 39 on your REaMS Teacher Dashboard. Begin by saying, "Some things may take a long time, while others take a shorter duration, for example, it may take us some time to grow a plant. While, we may be able to click our fingers or clap our hands quickly." Ask the students to identify which activity will take longer to complete and which will take a short time.

MUST DO
5 MIN. ☐

- Open Activity 14 of Lesson 39 on your REaMS Teacher Dashboard. You may say, "Let us make the correct time using the clock on the board."

MUST DO
5 MIN. ☐

Numbers Book

- The students can be given flashcards with the daily routine activities. Let them observe and describe the pictures one by one. Guide them to arrange the pictures in order of occurrence as they normally do them. Then ask them to open the book at page 29 and number the activities in the boxes provided in exercise 4.

SHOULD DO
10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given the pictures of stages of growth of a tree from seed to becoming a tree. Then guided to work in pairs to arrange them in order.
- Open Activity 8 of Lesson 39 on your REaMS Teacher Dashboard. Talk to the students about the different activities they do in a day. You may then say, "These are all the activities that Dizzy does in a day. Let us arrange the pictures in order."

Home Task

- Complete Lesson 39 of Mathseeds along with Worksheet 1 (Time) and Worksheet 3 (Length of time).
- Parents can help the child sow a seed. Water it regularly and watch it grow. Also, make a timeline of its growth from a seed - sapling - plant - a tree on an A4-sized sheet.

Learning Outcomes

The students will:

Physical Development	• hold writing tools • begin to catch, throw ball with very basic control
Socio-Emotional and Ethical Development	• feel comfortable in expressing their views during class discussion • play and enjoy activities with other students • show curiosity in observing plants
Cognitive Development	• name and differentiate 2D and 3D shapes in their immediate surroundings • measure objects using simple measuring tools • copy simple patterns using different colours • practise mathematical skills of number count and quantity • sort objects into two groups based on size or volume • compare and use vocabulary like more and less • recognise the various stages of growth with respect to the concept of time • find the missing parts to complete the pattern
Language and Literacy Development	• narrate events and stories in a sequence • role-play while playing 'Pass the Parcel'
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• acquire skills to plan, focus attention while performing an activity • learn to plant a seed

Theme 7: I Love Fun Days

4 Periods (40 minutes each)

Lesson 40_Worksheet 1 (Count to add), Lesson 41_Worksheet 1 (Counting), Lesson 42_Worksheet 1 (The week), Lesson 42_Worksheet 2 (Handwriting), Lesson 43_Worksheet 1 (Counting), Lesson 43_Worksheet 2 (Number sense)
Main Coursebook, flashcards, CRM signs, 10 ice-cream sticks , manipulatives (shapes, building blocks), dice, paper strip with number line, bats, balls, tape, number line with a U-pin, ribbons, rectangular pieces of cardboard, empty pistachio or peanut shells

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop sharpness in sensorial perceptions
- develop various number and pre-number concepts
- use emergent literary skills

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- Lesson Navigation: Log in to your Teacher Dashboard. Go to the Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be asked to pair up and given a paper strip with the number line marked up to 10. Ask one of them to roll the die and see the number to be moved forward on the number line. Then the other student will roll the dice and move on the number line. For example, student A plays and gets number 4 on the die. S/he moves 4 steps to the right. Then student B plays and gets 5 so they move 5 steps from 4 and reach number 9. Next, the student A rolls the die and gets 3 but cannot play as 9 + 3 = 12 which will not be possible as the number line provided is only up to 10. So the next pair gets the chance to play. Likewise, guide the students to roll the die and add up to 10 on the number line. The pair to finish up to 10 on the number line is given a star. Explain that they have added the numbers up to 10 on a number line.

COULD DO
10 MIN.

REaMS

- Open Activity 4 of Lesson 40 on your REaMS Teacher Dashboard. Begin by saying, "There are some balloons arranged in a number line on the board. Let us find the sum of the given numbers using the balloon number line.

COULD DO
5 MIN.

- Open Activity 10 on your REaMS Teacher Dashboard. You may say, "Who is ready for an adventure with sums? Let us find the missing numbers."

SHOULD DO
5 MIN.

- Open Activity 12 of Lesson 40 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide them solve the problem as instructed in the activity. Reinforce that the word 'altogether' suggests that it is an addition sum.

Numbers Book

- After they have added the numbers up to 10 using a number line, they can be asked to open the book at page 32. Read and ask them to make the rabbit hop the specified number of steps mentioned and tell the number reached in exercises 1 and 2. They can use crayons and draw the jumps that rabbit would make to find the number.

SHOULD DO
10 MIN.

- You may give them a number line with a U-pin to slide and reach the number needed, in exercises 3 and 4.
- Ask the students to work in pairs. Guide them to read the places shown on the number line in exercise 5 on page 33. Point at each place and ask them to name it. Then read each statement for them to answer. Confirm the responses based on the information provided in the number line.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- Paste a red tape on the floor. Place blocks at numbers 1-10. Give them a token with a number from 1-10, to move the number of steps mentioned on it. Tell them to move carefully. They can play one by one and move on the number line.

Home Task

- Complete Lesson 40 of Mathseeds along with Worksheet 1 (Count to add).
- Make a number line up to 10. Find the numbers you get after jumping 3 steps from the start.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Ask the students to work in pairs. Give them an abacus to put 9 beads in the first rod. Then ask them to add more beads on the second rod and keep counting. Explain that this way they can have number 10, 11 and 12 on the abacus.
- Next, give them 10 ice-cream sticks in one bundle and 5 buttons. Ask them to count all the ice-cream sticks. Once they have counted, they can pick buttons to count after 10 and practise counting up to 11 and 12.

COULD DO
10 MIN.

REaMS

- Open Activity 2 of Lesson 41 on your REaMS Teacher Dashboard. Begin by telling students that they are going to learn about the number 11. Ask them to show you where the number 11 is on the board and click on the number.

COULD DO
5 MIN.

- Open Activity 4 of Lesson 41 on your REaMS Teacher Dashboard. Ask them to show you where the number 12 is on the board, and click on the number.

SHOULD DO
5 MIN.

- Open Activity 8 of Lesson 41 on your REaMS Teacher Dashboard. Ask students to count 11 sheep and put them inside the boundary. Encourage them to count loudly as you click on each sheep.

MUST DO
10 MIN.

- Open Activity 13 of Lesson 41 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help in identifying the question and the facts. You may continue to guide them to solve the problem as instructed in the activity.

Numbers Book

- Form four teams of the students. Guide each team to count one block in exercise 6 on page 34. They can decode and colour the pictures that are 11 in number with a red crayon and the ones that are 12 with a blue crayon.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO
10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

REaMS

- Open Activity 16 of Lesson 41 on your REaMS Teacher Dashboard. You may say, "There are some rabbits and carrots on the board. Let us count the number of rabbits and check how many more rabbits are there than the carrots."
- The students can be given a cut out of bat using paper. Using CRM signs 'Eyes on Me, Stand in a Line' guide 10 students to stand in a line and count the number of bats they have. Then give the other students balls and ask them to stand one by one with the group. As each student with a ball joins the group, ask them to count. So, the counting goes after 10 bats as 11, 12 and so on. Repeat the activity with other such manipulatives.

Home Task

- Complete Lesson 41 of Mathseeds along with Worksheet 1 (Counting).
- Parents can help the child count the number of triangles in exercise 7 on page 35. Then read the statement and guide him/her in drawing more number of triangles to make it 11.
- Help the child count the number of spoons and bowls in the kitchen to practise counting numbers after 10.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students could be shown CRM sign 'Stand in a Line' and guided to make a circle. Show them 'Eyes on Me' and hold flashcards with numbers up to 7, one at a time for them to read the numbers. Ask them to name the first day of the week when they come to school. Wait for

COULD DO
10 MIN.

the response. Then confirm it is Monday. Then they could be asked for the days of the week when they have their favourite activities such as dance, table tennis, and so on. It could be Wednesday or Friday, number the day of the week as the case may be. Next, they can be asked for the day when they enjoy a holiday with family, that is, Sunday. Lastly, ask them to match placards with the days of the week with the flashcards with numbers as you mention them.

REaMS

- Open Activity 2 of Lesson 42 on your REaMS Teacher Dashboard. Begin by saying, "There are 7 days in a week. Days from Monday to Friday are called weekdays, and Saturday and Sunday are called weekend days." Encourage students to repeat the days of the week after you. Next, ask them to listen to the audio and tell you which object should be placed on which day.

COULD DO
10 MIN.

- Open Activity 4 of Lesson 42 on your REaMS Teacher Dashboard. Ask them to help you identify the missing days of the week.

MUST DO
5 MIN.

- Open Activity 6 of Lesson 42 on your REaMS Teacher Dashboard. You may say, "Let us sing together a song on Days of the Week." Play the song and enjoy it with the students.

SHOULD DO
5 MIN.

Numbers Book

- The students can be asked to open the book at page 36. Read and explain the statement in exercise 9 to the students. Point at the cat and its kitten encouraging them to describe the pictures. Then use index finger to find the way through the maze. Then ask them to read the names of the week and trace the path using their favourite crayon.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- Place placards with the days of the week in the class. Ask the students to hold and raise them as you mention the number of the day of the week. For example, as you say 3, the student will lift the placard for Wednesday, and so on.

Home Task

- Complete Lesson 42 of Mathseeds along with Worksheet 1 (The week) and Worksheet 2 (Handwriting).
- Parents can help the child make a wall hanging for the days of the week. Use rectangular pieces of cardboard and paint them in seven colours. Next, paste the slips with the names of the week on each piece. Then string them with a ribbon and hang vertically.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The class can be organised in a circle. Use CRM sign (green card) to start the activity. Place the character standees in the class. Ask them to observe the pictures on page 31 and describe in simple words or their home language. Then read and explain the story that how children were tired after their visit to the Science Centre. But they were happy and had popcorns, biscuits, and so on.

COULD DO
5 MIN.

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

REaMS

- Open Activity 1 of Lesson 43 on your REaMS Teacher Dashboard. Tell the students that Mango is back with some new numbers. Play the activity and watch it along with them.

COULD DO
5 MIN.

- Open Activity 2 of Lesson 43 on your REaMS Teacher Dashboard. Ask them to listen to the audio and help you identify the number.

SHOULD DO
5 MIN.

- Open Activity 4 of Lesson 43 on your REaMS Teacher Dashboard. You may say, "Do you like cupcakes? They are delicious, aren't they? There are some cupcakes on the board, let us arrange them in the trays."

SHOULD DO
5 MIN.

- Open Activity 14 of Lesson 43 on your REaMS Teacher Dashboard. Tell them that they will be solving a problem. Encourage them to read it along with you and help in identifying the question and the facts. You may continue to guide students solve the problem as instructed in the activity.

MUST DO
10 MIN.

Numbers Book

- Form groups of three students each. The students can be given manipulatives (15 building blocks) to build a tower. Ask them to work within the group. Then ask them to count and say the number. Tell them to colour the number towers in exercise 8 on page 35.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given a number game to play. Draw a box with 12 squares on the floor using a tape. Then call them in pairs to roll the dice and move the number. Instruct them to say the number loudly.

Home Task

- Complete Lesson 43 of Mathseeds along with Worksheet 1 (Counting) and Worksheet 2 (Number sense).
- The students can be given empty pistachio or peanut shells. Then ask them to make their number towers for the numbers 11 to 15 on a coloured sheet by pasting the empty shells horizontally. Then bring it to the class for display.

Learning Outcomes

The students will:

Physical Development	• hold writing tools like crayons, pencil • pick and paste empty shells to make number towers, thus strengthening fine motor muscles
Socio-Emotional and Ethical Development	• express their views comfortably • work in pairs or with the group comfortably

Cognitive Development	• provide solutions to simple problem solutions • name the days of the week • recognise numbers up to 12 on the number line and shapes through activities
Cognitive Development	• use manipulatives (shapes, building blocks) to practise number counting • solve the maze • decode the colour code and colour the pictures
Language and Literacy Development	• listen attentively and narrate the story with support vocabulary from the teacher • understand and give short instructions • describe the picture story in simple words or their home language
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• engage in class activities and participate actively

Theme 8: I Love Saturdays

4 Periods (40 minutes each)

Lesson 44_Worksheet 1 (3D object recognition), Lesson 45_Worksheet 1 (Counting), Lesson 47_Worksheet 1 (Take Away 1)

Main Coursebook, flashcards, CRM signs, 10 ice-cream sticks, manipulatives (shapes, building blocks), sticky dots/bindis, triangular and rectangular sheets of paper, fallen leaves, toys

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- use expressive and receptive communication skills
- develop sharpness in sensorial perceptions
- develop cognitive skills and predict patterns
- develop various number concepts
- make sense of world around through observation and logical thinking

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- Lesson Navigation: Log in to your Teacher Dashboard. Go to the Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Place a birthday cap and a candle on the table for the students to name the occasion when they use them. Then explain that their shapes are a cone and a cylinder respectively. Give them a triangular sheet to be held at one corner and rolled over and pasted at the other end to form a cone. They can stick sticky dots to decorate their birthday cap.
- Next, give them rectangular sheets to be rolled along the length. Help them paste it along the edges to form a cylinder. Explain to them that the shapes of a cone and cylinder are solid or 3D shapes.

COULD DO

5 MIN.

REaMS

- Open Activity 2 of Lesson 44 on your REaMS Teacher Dashboard. Bring the students' attention to the ice-cream cone on the board and play the activity. You may ask them to show you the different parts of the cone, for example - the pointed corner, curved sides and reinforce that cone is a 3D shape.

COULD DO 5 MIN. ☐

- Open Activity 4 of Lesson 44 on your REaMS Teacher Dashboard. You may say, "Let us learn about a new 3D shape. It is called a Cylinder." Play the activity and ask them to show you the different parts of a cylinder such as the round faces and curved surfaces.

SHOULD DO 5 MIN. ☐

- Open Activity 6 of Lesson 44 on your REaMS Teacher Dashboard. Ask them to identify the 3D shapes.

MUST DO 5 MIN. ☐

Numbers Book

- Ask the students to work in pairs. Guide them to make 2D shapes of a triangle and a square with their hands. Next, give them ice-cream sticks to form a triangle and a square. Then ask them to open the book at page 38. Read and explain the statement and ask them to count the shapes. They must write the number of triangles and squares in the boxes. They can be asked to compare and find the one that is more in number. Then colour those shapes blue and shade the ones that are less, with a pencil.

SHOULD DO 10 MIN. ☐

- The students can be asked to place the cone and cylinder they have made, next to their partner's such that a pattern is formed. Also, show them pattern in leaves of a tree. Discuss patterns found in nature and everything around. Then ask them to open the book to page 40. Observe the pattern formed by the shapes in exercise 6 and circle the one that is next in line.

MUST DO 10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

REaMS

- Open Activity 13 of Lesson 44 on your REaMS Teacher Dashboard. You may begin by saying, "Look, some shapes are appearing on the board. Let us find out if they are 2D or 3D shapes."
- The students can be given manipulatives (shapes) to rearrange and form patterns on a sheet. Encourage them to experiment and form different patterns.

Home Task

- Complete Lesson 44 of Mathseeds along with Worksheet 1 (3D object recognition).
- Parent can sit comfortably with the child and together form a pattern with the 3D shapes (triangles and squares).

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be seated in a semicircle using CRM signs 'Eyes on Me, Shh.., Stand in a line'. Once they are settled, show them the picture of an anthill. Ask them if they have ever seen it. Explain how ants work hard. Ask them to listen attentively to the story as you read it loud and

clear. Place Lina's, Sam's, Jas's, Maria's and Ryan's standees in front of the students. Start reading the story, move the standees according to the particular character's dialogue as in a role-play. Ask a few questions to test their comprehension of the story such as

- What do the children see?
- Where are the ants going?
- How many ants are on the hill?
- What does Ryan see on the ground?
- Engage the students in a class discussion on the life skills that we can learn from ants, that is, working hard. Also, the formation of patterns in immediate surroundings can be explored as noticed by Ryan in the story. They can be asked to recognise the pattern in the windows of the classroom and other such objects.

COULD DO 5 MIN. ☐

REaMS

- Open Activity 1 of Lesson 45 on your REaMS Teacher Dashboard. You may begin by saying, "Look, Ruby is back with two new numbers - numbers 16 and 17." Play the activity and watch it along with the students.

COULD DO 5 MIN. ☐

- Open Activity 2 of Lesson 45 on your REaMS Teacher Dashboard. Ask them to help in identifying the number instructed in the activity.

COULD DO 5 MIN. ☐

- Open Activity 4 of Lesson 45 on your REaMS Teacher Dashboard. Bring the students' attention to the crowns and jewels on the board. You may explain them that crowns are hats with jewels on them and ask them to help you count the number of jewels.

SHOULD DO 5 MIN. ☐

- Open Activity 12 of Lesson 45 on your REaMS Teacher Dashboard. Ask them to count the number of objects on the bigger card. Next, ask them to find the card with the correct number which must be added to make the star number.

MUST DO 5 MIN. ☐

Numbers Book

- The students can be shown a few dried leaves and asked what they know about the trees and leaves. Have a brief discussion. Then ask them to open the book at page 38. Read and explain the statement in exercise 1 that they have to count and tell the number of leaves on both the trees. The one with 16 leaves is to be coloured in green and the leaves of the other tree, orange.

SHOULD DO 10 MIN. ☐

- Ask the students to look at the characters in exercise 3 on page 39 and name them. Repeat the names. Then read and explain the statement to the students. They will observe and find the singer and the dancer among the kids. Wait for their response and ask them to circle the names of the singer and dancer.

MUST DO 5 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be given flashcards with numbers 16, 17 and 18 to be arranged in order. They may be asked to supply the missing number.
- Draw a number train on the board or place on the table. Let them find the missing numbers on the train.

Home Task

- Complete Lesson 45 of Mathseeds along with Worksheet 1 (Counting).
- Parent can help the child in arranging the numbers in order. Play number games like Bingo for practice.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Form pairs of students. Give them two bundles of 10 ice-cream sticks each. Ask them to arrange and count them. As they reach 16 and 17, ask them to add one and say the number 18, then 19 and lastly 20. Repeat the activity for three times so that they practise counting up to 20.

  P.S. The ice-cream sticks may be coloured and in 2 bundles of ten each for the students to count.

- The students can be shown three chairs. One of the chairs with number 17. Then bring the second chair closer and ask for the next number that comes after 17. Confirm the correct answer and paste the number 18. Repeat the activity for the numbers – 19 and 20.

  COULD DO 10 MIN. ☐

- **P.S.** Oral drill can be taken up for number count up to 20.

REaMS

- Open Activity 1 of Lesson 46 on your REaMS Teacher Dashboard. You may say, "Mango, Dizzy and Ruby are making their number books, but a few numbers are missing in Ruby's book. Let us see what those numbers are."

  COULD DO 5 MIN. ☐

- Open Activity 2 of Lesson 46 on your REaMS Teacher Dashboard. Ask students to help Ruby find her missing numbers.

  SHOULD DO 5 MIN. ☐

- Open Activity 4 of Lesson 46 on your REaMS Teacher Dashboard. Bring students' attention to the notebook and stickers on the board. Ask them to help you paste and count the stickers in the notebook.

  SHOULD DO 5 MIN. ☐

- Open Activity 6 of Lesson 46 on your REaMS Teacher Dashboard. Bring students' attention to the dinosaurs on the board. Tell them that Dinosaurs were big animals that lived a long time ago, before people were even around and they came in all sizes, some like giant buildings and some very small, like chickens. Ask them to help you find the dinosaurs with the number 18.

  MUST DO 5 MIN. ☐

Numbers Book

- Show the expression cards to the students and ask them to imitate. Then read and explain the statement in exercise 4 on page 39. They can count the number of stars and draw a happy or a curious smiley as per the question, in the boxes provided.

  SHOULD DO 10 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

REaMS

- Open Activity 11 of Lesson 46 on your REaMS Teacher Dashboard. Ask students to count the number of objects on the bigger card. Next, ask them to find the card that has the correct number to be added to make the number on the star.

- The students are given ladders with five rungs each on a sheet. Ask them to draw balls such that they get 20 balls on each ladder. Then count all the balls together to see if they are 20 or not. Let them observe and compare.

Home Task

- Complete Lesson 46 of Mathseeds.
- Parents can help the child count the manipulatives up to 20. Then open the book at page 41. Read and explain the statement in exercise 7. Guide them to colour the boxes with the correct answers.
- Also, read and explain the statement in exercise 8 on page 42 to the child. Let them count the oranges in each tray and tick the one with 18 oranges.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Organise the class into groups of five students namely, A, B, C, D and so on. Then ask two members of team A to get up and sit with team B. Then ask them to recount the number of students in team A. Explain that going away of two members made the number less in team A. This is called as 'taking away or subtraction'. Give them five beads and tell them to give three to their partner. Then tell how many are left. They may be given more manipulatives (shells, tokens, cowries and so on) to practise.

COULD DO 5 MIN. ☐

REaMS

- Open Activity 4 of Lesson 47 on your REaMS Teacher Dashboard. Begin by informing students that take away means they have to subtract. Tell them to count the number of balloons they are asked to pop and then count the remaining number of balloons.

COULD DO 5 MIN. ☐

- Open Activity 12 of Lesson 47 on your REaMS Teacher Dashboard. Ask students to count the number of apples on the tree. Inform them that a mischievous rhino is shaking the tree. You may ask, "Can you count and tell me how many apples fell from the tree?" Then, ask students to count the number of apples left on the tree.

SHOULD DO 5 MIN. ☐

- Open Activity 14 of Lesson 47 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity.

MUST DO 10 MIN. ☐

Numbers Book

- Ask the students to form pairs. Give them a set of crayons to draw and colour the number of dots in exercise 5 on page 40. They must draw dots in the space provided, following the colour code. You must go around the class and help them, if needed.

SHOULD DO 10 MIN. ☐

- Ask them to say the number count up to 20 as you show them flashcards with numbers. Repeat it once. Then ask them to read the numbers and join the dots in sequence in exercise 9 on page 42. They must identify the picture formed.

MUST DO 5 MIN. ☐

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

REaMS

- Open Activity 9 of Lesson 47 on your REaMS Teacher Dashboard. You may begin by saying, "Some banana skins are lying outside the dustbin. We should never throw them outside the dustbin. Let us put them inside the bin and keep counting them."
- The students can be given bindis for the numbers up to 20. Ask them to count and stick bindis or draw dots in the space provided.

Home Task

- Complete Lesson 47 of Mathseeds along with Worksheet 1 (Take Away 1).
- Parent can play the game of 'taking away' with the child. Arrange all the toys in a sequence and count them. Then take two of the toys and ask him/her to count the number of toys left. Next, s/he can take away the toys and count the ones left behind. Repeating the activity will help in practising the concept of taking away or subtraction.

Learning Outcomes

The students will:

Physical Development	• hold writing tools • develop fine motor skills • hold and move toys
Socio-Emotional and Ethical Development	• feel comfortable in expressing their views during class discussion
Cognitive Development	• identify the numbers up to 20 • remember and recall three or four objects seen at a time • identify, repeat and extend the pattern
Language and Literacy Development	• express their thoughts in simple words • describe shapes in terms of appearance • retell the story in short phrases or their home language
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• acquire skills to plan, focus attention while performing an activity • adopt class norms and engage in class activities

Theme 9: I Love Sundays

3 Periods (40 minutes each)

Lesson 48_Worksheet 1(Number match), Lesson 49_Worksheet 1 (Counting Doubles), Lesson 49_Worksheet 2 (Doubling), Lesson 50_Worksheet 1 (Number Match 1)
Main Coursebook, flashcards, CRM signs, 10 ice-cream sticks, manipulatives (shapes, building blocks), old erasers, buttons

Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop number and pre-number concepts
- develop fine motor skills and fit and flexible body
- develop skills related to sequential thinking
- develop interpersonal skills with respect to peers and teachers

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- Lesson Navigation: Log in to your Teacher Dashboard. Go to the Maths section. Click on 'Lessons' under the Mathseeds. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Use CRM sign 'Eyes on Me' and show flashcards with the numbers to the students. Let them recognise the numbers from 11 to 20. Then give them flashcards with the number names and ask them to read after you. Next, they can match them with the numbers.

COULD DO 10 MIN.

REaMS

- Open Activity 2 of Lesson 48 on your REaMS Teacher Dashboard. You may begin by saying "Students, today we will learn about numbers! Who knows what comes after number 10?" You may continue this way till the students reach number 15. Start the activity, ask them to help you find the number on the board.

COULD DO 5 MIN.

- Open Activity 4 of Lesson 48 on your REaMS Teacher Dashboard. You may say, "Who knows what comes after the number 15?" You may continue this way till the students reach number 20. Then, start with the activity and ask them to help you match the number name with the respective number.

SHOULD DO 5 MIN.

- Open Activity 8 of Lesson 48 on your REaMS Teacher Dashboard. Bring the students' attention to the big number. For example, if the big number is 8, you may say, "Let us put 8 frogs in the water. We already have 5 frogs. How many more do we need?"

MUST DO
10 MIN.

Numbers Book

- The students can be shown flashcards with the numbers to identify. Let them arrange the flashcards in a sequence. Then repeat the number counting from 1 to 20. After revising the numbers, ask them to open the book to exercise 4 on page 46. Read and explain the statement to fill in the missing tracks with numbers.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

REaMS

- Open Activity 9 of Lesson 48 on your REaMS Teacher Dashboard. "We will see some toy rockets that will have some number names written on it. Let us find the rocket that has number name for number 20 written on it."
- The students can be given pebbles with numbers to be arranged in the sequence.

Home Task

- Complete Lesson 48 of Mathseeds along with Worksheet 1(Number match).

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students are given a number grid with 10 squares. Ask them to place five buttons and then put five pebbles. Let them observe and count them. Expected answer is 10. Explain that they have added 5 to itself to get 10. This is called 5 is doubled. Repeat the activity with ice-cream sticks.

COULD DO
5 MIN.

REaMS

- Open Activity 2 of Lesson 49 on your REaMS Teacher Dashboard. "There is a ladybug on the board, it has beautiful dots on its wings, Let us count the number of dots on each side." Ask them to count dots on each side of its wings and then find the sum of dots on each side.

COULD DO
5 MIN.

- Open Activity 4 of Lesson 49 on your REaMS Teacher Dashboard. Ask students to count the number of dots the ladybugs have on each wing." Then, ask them to help you place the same number of dots on the other wing of the ladybug and count the total number of dots.

SHOULD DO
5 MIN.

- Open Activity 7 of Lesson 49 on your REaMS Teacher Dashboard. Start by telling the students, "There is a ladybug on the board, but it has only one wing. Let us find the ladybug's other wing.

MUST DO
5 MIN.

Numbers Book

- Show number cards to the students to identify. Then ask them to open the book at page

44 and observe the number plates in exercise 1. Ask them to read the numbers and tell the number of times 8 is being used in the box provided.

- Ask the students to walk from their seat to the door and count the number of steps taken. Once they have counted the steps, ask them to open the book at page 45. Read and explain the statement for exercise 2 and guide them to count the number of steps left to reach home for each character shown. Write the number of steps in the box provided.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

REaMS

- Open Activity 6 of Lesson 49 on your REaMS Teacher Dashboard. You may say, "There are some dominoes on the board. We will count the dots on each of the dominoes and find their sum."
- The students can be given manipulatives (building blocks) to form a train with 1 to 20 compartments. Then they can be asked to point at the specific number of the compartment. For example, you show number 13 and they point at the 13th block.

Home Task

- Complete Lesson 49 of Mathseeds along with Worksheet 1 (Counting Doubles) and Worksheet 2 (Doubling).
- Parents can help the child make a number game up to 20. Take a cardboard. Draw a number grid and write the numbers. Use a dice to play with buttons to be placed at the numbers thrown. You may have to help in adding the numbers got after throwing the dice. For example, dice thrown get the numbers 5 and 7. So, add and help the child move the buttons to the number 12.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Show the flashcards with the numbers 1-20 to the students. Ask them to tell the numbers shown. In second round, they can be asked to tell the next number. Next, show them CRM sign 'Eyes on Me' and instruct them to listen attentively as you read the story aloud. Ask them to clap once they hear a number in the story. A few questions to be asked are
  - Who is counting forward steps?
  - Who is counting backward steps?
  - Who will blow the whistle?
  - When will Jas blow the whistle?
  - Who will lift the bench?
  - Who will lift the ball?
  - Where are Jas, Lina and Maria sitting?
  - What do they see in the pond?
  - How many ducks do they count?

- Let the students describe the picture in simple words or their home language. Ask them to count the number of ducks in the pond with index fingers.

COULD DO
10 MIN.

REaMS

- Open Activity 1 of Lesson 50 on your REaMS Teacher Dashboard. You may first ask the students to count numbers from 0 - 20 and find them in the activity.

COULD DO
5 MIN.

- Open Activity 5 of Lesson 50 on your REaMS Teacher Dashboard. You may say, Look, there are a few cards on the board. Let us count the number of objects on the bigger card and see how many more objects we need to reach the star number." Keep appreciating students as they respond.

SHOULD DO
5 MIN.

- Open Activity 10 of Lesson 50 on your REaMS Teacher Dashboard. Bring students' attention to the big number on the board. You may say, for example, "Let us pop 12 balloons." Prompt students to keep counting till they reach the big number.

MUST DO
10 MIN.

Numbers Book

- Write the numbers 13, 14 and 15 on the board for the students to recognise. They can be guided to count the numbers on an abacus. After the hands-on activity, read and explain the statement in exercise 3 on page 45. Let them circle the numbers using a red crayon.

MUST DO
10 MIN.

Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

REaMS

- Open Activity 8 of Lesson 50 on your REaMS Teacher Dashboard. You may say, "Look, there are some numbers and blocks on the board. Let us find which numbers are smaller and which ones are larger."
- Give each student a sheet with missing numbers and a bowl with the number tokens. Tell them to complete the chain by filling in the missing numbers. Then they can check whether their partner's number series is arranged in correct order or not.

Home Task

- Complete Lesson 50 of Mathseeds along with Worksheet 1 (Number Match 1).
- Play Snakes and Ladders with the child.
- Sit comfortably with the child and form number stamps. Take an old eraser. Engrave numbers and dip it in paint. Then print it on paper.

Learning Outcomes

The students will:

Physical Development	• hold the writing tools and trace or colour
Socio-Emotional and Ethical Development	• work in collaboration with peers
Cognitive Development	• count objects and identify the numbers • recognise the numbers • find the missing numbers
Language and Literacy Development	• enjoy listening to the story • use number concept learnt to count the objects and talk about it • describe the picture in simple words and phrases
Aesthetic and Cultural Development	• observe minute details and explore • display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• adopt class norms and participate in class activities