

18. Star Light, Star Bright



1 Period (40 minutes)



textbook, small slips of paper, wish bowl, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop an interest in rhymes
- develop listening and speaking skills
- develop positive learning habits

Methodology

Period 1

Place: Conduct this lesson in the garden or playground so that the students can move around freely.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Arrange the class and ask the students to stand in pairs. Take them out to the school playground. Give each one a small slip of paper and a pencil. Tell them to draw one thing they wish to get on the slip and put it in the wish bowl kept in the corner. Once they all have put their wish slip, ask them to come with their partner, close their eyes and pick one slip at a time. Tell them to describe it. The child who has made it will come out and say one or two sentences about it.
- Next, ask the students when they could see the stars, where they could see the stars, etc. Wait for them to answer. Then discuss the night sky with the bright star. Read the poem with proper intonation for the students to follow. Ask them to recite the poem in chorus. Let them enjoy the poem and pray for their wish to be true.

COULD DO

25 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

 **eBook** can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

Additional Suggested Activity

- Draw a star on a cartridge sheet. Draw your wish. Hang/paste it on the wall.

Home Task

- Sit with the child in the night sky. Talk about the Moon, stars, etc. Sing the rhyme with the child. Help the child learn the poem and recite it.
- Sit in front of your parents and close your eyes. Pray for your wish to be true. Open your eyes and whisper your wish in your parents' ears.

Learning Outcomes

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• whisper their wish in their parents' ears
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• recite the poem with correct rhythm, stress and intonation• discuss the night sky with the bright star• express their wish in short phrases, simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw one thing they wish to get
Positive Learning Habits	<ul style="list-style-type: none">• discuss the night sky

19. After a Bath



1 Period (40 minutes)



textbook, pictures of soap, bath towel, mug, bucket, tap, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop an interest in rhymes
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the garden or playground so that the students can move around freely.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Ask the students to stand in a circle and mime the way they get ready for school.
- Sing the rhyme with correct rhythm, stress and intonation to provide a model reading for the students to follow. Let them enjoy singing it with proper intonation.
- Next, show them the picture to describe in their own words. Have a class talk on maintaining personal hygiene. Explain that maintaining personal hygiene is important for good health.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.



Additional Suggested Activity

- Tell five things you do to maintain personal hygiene to your parents or a friend.

Home Task

- Take your child to the nearby park. While on the swing, sing the poem and help her in learning the poem.

- Parents can show the things used to maintain personal hygiene like, a nail cutter, a bath towel, a soap, water, etc. to the child. Talk about each one. Then help the child in drawing five things on a sheet and colour the same.

Learning Outcomes

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none"> • engage in the class activities actively • understand CRM signs and follow teacher's instructions to sit, stand or be quiet, etc. • identify things that help in maintaining personal hygiene
Language and Literacy Development	<ul style="list-style-type: none"> • recite the poem with correct rhythm, stress and intonation • express their wish in short phrases, simple words or their home language
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none"> • maintain personal hygiene

20. Sing Your Way Home



1 Period (40 minutes)



Textbook, sheets of old newspaper, drawing sheets, crayons, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop an interest in rhymes
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the garden or playground so that students can move around freely.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Give a sheet to the students and tell them to draw one thing they see while returning home. Ask them to hold it up when they finish drawing. Then invite each student to describe how they feel when they see it daily.
- Provide a model reading to the students for the proper intonation. Encourage them to sing the rhyme with correct rhythm, stress and intonation and enjoy. They may form a circle and enact it.
- Hold the book with the picture for the students to see. Let them talk about the picture in the book. Encourage them to use the vocabulary they have learnt till now. It might be their home language.

COULD DO
10 MIN.

MUST DO
15 MIN.

SHOULD DO
15 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

COULD DO
10 MIN.

Additional Suggested Activity

- Draw your home on a sheet. Tear an old sheet of newspaper into small bits. Paste the bits of newspaper on the house like bricks. Pin up the houses to make a collage on the display board in the class.

Home Task

- Sit with your child comfortably in the living room after they return from school. Then ask about the things they saw on the way. Listen patiently and talk to them about it.
- Sing the rhyme with your child while they are playing or working.

Learning Outcomes

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by paper tearing drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions• identify themselves with the character standees
Language and Literacy Development	<ul style="list-style-type: none">• recite the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• express their feelings of returning home in simple words, short phrases or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a collage of houses
Positive Learning Habits	

21. Turtle



1 Period (40 minutes)



Textbook, a turtle (a picture/ poster/ soft toy), sheets, crayons, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop an interest in rhymes
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the garden or playground so that the students can move around freely.

- Use CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to manage the class.
- The students can be asked to look at the picture and describe it in their own words. They may need help in using suitable vocabulary. Let them talk about the turtle, the boy and the caterpillar.
- Read the poem with the correct rhythm, stress and intonation for the students to follow. Let them sing in chorus.
- Give them a cutout of a turtle to colour. Once they have coloured, help the students in putting it up on the display board.

COULD DO
10 MIN.

MUST DO
15 MIN.

SHOULD DO
15 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

COULD DO
10 MIN.

Additional Suggested Activity

- Draw a turtle and paste empty peanut shells on it. Make it colourful using hand paints.

Home Task

- Take the child to the park/zoo, if possible. Sing the poem with the child to help in learning and reciting the poem in rhythm.
- Help the child find out what a turtle eats. You may browse the internet (in case a book is not available at home). Draw it on a sheet of paper and colour it.

Learning Outcomes

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• recite the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language and talk about the turtle, the boy and the caterpillar• talk about turtle, its home, food, etc. in their own words
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a turtle using empty peanut shells and colour it
Positive Learning Habits	

22. Traffic Rules



1 Period (40 minutes)



Textbook, sheets of paper, placard with STOP, WAIT and GO, bowls with red, yellow and green colours or coloured sheets (red, yellow and green).



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop an interest in rhymes
- develop positive learning habits
- develop listening and speaking skills

Methodology

Period 1

Place: The lesson can be conducted in the traffic park so that the students can move around freely.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Ask the students to form three groups. Give each group a placard with STOP, WAIT and GO. Then instruct the learners to raise the placard as they hear Stop, Wait and Go. Next, sing the rhyme and guide them to show the placards suitably.
- Read the poem with the correct rhythm, stress and intonation for the students to follow. Ask them to sing in chorus.
- Ask the students to enact the rhyme in class and enjoy.

COULD DO

10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

Additional Suggested Activity

- Form groups of three students each. Give each group a sheet with the three circles. Keep three bowls of colours – red, yellow and green for the students to take the hand paint. Then, ask them to print colours on the circles in the order of a traffic light.

Home Task

- You may go out with your child and show her traffic lights. Talk about the different rules for each light. On returning home, take a cardboard, crayons and make a traffic light with your child at home.

- Encourage your child to hold the traffic light and sing rhyme in front of you. Then tell them the importance of following the traffic rules.

Learning Outcomes

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none"> • engage in the class activities actively • understand CRM signs and follow teacher's instructions • identify colours of the traffic light
Language and Literacy Development	<ul style="list-style-type: none"> • recite the poem with correct rhythm, stress and intonation • describe the pictures in simple words or their home language • speak about the traffic light and safety on roads
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make a traffic light using cardboard
Positive Learning Habits	<ul style="list-style-type: none"> • understand the importance of following traffic rules

23. Ball Game with the Squirrels



2 Period (40 minutes each)



Textbook, pictures of a mango, a squirrel and a ball, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening, speaking and comprehension skills
- reproduce the story in their own words or home language
- develop creative and aesthetic appreciation

Methodology

Period 1

Place: The lesson can be conducted in the garden or playground so that students can move around freely.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Take the students out in the school garden and let them sit in a circle. Ask them to look around and name the things they could see. Then show them the pictures of a squirrel, mango and a ball to identify. **COULD DO**
15 MIN.
- Initiate a class discussion on the same with the students. Let them look at the pictures in the story and describe in simple words or their home language. **SHOULD DO**
15 MIN.
- Ask them to get ready for the story session. Read and narrate the story to the class. Let them enjoy the story and answer questions like,
- Where is Sneha sitting?
- Who is she sitting with?
- What does she pick up?
- What are they playing with?
- Where do they go after playing? **MUST DO**
10 MIN.



eBook can be used to reinforce the lesson taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- Draw your favourite toy and an animal that you like to play with. Colour it.

Home Task

- Parents may talk to the child while they are playing about Sneha and Grandpa playing in the garden. Listen to the child with patience giving them time to complete their sentences.

Period 2

- Ask the students to show the pictures that they have drawn and describe it. They may use simple words they have recently learnt.
- Narrate the rest of the story to the students. Let them express their thoughts in simple words or home language and discuss.
- Form two teams of the students. Students on one side will play the role of Sneha and the other row will play the role of Grandpa. Let the class enjoy the dialogues.



Animations can be used to engage the students and create love for literature.

COULD DO

10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.

Home Task

- Sit with the child and ask about the characters in the story. Then ask if they will be able to identify the characters in the story. Then guide them to tick the characters of the story on page 44.

Learning Outcomes

Physical Development	<ul style="list-style-type: none"> develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> sit through the story-telling session
Cognitive Development	<ul style="list-style-type: none"> engage in the class activities actively understand CRM signs and follow teacher's instructions identify the characters in the story
Language and Literacy Development	<ul style="list-style-type: none"> sing the poem with proper intonation describe the pictures in simple words or their home language talk about the story in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> draw and colour their favourite toy and an animal
Positive Learning Habits	

24. Wee Willie Winkie



1 Period (40 minutes)



textbook, paper lantern, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the garden for the students to move around freely.

- Show CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Arrange the class in a circle and ask the students to tell the time they go to sleep. Then discuss how important it is to have a good sleep. Also, tell them that they are going to listen to a rhyme about Wee Willie Winkie.
- Read the poem with correct intonation for the students to follow. Let them sing and enjoy the rhyme with actions.
- The students can sit in pairs. Give them a cutout of a lantern and cuttings of coloured paper. Keep a bowl with glue for them to paste the bits of paper on the lantern to make a collage.

COULD DO
10 MIN.

MUST DO
20 MIN.

SHOULD DO
10 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

COULD DO
10 MIN.

Additional Suggested Activity

- Give them a sheet with lantern drawn and a bowl of colours. As they colour the lantern, show them the correct strokes to be made along the lines of the given picture.

Home Task

- Parents can give a few sheets to the child to make a small diary by pinning them together. Then help the child write the time they go to sleep. Make the entries for a week. Send it to school to share it with their partner in class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)• colour the lantern
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage actively in class activities of singing the rhyme, colouring the lantern, etc.• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• recite and enjoy the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• speak about the time they sleep
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• understand the significance of sleeping on time for a good health• maintain a diary for sleeping pattern

25. Incy Wincy Spider



1 Period (40 minutes)



Textbook, sheets in oval shapes, strings, googly eyes, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop interest in craft work
- develop positive learning habits

Methodology

Period 1

Place: Conduct the lesson in the garden or playground where the students could find a spider.

- Use CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down) to manage the class.
- Give each student oval sheet and eight small strings. Guide them to draw a spider and stick the strings to form its legs. Then stick googly eyes on their spiders. Let them write their names and put their spiders on the display board.
- Sing the rhyme for the students to follow, with the correct rhythm, stress and intonation. They may also enact the rhyme as they sing along. They can use their fingers to show a climbing spider.

COULD DO
20 MIN.

MUST DO
20 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to tell the places where they could spot spiders.

Home Task

- Parents can tell the story of the spider trying to climb despite falling again and again to the child. Discuss how a spider never gives up and keeps on climbing be it rain or sunshine.
- Draw a spider climbing on a tree/ a wall/ a ladder, etc.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)• enact the poem with finger movements
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• recite and enjoy the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• speak about spiders, their habits and habitat
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a spider using craft material like strings, googly eyes, paper, etc.
Positive Learning Habits	<ul style="list-style-type: none">• learn never to give up no matter how difficult the situation is

26. Blue is the Sea



1 Period (40 minutes)



textbook, drawing sheets/old newspapers, flashcards for colours (Learning Kit) pictures/ charts/ specimens of sea animals, pictures of different types of shells ,CRM signs (Eyes On Me, Shh...,Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop positive learning habits
- develop cognitive skills by exploring the natural environment (through pictures/ models)

Methodology

Period 1

Place: The lesson can be conducted in computer room where the students could see pictures/ charts/ specimens of sea animals.

- Show CRM signs (Eyes On Me, Shh...,Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Show the flashcard for blue colour to the students. Ask them to think about the things that are blue in colour. Then initiate the discussion on the blue colour of the sea. Ask them to name the things they could find near the sea beach. Also, tell the colours one could see there. Let them pick the flashcards with colours from their learning kit and identify the colours. They can pretend to be any sea animal. Encourage them to talk about the sea animal or act like one. **COULD DO**
10 MIN.
- Then draw and colour what all they could imagine, on drawing sheets/ old newspapers. Let them exchange and describe what their partner has drawn. Encourage them to look at the book and describe the picture. **SHOULD DO**
10 MIN.
- Provide a model reading to the students with the correct intonation to follow. Let them recite and enjoy the rhyme in a circle. Encourage them to enact the rhyme.. **MUST DO**
20 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature. **COULD DO**
10 MIN.

Additional Suggested Activity

- Show pictures of different types of shells that could be found near the sea to the students. Guide them to draw and colour sea beach on a drawing sheet.

Home Task

- Sit with the child in an open space like balcony or canopy or garden. Show them the pictures/ book of sea animals. Then tell them to find the names of five animals that could be found in the sea.
- Talk and listen to the child about her ideas as to what she would like to do on the sea beach.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions• identify basic colours• explore natural environment (through pictures/ models)
Language and Literacy Development	<ul style="list-style-type: none">• recite and enjoy the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• speak about beach, sea animals, etc. after looking at the pictures and models
Aesthetic and Cultural Development	<ul style="list-style-type: none">• observe and enjoy nature
Positive Learning Habits	

27. Mango Tree



1 Period (40 minutes)



textbook, mango tree and fruit (real/ picture/flashcard in Learning Kit), CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop positive attitude towards productive work
- develop fine motor skills

Methodology

Period 1

Place: The lesson can be conducted in the garden to show a mango tree, if possible. Let the students walk around the garden before beginning the lesson.

- Show CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Ask the students to name things that start with each letter in MANGO. For example, M-mint, A-apple, N-nest, G-guava, O-orange. Then assemble all the letters to form the word MANGO. Ask them to read it and say if they like eating it. **COULD DO**
10 MIN.
- Then show them the flashcard for mango from their learning kit. Ask them to identify the picture on and describe it. Then they can further talk about the picture on page 48. **SHOULD DO**
10 MIN.
- Read the poem with proper intonation for them to follow. To begin with, read the poem and wait for them to repeat after you. Two more rounds and they will start singing in chorus. Ensure they follow the correct intonation. Later, you may ask them to recite individually. **MUST DO**
20 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature. **COULD DO**
10 MIN.

Additional Suggested Activity

- Draw and colour a mango. Paste mango leaves on the top.

Home Task

- Parents to help the child learn and recite the poem with actions. Then arrange a stage for the child where all the family members sit to watch the performance. After the child has presented the poem in front of the family, give a big round of applause.
- Parents/Grandparents can accompany the child to sow a mango seed in the garden.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by sowing the seeds, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions• understand how a plant grows from a seed
Language and Literacy Development	<ul style="list-style-type: none">• recite and enjoy the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• talk about the benefits of mango tree
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• get interested in gardening and look after the plants

28. The Wise Owl



1 Period (40 minutes)



textbook, an owl (toy/stick puppet),leaves of trees (real/ paper),CRM signs (Eyes On Me, Shh...,Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop cognitive skills
- develop fine motor skills

Methodology

Period 1

Place: The lesson can be conducted in the garden or playground so that students can move around freely.

- Show CRM signs (Eyes On Me, Shh...,Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Show the stick puppet of an owl (or a toy) to the students to identify and talk about it. Listen to their thoughts and have a discussion on its habitat, eating and sleeping habits. **COULD DO**
10 MIN.
- Divide the class into four groups. Read the poem with correct rhythm, stress and intonation. Let them listen and recite after you, one group at a time. **SHOULD DO**
10 MIN.
- Show the picture on page 49 for the students to observe and describe. Also, tell them that an owl is called as wise because it remains quiet most of the time and seems to be thinking before catching its prey in the dark of the night. Encourage them to talk about the owl. **MUST DO**
20 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature. **COULD DO**
10 MIN.

Additional Suggested Activity

- Draw the picture of an owl sitting on a tree. Then paste leaves on the tree. Put it on the display board in class.

Home Task

- Accompany the child to a nearby park. And show birds and an owl, if possible. Talk about the birds, their eating and sleeping habits. Then sing the poem with your child to help her in learning and reciting the poem.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions• know and talk about the wise owl's habit of listening more and talking less
Language and Literacy Development	<ul style="list-style-type: none">• recite and enjoy the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• speak about rainfall and games they play in simple words or their home language
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• think and speak like a wise owl

29. Teddy Bear, Teddy Bear



1 Period (40 minutes)



textbook, Teddy Bear mask (Learning kit), CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop positive learning habits
- develop fit and flexible body

Methodology

Period 1

Place: The lesson can be conducted in the garden or playground so that the students can move around freely.

- Use CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down) to manage the students.
- Take the students to the play corner where Teddy Bear is kept. Show the CRM sign (Shh..) and wait for them to be quiet. Then tell them to pick a toy and play with it for a while. Next show them CRM sign (Stand in Line) and wait for them to stand in a line.
- Next, hold the teddy bear and enact the rhyme for them to follow.
- Sing the rhyme with correct intonation for the students to follow. Let them enjoy reciting and enacting the rhyme.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Take the mask of Teddy bear from the learning kit and colour it. Then attach strings on the sides and wear it.

Home Task

- Parent to take the child on a morning walk to the park. On reaching, ask the child to stand in front of you and act like a teddy bear as you sing the rhyme. Help the child learn and recite the poem.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)• show precision and control in working with their hands and fingers• show balance, coordination and flexibility in various physical activities
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• recite and enjoy the poem with correct rhythm, stress and intonation• describe the pictures in simple words or their home language• speak about teddy bear in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a teddy bear mask (Learning Kit)
Positive Learning Habits	<ul style="list-style-type: none">• go for a morning walk and exercise

30. Birthday Gift for Mummy



2 Period (40 minutes each)



textbook, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down), a gift box with small cards with pictures,



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop an interest in story session
- develop listening and speaking skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the theatre room so that the students can move and act.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Keep a gift box with small cards with pictures from the story, at the centre. Tell the students that you have got a gift box for them. Use CRM sign (Stand in Line) and wait for them to stand in a line. Then call them one by one to come and pick one card. Encourage them to describe the picture and discuss. **COULD DO**
10 MIN.
- Next, tell the students that they are going to listen to a story. Read and ask few questions to see if they have understood the story. The questions could be **SHOULD DO**
15 MIN.
 - Whose birthday is it today?
 - Who wants to give a gift?
 - Why are the children sad?
 - What does Priya aunty tell the children?
 - What do the children tell Mummy?
 - What does Mummy do on getting the card?
- Arrange the learners in a big circle. Ask them to listen carefully and respond to the story. **SHOULD DO**
5 MIN.
- Guide the learners to role-play the story. They can pretend to be Payal and Raja and make a card for their Mummy. **MUST DO**
10 MIN.



eBook can be used to reinforce the lesson taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- Take a sheet and make a card for your favourite person.

Home Task

- Help the child make finger puppets of Payal, Raja and Mummy using the material provided in the Learning kit.
- Help the child in presenting a play with the finger puppets.

Period 2

- Ask the students to show their finger puppets. Let them tell how they enjoyed making the finger puppets with their parents.
- Settle the class using CRM signs (Shh..., Stand in a line, STOP, START, etc.) Let them narrate the story in their own words using the finger puppets.
- Form groups of five students each. Let them colour the gift on page -54 with the colours they like.

COULD DO

10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.



Animations can be used to engage the students and create love for literature.

Additional Suggested Activity

- Draw a character from the story you like. Also, say one or two sentences about it.

Home Task

- Parents to sit with the child and listen to the story about Mummy's birthday.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • sit through the story and listen attentively • learn to express their feelings for their mother and celebrate her birthday
Cognitive Development	<ul style="list-style-type: none"> • engage in the class activities actively • understand CRM signs and follow teacher's instructions • identify themselves with the characters in the story
Language and Literacy Development	<ul style="list-style-type: none"> • narrate the story in short, simple sentences • describe the pictures in simple words or their home language • speak about their mother's birthday celebration in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • enjoy making finger puppets with their parents • make a card/gift for their mother
Positive Learning Habits	

31. My Poem Time



1 Period (40 minutes)



textbook, CRM signs (Eyes On Me, Shh..., Please Wait, Stand in Line, Sit Down), flashcards with colours, fruits and animals (Learning Kit)



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop listening and speaking skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the classroom so that the students can do the activities comfortably.

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and manage the class.
- Ask them to take out flashcards for colours from the Learning Kit. Then identify the basic colours—white, blue, red and yellow. Let them hold the flashcard as they hear any colour words. Repeat the procedure for fruits and animals.
- Read the poem with proper intonation for the students to follow. Have a class recitation by asking them to sing in chorus.
- The students can be asked to circle the colour words and count the number of fruits in the poem. Then ask them to tell the animals that are in the poem.

COULD DO
15 MIN.

SHOULD DO
15 MIN.

MUST DO
10 MIN.



eBook can be used to reinforce the lesson taught.

Animations can be used to engage the students and create love for literature.

COULD DO
10 MIN.

Additional Suggested Activity

- Take a sheet and draw your favourite fruit. Colour it.

Home Task

- Parents can take the child to the zoo and show different birds and animals. Let them identify the colours they see in the birds and animals.
- Sing the poem with the child and enjoy.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions• identify the colour words• identify the fruits and animals
Language and Literacy Development	<ul style="list-style-type: none">• sing the rhyme with rhythm• speak about colours, animals and fruits in simple words or their home language
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• eat fruits and green vegetables