Yearly Scheme of Work

Time Taken: 32 Periods (each period of 40 minutes duration)
Teaching Aids: Main Coursebook, Worksheets, Blackboard, Digital Assets, Coloured Sheets
Digital Assets: Animation, Animated Activities, eBook, Slideshow, Test Generator

Class LKG

Scheme of Lessons – Micro Schedule – Sounds = 32 periods

Theme/ Lesson No. & Name	Suggested Allocation of Periods
Theme 1: I Love Mondays	3
Theme 2: I Love Tuesdays	3
Theme 3: I Love Birthdays	5
Theme 4: I Love Wednesdays	3
Theme 5: I Love Thursdays	4
Theme 6: I Love Fridays	2
Theme 7: I Love Fun Days	3
Theme 8: I Love Saturdays	3
Theme 9: I Love Sundays	6

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

Lesson 1: Sound of Letter M | **Lesson 2: Sound of Letter S** | **Lesson 3: Sound of Letter I**

3 Periods (40 minutes each)

Main Coursebook, CRM signs, cut-outs of the moon, mat, man, Lesson1_Worksheet 1 (Phonemic Awareness)

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop fit and flexible body
- develop cognitive skills
- develop phonological awareness and oral language skills
- develop their vocabulary through word formation

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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: Sound of Letter M

Place: Digital Classroom/Projector Room

Sounds Book

COULD DO 05 MIN.

- Organise the class in a circle using CRM signs (wait, Shh..., Stand in a Line). Tell them that they are going to listen to a story and they must pay attention. Place Sam's standee in the middle and ask the students to tell her name. Then show them the cut-outs of the moon, mat, man and mother to identify.

MUST DO 10 MIN.

- Next, narrate the story on page 6 to the students with correct pronunciation and pauses using the cut-outs. Also, ask them to clap when they hear a word beginning with the sound of letter m. After the story session, divide the class into teams of two. Each team will answer few questions, such as:
- What day is it?
- What does Sam see in the park?
- Name the things that begin with the m sound.

- What does Sam see at the bottom of the tree?

During the discussion, ask the students to add more words with the sound of letter m (mango, mail, monkey, muffin, money, milk, music and so on)

P.S. Encourage the students to speak in simple, short phrases or their home language.

REaMS

- Open Activity 1 of Lesson 1 on your REaMS Teacher Dashboard.
  Introduce the sound of letter m to the students and ask them to repeat it every time you click the letter 'm' on the screen.

  SHOULD DO 05 MIN. ☐

  You may ask the students to find the cupcake with the letter 'm' written on it. After that, let them enjoy the fun song "Mmm, you're clever!"

  Note: If you want to play the song again for the students, you can find it in the 'Songs' section of the Reading Eggs Dashboard. Look for Song 1.
- Play Activity 2 of Lesson 1 for the students. Ask them to take turns and identify the objects that begin with the sound of letter m. Click on the speaker icon to let them hear the word. Then, have them repeat the words with correct pronunciation.

  MUST DO 10 MIN. ☐

Sounds Book

- The students must be seated in pairs. Guide them to open the book at page 7. Then, ask them to pick a crayon of their choice and circle every M and m. Then they can check if their partner has circled the correct letter.

  SHOULD DO 05 MIN. ☐
- Next, read and explain the statement in exercise B. Point at each object one by one and ask the students to name it and tell something about it. For example, mirror begins with the sound of letter m and is used to look at oneself.

  MUST DO 05 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

REaMS

- Open Activity 5 of Lesson 1. You may ask the students to choose the pictures that begin with the sound of letter m. Click on the speaker icon next to each picture to allow the students to hear and repeat the word.

Home Task

- Complete Lesson 1 of Reading Eggs along with worksheet 1 (Phonemic Awareness).
- Parents can help the child in doing exercises C and D on page 8. Talk to him/her about the pictures. Also, ask him/her to trace letter m with him/her index finder in exercise D before tracing it with a crayon.

Period 2: Sound of Letter S

Place: Digital Classroom/Projector Room

Sounds Book

- The students can form two teams. Show one object (soap, star, sweets and so on), beginning with the sound of letter s, to each team to identify and name it. Then, reiterate the beginning s sound and ask them to add more words that begin with the sound of letter s.

  COULD DO 05 MIN. ☐

- Next, the students will get ready for the story session and are instructed to clap once they hear a word beginning with the sound of letter s in the story. Read the story with correct pronunciation and pauses. The students can be asked a few questions, such as:

MUST DO
10 MIN.

- Who are walking back home?
- What do they see in the sky?
- Where are the shops?
- How many shops does Sam count?
- What does Mum buy for Sam?
- What do they wash their hands with?
- List the s sound words in the story.

P.S. The students must be encouraged to speak in short, simple phrases or their home language.

REaMS

- Open Activity 1 of Lesson 2 on your REaMS Teacher Dashboard. Introduce the sound of letter s to the students and ask them to repeat it every time you click the letter s. Pause for a moment and ask the students to repeat the sound themselves.

SHOULD DO
05 MIN.

  After completing the activity, play the "Sam scares" song and let the students groove and sing along. If you want to play the song for the students, you can find it in the 'Songs' section of the Reading Eggs Dashboard. Look for Song 3.

- You may ask the students if they are ready for a game. You could say, "Now, let's see if you can find more words with the sound of letter s. Are you ready?" Play Activity 5 of Lesson 1 for the students. Ask them to take turns and identify the objects that begin with the sound of letter s. Click on the speaker icon to let them hear the word. Then, have them repeat the words with correct pronunciation.

MUST DO
10 MIN.

Sounds Book

- Form two teams of the students. They may be seated in two semi-circles using CRM signs. Ask them to open the book at page 10. Then point at the objects in exercise A for each team to identify and circle the ones that begin with the sound of letter s (sand, sunflower, socks, soap). For exercise B, guide them to trace S at the centre and then read the words given in the petals for them to repeat after you. Then, tell them to join s to each word and read the new words aloud.

SHOULD DO
10 MIN.

Reading Eggs 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 class.

COULD DO
10 MIN.

Additional Suggested Activity

- Open Lesson 2 on your REaMS Teacher Dashboard. Begin with Activity 7. Divide the class into two or three groups and ask them to match the word and the picture. Play the audio prompts to help the students.

Home Task

- Complete Lesson 2 of Reading Eggs.
- Parents can guide the child to complete exercises C and D on page 11. Help him/her understand and connect the objects that begin with the sound of letter s to the letter s given at the centre. Also, guide him/her to circle each S and s in exercise D.

Period 3: Sound of Letter I

Place: Digital Classroom/Projector Room

Sounds Book

- Show ice cream and ice cubes to the students to identify and notice the long vowel sound of letter i. Let them repeat the long vowel sound of letter i after you.

COULD DO 05 MIN. ☐

- The students can be asked to sit in pairs and listen attentively to the story. Instruct them to tap their head once they hear a word with long vowel sound of letter i in the story. Then read the story on page 12 for them to listen, comprehend and identify the words with long vowel sound of letter i (ice cubes). Discuss the story and ask a few questions, such as:

MUST DO 10 MIN. ☐

- Where is Sam?
- Who is with her?
- What does she want to drink?
- What does Mum need for the lemonade?
- What does Sam see in the freezer?
- What does Sam ask her Mum for?

P.S. The students can discuss the story and things they like to have such as, lemonade or ice cream. They may speak in simple, short sentences or their home language.

REaMS

- Open Lesson 3 on your REaMS Teacher Dashboard. Start with Activity 1. Introduce the sound of letter i to the students and ask them to repeat it every time you click the letter i. Pause for a moment and ask the students to repeat the sound themselves. At the end of the activity, allow the students to enjoy the song.

SHOULD DO 05 MIN. ☐

- Open Activity 9 of Lesson 3. You may ask the students to say some words that have the sound of letter i. Accept all the relevant responses. After that, you may start reading the book and ask the students to repeat each word after hearing them.

MUST DO 05 MIN. ☐

Sounds Book

- The students can be guided through exercise B. Read and explain the statement. Ask them to look at the picture and describe it in their own words. Then, ask them to read the sentences after you, to be completed with I.

SHOULD DO 05 MIN. ☐

- Ask the students to identify the objects and the sound they begin with (idli, igloo, insect, inkpot), that is, the short vowel sound of letter i. Then narrate the story on page 14 for them to listen and enjoy. Point out the names of places that begin with short vowel sound of letter i – India, Indore, Imphal. Ask if they have visited these places and also add more words to the list. Have a word marathon in class as they add the words to the list.

MUST DO 10 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be asked to prepare a collage with pictures of objects with I words. Then, read the pictures and identify the long and short vowel sounds of I words.

Home Task

- Complete Lesson 3 of Reading Eggs.
- Complete exercises C and D on page 13 and 14. Parents can practise the pronunciation of words with long and short vowel sounds of letter i with the child.

Learning Outcomes

The students will:

Physical Development	• clap their hands and tap their head • tear paper and paste pictures • walk in a straight line
Socio-Emotional and Ethical Development	• express their emotions through gestures or drawings
Cognitive Development	• recognise the words that begin with the sound of letters m, s and i • differentiate the long and short vowel sounds of letter i • form new words by adding letters
Language and Literacy Development	• pronounce the words beginning with the sound m, s and i appropriately • talk about the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	• form a collage using pictures
Positive Learning Habits	• observe and imitate adult behaviour for classroom norms

Theme 2: I Love Tuesdays

Lesson 4: Sound of Letter T | **Lesson 5: Sound of am, at** | **Lesson 6: Sound of Letter B**

3 Periods (40 minutes each)

CRM signs, flashcards, main coursebook

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop phonological awareness and oral language skills
- enhance their vocabulary to be used in daily communication

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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: Sound of Letter T

Place: Digital Classroom/Projector Room

Sounds Book

COULD DO 5 MIN.

- Use CRM signs to organise the class. Help the students to form letter t with their hands placed one above the other. Then tell them sound of letter t and point at the objects like table, telephone, toy and so on. Ask them to name a few things that begin with the sound of letter t sound and add to the list.

MUST DO 10 MIN.

- Help the students to open the book at page 15 and look at the picture. Then encourage them to describe the picture in their own words or home language. Then, read the story loud and clear for the students to understand and answer questions, such as:
- Which day is it?
- Where is Jas sitting with Ammi?
- What does Ammi tell Jas to do?
- Name the things Jas tells Ammi.
- Encourage them to narrate the story in simple sentences or their home language.

REaMS

- Open Activity 1 of Lesson 4 on your REaMS Teacher Dashboard. Begin by introducing the sound of letter t to the students and encourage them to repeat it each time you click letter 't'. Allow a moment for students to independently say the sound. Once the activity is complete, you may play the lively "To the Top" song for the students. Let them enjoy the music, groove along, and participate in singing.

SHOULD DO 05 MIN. ☐

- Play Activity 5 of Lesson 4 for the students. You may tell them that they are going to make their letter book. Encourage them to choose the picture that begins with the sound of letter t.

MUST DO 05 MIN. ☐

Sounds Book

- The students can be shown the flashcards with pictures of tap, table, tiger and towel and identify the sound they begin with. Then ask them to open the book at page 16 and complete the words in exercise A with 't'.

SHOULD DO 05 MIN. ☐

- Similarly, they can identify T and t in exercise C and circle them with a crayon of their choice.

MUST DO 10 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be divided into groups of four each. Then, give them a collection of pictures to choose from. Ask them to pick the pictures that begin with the sound of letter t.

REaMS

- Open Activity 6 of Lesson 4, you may ask them to identify the letters m, s and t on the board. As a picture pops up, you may say, "What is this?", "What does the word begin with?" Encourage the students to match the pictures to their initial letters.

Home Task

- Complete Lesson 4 of Reading Eggs.
- Parents can help the child in doing exercises B and D on pages 16 and 17. Help him/her circle the objects that begin with the sound of letter t in exercise B. Guide him/her in writing the letter t and matching the words with pictures that begin with the sound of letter t in exercise D.

Period 2: Sound of am, at

Place: Digital Classroom/Projector Room

Sounds Book

- The students are shown flashcards with am and at followed by the pronunciations. Let them add one letter of the alphabet to sound am and sound at to see if it makes a sensible word. Have an oral drill.

COULD DO 05 MIN. ☐

- Next, tell the students to get ready for the story and answer when they hear am and at words. Then, read the story with correct pronunciation and pauses. Ask a few questions to reinforce concepts, such as:

MUST DO 10 MIN. ☐

- What is Jas playing with?
- Why do they open the door?
- What has Teta brought?

- What does Jas say to Teta?
- How does Teta feel on meeting Jas?

P.S. Have a class discussion on the story about saying 'thank you' when they receive something from someone. Encourage them to speak in simple, short phrases or their home language.

REaMS

- Open Activity 1 of Lesson 5 on your Teacher Dashboard. Invite the students to identify the letters a and t and pronounce their sounds. Assist them in blending the two sounds to create 'at'. Guide students in recognising and reading the rhyme 'at' both, independently and within words. Following this, play the song 'What you lookin' at?' for the students to enjoy.

SHOULD DO 05 MIN. ☐

- Play Activity 2 of Lesson 5 and you may ask the students to observe the pictures on the board and name the objects they see. Then, ask them to identify which of these words has the sound at. Play the sounds of each image to help the students identify the picture with the at sound.

MUST DO 05 MIN. ☐

Sounds Book

- The students can be guided to air trace am. Then pick a crayon of their choice and tell its colour. Then trace am in the book on page 18.

SHOULD DO 05 MIN. ☐

- Ask the students to recall am words. Then read the statement for exercise B and explain it. Then ask them to read the words in the box after you. After oral drill, they can be guided to find the words in the word search provided. Then, they can be guided to form at words and circle the words in exercise D.

MUST DO 10 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students can be guided to form word cards using old business cards. Give one card to each child to draw the picture of an object with am and at sound words. Put all the cards in one box and ask them to pick one and name it. Other students will say if the sound is am or at.

Home Task

- Complete Lesson 5 of Reading Eggs.
- Parents can guide the child in doing exercises C, E and F on page 19 and 20. Help him/her in completing words with am and at in exercise C and E. Also, help him/her to read the words and identify the odd one in exercise F.

Period 3: Sound of Letter B

Place: Digital Classroom/Projector Room

Sounds Book

- The students can be seated in two semi-circles facing each other. Then show them one object at a time to identify (bird, book, bell, ball, box, bee and so on). Ask them to recognise the beginning sound of each one. Confirm that the words begin with the sound of letter b. They can add to the list of words.

COULD DO 05 MIN. ☐

- Tell the students that they are going to listen to the story. They must stay alert and clap once they hear words that begin with the sound of letter b. Then read the story loud and clear for the students to comprehend and identify the words with sound of letter b used in the story.

MUST DO 10 MIN. ☐

REaMS

- Open Activity 1 on your REaMS Teacher Dashboard. Tell the students that their friend Sam is back with a new sound. You may say, "Our friend Sam is back and he has a new sound this time, sound of letter b. You know how it is said? As the letter b appears on the screen, ask them to say the letter sound.

SHOULD DO 05 MIN. ☐

- You may tell the students, "It's time to make our own letter book. Let's choose the picture that begins with the letter b". Open Activity 6 of Lesson 6 and show the pictures to the students and ask them if they can identify the objects. You can even play the audio for the students to hear the words and choose the correct one.

SHOULD DO 05 MIN. ☐

Sounds Book

- The students can work in pairs. Guide them to pick a crayon of their choice and circle each B and b given in the box on page 22.

SHOULD DO 05 MIN. ☐

- Next, ask them to look at the pictures in exercise B and say their names. They will have to clap for each word that begins with sound of letter b (book, bat, bee, bus, bed, bell and bird). Ask them to repeat words beginning with sound of letter b at least twice. Then, they can be asked to circle the relevant pictures.

MUST DO 10 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- The students are given a bag to draw and keep objects with sound of letter b sound in it. Then, tell each other the things they have drawn.

Home Task

- Complete Lesson 6 of Reading Eggs.
- Parents can guide the child in completing exercise C and D on page 23. Help him/her to identify six things that begin with the sound of letter b in exercise C. Also, ask him/her to find the missing letter in exercise D.

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures and develop fine motor skills
Socio-Emotional and Ethical Development	• express their emotions through gestures • interact with the teacher and peers
Cognitive Development	• identify the words that begin with the sounds of letters t and b • form new words by adding letters
Language and Literacy Development	• practise the correct pronunciation of t and b sound words • talk about the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	• form a collage using pictures
Positive Learning Habits	• observe and imitate adult behaviour for classroom norms

Theme 3: I Love Birthdays

Lesson 7: Sound of Letter C | **Lesson 8: Sound of Letter F** | **Lesson 9: Sound of Letter A**

5 Periods (40 minutes each)

Main Coursebook, Lesson7_Worksheet 1 (Phonemic Awareness), Lesson8_Worksheet 2 (Handwriting), Lesson9_Worksheet 1 (Sight Words), Lesson10_Worksheet 1 (Initial Sounds), Lesson10_Worksheet 2 (Handwriting)

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop emergent literary skills and phonological awareness
- develop print awareness

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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: Sound of Letter C

Place: Digital Classroom/Projector Room

Sounds Book

- The students can be shown a candle, a cap, a cup and a cupcake to identify. Then tell them to weave a short story with those objects. Encourage them to come up with all ideas they have. Have a class storytelling session. **COULD DO** 05 MIN.
- They can be asked to draw any one of the objects that they have identified.
- Ask them for the common sound they all began with. Then, write the letter C on the board and tell them the sound of letter C as in cup, cake, cap and so on. Also, ask them to pay attention as they are going to listen to the story when Ryan celebrated his birthday. Place Ryan's standee at the centre and narrate the story. Let them come with their thoughts and ask questions, such as: **SHOULD DO** 05 MIN.
- Who is in the living room?
- What do they see on the table?
- What do the kids love?
- What does father bring for Ryan?
- What is on the cake?

Encourage the students to express their thoughts about birthday celebrations in short, simple phrases or their home language.

MUST DO
05 MIN.

REaMS

- Open Activity 1 of Lesson 7 on the REaMS Teacher Dashboard. Inform students that their friend Sam has come with a new sound. You may tell them, "Today, Sam's sound is the sound of letter c." Let's learn about it." As the letter c pops up on the board, you may tell students, "Let's all say the sound together as I click on the letter c. Next, you may say, "Let's find letter c in these words." You may play the audio, read the words aloud and ask students to tell you which word contains the sound of letter c. Encourage students to raise their hands to answer.

  MUST DO
  10 MIN.

  You may proceed by asking students to identify the pictures that have the sound of letter c. Additionally, you may click on the speaker option under every picture and ask students to identify the sound. Encourage them to clap for themselves and others after the activity. Enjoy Sam's song with the students towards the end.
- Begin by informing students that it's time to have some fun with sounds. Open Activity 7 of Lesson 7 on your REaMS Teacher Dashboard. You may say, "There are some sounds on the board. Did you know that we can blend/join them together and form new words. Let's try." If the first set of individual sounds is 'c', 'a' and 't', encourage students to read and speak the sounds first. You may ask, "Can you tell what letters and sounds you see on the board?" Next, you may ask the students to blend the sounds together, creating the word 'cat'. You may read out the sounds individually and the word together to reinforce the concept of blending. Ask students to repeat after you. You may ask students to come forward one by one and do the activity.

  SHOULD DO
  05 MIN.

Sounds Book

- Show the flashcards with pictures of a corn, carrot, cake and coconut to the students and ask them to say the sound they begin with. Then ask them to open the book at page 25 and write the missing letter in exercise A. Then they can be asked to air trace letter C and c. Then, circle C and c in exercise C on page 26.

  SHOULD DO
  10 MIN.

Reading Eggs 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 class.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to draw a carrot and colour it. Identify the sound it begins with. Tell two more words with the sound of letter c.

REaMS

- Open Activity 3 of Lesson 7 on your REaMS Teacher Dashboard. You may ask students what they see on the board. Most of them would say that they see different letters, such as v, k, l, a and so on You may say, "yes, that's right. Let's find the letter 'c.' from all these letters. Remind them of the letter's pronunciation, saying, "Do you remember the sound of letter 'c'? It makes the sound of 'c'." You may invite students to come forward individually and spot the letter 'c' in the grid.

Home Task

- Complete Lesson 7 of Reading Eggs along with Worksheet 1 (Phonemic Awareness).
- Parent can help the child to find the words from the word search in exercise B on page 25. Also, guide him/her to match the words with the pictures that begin with the sound of letter c in exercise D on page 26.

Period 2: Sound of Letter F

Place: Digital Classroom/Projector Room

Sounds Book

- The students can be asked to sit in a circle using CRM signs. Tell them to clap their hands, tap their heads and turn around to face their partner.

COULD DO
05 MIN.

- Show the picture on page 27 to the students and ask them to describe it in their own words. Add to their information and tell them they are now going to listen to the story. Let them follow oral reading of the story after you. Encourage them to answer the questions based on the story, such as:
- What do children love?
- What do they have?
- What do they play?
- Why do they run?

P.S. The students musty be encouraged to express their thoughts about Ryan and his friends having fun and food at the party.

REaMS

- Open Activity 1 of Lesson 8 on the REaMS Teacher Dashboard. Introduce the sound of the letter f by saying, "Sam is back with another sound, the sound of the letter f. As the letter f appears on the screen, ask the students to say its sound. You may inform them that as we click on the letter f, we see a fish. Allow students to extend the sound of letter f in the word 'fish'. Encourage students to identify the letter f from other letters visible on the board. You may also ask students to name some objects that has f sound. Next, you may say, "Look at the words on the board. All these words have the sound of letter f." Encourage them to identify letter f in the word and say the word out loud.

MUST DO
10 MIN.

- Open Activity 9 of Lesson 8 on the REaMS Teacher Dashboard. Begin by telling the students that they will see some pictures of toys, fruits, animals on the board. You may say, "We have to match the words describing these pictures with the right box. Let's see the first picture. Which letter do you think this begins with?" Encourage students to respond. You may complete the rest of the activity in the same manner.

MUST DO
05 MIN.

Sounds Book

- The students can be asked to draw a fish on a sheet and colour it. Then, identify the sound that fish begins with. Help them string the sheets with a jute string and display across the classroom.

COULD DO
10 MIN.

- Then show them flashcards with pictures of a fork, five, fence and name the objects. Let them repeat the sounds and complete the words in exercise A on page 28.

- Ask the students to open the book at page 29 and identify every F and f in exercise D. Then pick a crayon of their choice and colour the boxes with F and f.

MUST DO
10 MIN.

Reading Eggs 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 class.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to sort the given collection of pictures and find the words that begin with sound of letter f sound. Then, pin them up on the display board. They must be encouraged to read the pictures daily.

REaMS

- Begin by informing the students that they will revise some sounds. Open Activity 2 of Lesson 8 on the REaMS Teacher Dashboard. You may tell them that there are two sounds on the board – one with the fish and another with the hook. You may say, "When we join these sounds, we create a new word and a unique sound. Are you excited to match the fish with the hook to form new sounds?" Some students may say yes enthusiastically. You may say, "Fantastic! Let's try it together."
- If the first set of sounds is c and at, you may say, "we have 'c' and sound at." You may play the audio so that the students can hear each sound. Inform students to repeat after you as you click on the fish and bring it closer to the hook. Combine both the words creating the final word, 'cat'. Allow students to repeat the word after you. You may conduct the rest of the activity in the same way.

Home Task

- Complete Lesson 8 of Reading Eggs along with Worksheet 2 (Handwriting).
- Parents can help the child to circle the objects that start with letter f in exercise B on page 28. Also, guide him/her to write letter f in the blanks and read the word and sentence in exercise C on page 29.

Period 3: Sound of Letter A

Place: Digital Classroom/Projector Room

Sounds Book

- Ask the students to introduce themselves as Sam, Jas, Maria, Lina and Ryan, holding their standees. Then ask them to listen to the story and identify the words with the short sound of letter a. Then ask them to answer questions, such as:
- Why are they all happy?
- What do they do?
- Where do they all stand?

P.S. Encourage them to tell how they celebrate their birthdays in simple words or their home language.

REaMS

- Open Activity 1 of Lesson 9 on the REaMS Teacher Dashboard. Inform the students that today they will learn about two words that only have one letter- I and a.

  You may repeat the words and encourage students to do the same. Next, ask the students to identify the words 'I' and 'a' as prompted in the lesson.

  You may inform students that they will be identifying words in the sentence. Read the sentence aloud and ask students to read along with you. You may ask students to find out the words in the sentence as instructed in the audio. Keep appreciating students as they respond.

  Next, you may say, "The words have been jumbled up. Let's find the words again and read the sentence aloud." Engage the students to find out the words in a similar manner for all the sentences. At the end of the activity, ask the students to make more sentences with "I am…". You may say, "Now, can you say more sentences like the ones you just read? For example, "I am Sam" or "I am Smart." You may ask the students to say their names or describe themselves using "I am…".

Sounds Book

- Next, show flashcards to the students and asked them to repeat 'ace, ate, ape and age' after you. Also, tell them to differentiate the long sound of 'a' from that of the words like 'ant, arrow, apple and axe'. Then read the story and ask them if they also play the dart game. Let them identify the words with long sound of 'a' in the story as you read again. They can clap once they hear the word.

SHOULD DO 05 MIN.

P.S. Kindly read at a slow pace for the students to get the desired word.

MUST DO 15 MIN.

- The students can be asked to read the given words in exercise C. Then add the letters to the given words and form new words.

COULD DO 10 MIN.

Reading Eggs 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 class.

Additional Suggested Activity

- The students can be seated in groups of four. Give them flashcards for the letters and the words in exercise C on page 32 such that each group member gets to add the letters to one word. Repeat the words formed.

Lesson9_Worksheet 1 (Sight Words)

- Distribute copies of the worksheet among the students and ask them to write each word. You may walk around the class to help the students complete the worksheet.

Home Task

- Complete Lesson 9 of Reading Eggs.
- Parents can guide the child to circle things that begin with the sound of letter a in exercise A on page 31. Help him/her to find each A and a in exercise B on page 31. Also, guide him/her to read the letter in the bubbles and add sounds to make more words in exercise C on page 32.

Period 4

Place: Digital Classroom/Projector Room

Sounds Book

Let's Talk

- Organise the class in a circle. Let them watch and understand the CRM signs to follow the instructions. They can snap their fingers and roll their arms in the front.

COULD DO 05 MIN.

- Form two teams of the students. Show the flashcards for the pictures on page 33-34 and ask them to identify the people, place and things. Confirm the correct responses.

SHOULD DO 10 MIN.

- Then show the key words on the display board or projector to the students for each picture. Let them weave a story with short simple sentences and enjoy the story session. Ensure that each one gets a chance to speak and have a vibrant class.

MUST DO 25 MIN.

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

COULD DO
10 MIN.

Home Task

- Parents can organise a storytelling hour with the child. Let him/her retell the story done in the class in their own words.

Period 5

Place: Digital Classroom/Projector Room

Sounds Book

- Paste the given sight words, high-frequency words and decodable words on page 35, on the walls in the classroom. Point at each word and ask the students to read after you. Then tell them a story/rhyme using all the words.

COULD DO
10 MIN.

REaMS

- Open Activity 2 of Lesson 10 on the REaMS Teacher Dashboard. You may say, "There are some letters on the board. Let's combine them to create new words together." If the initial set of sounds consists of s, a and m, prompt the students to say each sound. Next, you may ask them "Can you identify the sounds on the board?" Then, encourage them to blend the sounds, forming the word 'Sam.' Repeat the sounds individually and the word collectively to strengthen the understanding of blending. Encourage the students to try it on their own or invite them to come forward one by one to engage in the activity.

COULD DO
10 MIN.

- Begin by explaining to the students that some words sound the same at the end. Such words are called rhyming words. You may give them some examples like, cat and bat, dish and fish and so on. Open Activity 4 of Lesson 10 on your REaMS Teacher Dashboard and show the objects to the students. Inform them that they have to find rhyming words for the objects matching with the bigger object. You may ask them to help you identify the given object and play the audio. Then, ask students to find out the rhyming objects.

SHOULD DO
10 MIN.

- Before beginning the activity, talk to the students about their visit to a zoo. You may ask "Which animals did you see? Can you name them?" Encourage students to answer. Next, you may say, "There are some animals on the board. Let's help them to write some sentences." Open Activity 6 of Lesson 10 on your REaMS Teacher Dashboard. Allow students to hear the sentence and repeat it if necessary. You may also ask one of the students to repeat the sentence. You may ask students to help you in forming the sentence.

MUST DO
10 MIN.

Reading Eggs 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 class.

COULD DO
10 MIN.

Additional Suggested Activity

Lesson10_Worksheet 1 (Initial Sounds)

- Distribute copies of the worksheet among the students and ask them to identify the initial sounds of the given objects. You may walk around the class to help the students complete the worksheets.

Sounds Book

Let's Repeat

- Ask the students to look at the given picture on page 36 and identify the objects. Then read and explain the statement to the students. Ask them to listen and repeat the words after you.

- Next, they can be given crayons to choose from and circle the objects in the picture.

Home Task

- Complete Lesson 10 of Reading Eggs along with Worksheet 2 (Handwriting).
- Parents can guide the child to fill the missing letters and match the words with the correct pictures in exercise B on page 37. Help him/her identify and circle objects with at sound in exercise C on page 37. Also, guide him/her to find the words that start with the sound of letter f and colour them in exercise D on page 38 and complete the blank using a or i in exercise E on page 38.

Learning Outcomes

The students will:

Physical Development	• clap their hands and tap their heads and paste pictures • walk in a straight line • display their pictures using a jute string across the classroom
Socio-Emotional and Ethical Development	• express their emotions through gestures or drawings
Cognitive Development	• recognise the words that begin with the sound of letter f, c and a • sort the collection of pictures to find the relevant ones • form new words by adding letters • recognise sight words, high-frequency words and decodable words
Language and Literacy Development	• pronounce the words beginning with the sound f, c and a appropriately • talk about the story in short, simple sentences (even if in their home language) • role play as the characters of the story
Aesthetic and Cultural Development	• form a collage using pictures
Positive Learning Habits	• observe and imitate adult behaviour for classroom norms

Theme 4: I Love Wednesdays

Lesson 10: Let's Repeat | **Lesson 11: Sound of Letter N** | **Lesson 12: Sound of Letter P**

3 Periods (40 minutes each)

Main Coursebook, CRM signs, flashcards, Sound cards (Learning kit), Lina's standee, crayons, Lesson 11_Worksheet 1 (Phonemic Awareness)

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- learn word recognition through sounds
- oral language development
- develop emotional intelligence
- develop cognitive skills

Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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: Let's Repeat

Place: Digital Classroom/Projector Room

Sounds Book

- Form two teams of the students using CRM signs. Show them flashcards with words beginning with the sounds they have learnt till now. Let each team identify and answer. Ask them to repeat the sounds once again.

COULD DO
10 MIN.

- The students can be helped to open the book at page 26 and observe the given picture closely. Encourage them to describe the objects as you point at each one. They may use simple words and phrases or their home language. Then guide them to circle the objects for each word in the box as you read them aloud.

SHOULD DO
10 MIN.

- The students can be shown the sound cards in the Learning Kit to practise the words. Place the cards on the table. Let them come one by one, pick one card and identify the sound. Then guide them through the exercise C for at and am words to be circled as per the colour code given. Ask them to identify each object and name it. Then circle the at words with a blue crayon and am words with a yellow crayon.

MUST DO
10 MIN.

- Recapitulate 'a' and 'i' sound words using 'Sound cards' in the Learning Kit. Then ask them to look at each picture and say if they will use 'a' or 'i' to complete the words. Next, they can write 'a' or 'i' in the blanks provided.

MUST DO 10 MIN.

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

COULD DO 10 MIN.

Additional Suggested Activity

- Form two semi-circles of the students. Keep a small box with the sound words at the centre. One team member will come, pick a card and identify the sounds. The team will say two words with that sound. They can go on till everyone gets a chance.

Home Task

- Parents can guide the child in completing exercises B and D on page 37 and 38. They must ask the child to first fill the missing letters and match the words with the correct picture,in exercise B . Also, help her/him to colour the words that start with the sound of letter f in exercise D.

Period 2: Sound of Letter N

Place: Digital Classroom/Projector Room

Sounds Book

- Organise the class in a big circle. Place Lina's standee at the centre and ask the students to pay attention as they are going to listen to the story. They will clap once they hear the words with sound of letter n in the story. Show the picture on page 39 and encourage them to describe and discuss it. Read the story on page 39 for them to understand and pick words that begin with sound of letter n. Let them discuss and retell the story in simple words or their home language.

COULD DO 05 MIN.

- Place the pictures/objects that begin with the sound of letter n on the table. Show and ask the students to name each object. Ask them to identify the sound of letter n. Let them repeat.

SHOULD DO 10 MIN.

REaMS

- Open Activity 1 of Lesson 11 on your REaMS Teacher Dashboard. You may say, "Our friend Sam is back and this time, he has the sound of letter n. Can you say it?" Encourage the students to say the letter sound out loud when you click on the letter. In the next part, encourage the students to identify the letter n among other letters on the screen.

SHOULD DO 10 MIN.

- Open Activity 5 of Lesson 11. Ask the students identify the objects on the screen and say them aloud. You may also click on the speaker icon and let the students hear the names of the objects. Ask them to choose the object which has sound of letter n.

MUST DO 05 MIN.

Sounds Book

- The students can be asked to work individually and complete exercise A. Help them to open the book at page 40. Point at each object and ask them to circle the letter it begins with. They may choose green crayon. In exercise B, they can be asked to name each object shown and identify the sound it begins with. Then circle the objects that begin with the sound of letter n.

SHOULD DO 10 MIN.

Reading Eggs 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 class.

COULD DO 10 MIN.

Additional Suggested Activity

- Distribute the Lesson 11_Worksheet 1 (Phonemic Awareness) to the students. Encourage them to identify and colour the pictures beginning with sound of Letter n.

Home Task

- Complete Lesson 11 of Reading Eggs.
- Parents can guide the child in completing exercises C and D on page 41. Help him/her to write the letter n to complete the words and match them with pictures that begin with sound of letter n in exercise C. Also, guide him/her to circle each N and n in exercise D.

Period 3: Sound of Letter P

Place: Digital Classroom/Projector Room

Sounds Book

COULD DO 05 MIN.

- The students can be seated in a triangular seating arrangement using CRM signs. You must create space in the classroom.

MUST DO 10 MIN.

- Help them to open the book at page 42. Place Lina's standee at the centre. Ask them to observe the picture and talk about Lina. Tell them that Lina is saying that she will go to the park. Ask if they also love going to the park. Let them describe the activities they do in the park. Then read the story loud and clear for them to listen and understand. Ask a few questions, such as:
- Where is Lina sitting?
- What is kept on the bed?
- What is the colour of the pillows?
- What does Lina do?
- Where has she pasted the sticker?
- What is the sound that 'paste', 'pencil' 'pillows' and 'pink' begin with?

Encourage them to retell the story in simple, short phrases or their home language.

REaMS

SHOULD DO 05 MIN.

- Open Activity 1 of Lesson 12 on your REaMS Teacher Dashboard. You may say, "Our friend Sam is back, and this time, he's brought the sound of letter p. Can you give it a try?" Show the letter p on the screen and encourage the students to say the sound of letter p as you click on it.

MUST DO 05 MIN.

- Move to Activity 5 of Lesson 12 on your REaMS Teacher Dashboard. You may say, "Let's go to our letter book. Who is going to fill our book with words that have the letter p and its sound?" Encourage all students to raise their hands to participate. Show them the images and play corresponding audio to help them identify the objects with the sound of P.

Sounds Book

COULD DO 05 MIN.

- Show a fruit chart to the students sitting in groups of three. Let them name all the fruits and identify the ones that begin with the sound of letter p. Ask them to repeat the sound of letter p.

SHOULD DO 10 MIN.

- Then help them open the book at page 43 to identify the fruits in exercise A. Then, ask them to pick a pink crayon to complete the words by writing p in the blank space for each word. Next, they can be asked to identify the objects and the sound they begin with in exercise B.

Reading Eggs 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 class.

COULD DO

10 MIN.

Additional Suggested Activity

- Open Activity 2 of Lesson 13 and you may ask the students to identify the letters with the ap sound in words presented on the screen. Encourage active participation as words appear, inviting students to take turns. Next, showcase images on the board and prompt students to name the objects, utilising audio cues to aid recognition. You may explain to students, "When you add a new letter to ap, a new word is formed like in nap." Engage them in creating new words by adding letters to ap. You may play audio, prompting students to first identify pictures and then indicate the letter that must be added to ap. Subsequently, present exercises and say, "Now, it's time for a song. Let's have some fun and dance together." Encourage students to vocalise the sound of letter n throughout the song.

Home Task

- Complete Lesson 12 and 13 of Reading Eggs.
- Parents can guide the child in completing exercises C and D on page 44. They must ask the child to first identify the object/picture and then the sound of the letter in exercise C. Also, help him/her to find the words in the word search in exercise D.

Learning Outcomes

The students will:

Physical Development	• develop sharpness in sensorial perception • sit still for a short duration • develop fine motor skills as they hold the crayons to circle, colour the objects
Socio-Emotional and Ethical Development	• interact comfortably with familiar adults like teacher, parent, family • play and interact with all children irrespective of background or ability
Cognitive Development	• identify the words that begin with the sound of letters n and p • recapitulate the sounds of letters already done
Language and Literacy Development	• pronounce the words beginning with the sound of letters n and p appropriately • talk about the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	
Positive Learning Habits	• observe and imitate adult behaviour for classroom norms

Theme 5: I Love Thursdays

Lesson 14: Sound of Letter H | **Lesson 15: Sound of Letter R** | **Lesson 16: Sound of ap and an**

4 Periods (40 minutes each)

Lesson 14_ Worksheet 3 (Initial Sounds), Lesson 15_ Worksheet 1 (Phonemic Awareness), Lesson 16 _Worksheet 1 (Word Family) main coursebook, CRM signs, pictures, ribbon, flashcards, Learning Kit, Maria's standee, anchor chart with the ending and middle sound of 'an'

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills
- create phonological awareness
- develop emotional intelligence

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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: Sound of Letter H

Place: Digital Classroom/Projector Room

Sounds Book

COULD DO 5 MIN.

SHOULD DO 10 MIN.

The students can be asked to name the pictures (hammer, horse, hand, hamster) pasted on the walls/display board. Ask them to identify the sound they all begin with. Confirm that they all begin with the sound of letter h.

- Place Maria's standee at the centre of the class for the students to see. Then read the story on page 45 in the book and ask them to answer a few questions, such as:
- What is Mumma trying to do?
- What does she have in her hand?
- What does Maria want to do?
- What does Mumma tell Maria about the tools?

Encourage the students to speak in simple, short phrases or their home language.

REaMS

- Begin Activity 1 of Lesson 14 on your REaMS Teacher Dashboard. You may say, "We will meet a new friend today. His name is Jaz and he is here with a new sound." Play the activity and ask the students to identify the letter as it pops up on the screen. Encourage them to say the letter sound out loud as you click on it. In the next In Activity 2 of Lesson 14, encourage the students to identify sound of letter h among other letters on the screen.

SHOULD DO 05 MIN. ☐

- Inform the students that the letter book is back on the board. You may ask, "Who's excited to include some new words in the letter book? This time, we're finding words that have the sound of letter h." Proceed to open Activity 5 and show the pictures to the students, prompting them to identify the objects. You may ask questions like, "What's in the first picture?" Use the audio to aid the students in recognising which words contain the sound of the letter h.

MUST DO 05 MIN. ☐

Sounds Book

- The students must be guided through the exercises. Ask them to open the book at page 46. Point at each object in the picture given in exercise A and ask them to name the object and identify its sound. Then they can be asked to circle every H and h in exercise B.

SHOULD DO 10 MIN. ☐

- They may be given a sheet to draw an object that they like, beginning with the sound of letter h.

COULD DO 05 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- You could give a sheet with a hat drawn to the students. Guide them to trace its boundary and then colour it. Let them repeat the sound of letter h, the beginning sound.

Home Task

- Complete Lesson 14 of Reading Eggs along with Worksheet 3 (Initial Sounds).
- Parents can help the child in completing the exercises C and D on page 47. Help him/her match the words to the pictures in exercise C and find the missing letters in exercise D.

Period 2: Sound of Letter R

Place: Digital Classroom/Projector Room

Sounds Book

- The students may be given a ribbon or a picture of a rose (or an actual rose, if possible). Ask them to name it and identify the sound of the letter it begins with. Then trace R on the board.

COULD DO 05 MIN. ☐

- The students can be guided to open the book at page 48. They can be asked to describe the picture. Then, read the story with correct pronunciation and pauses for them to comprehend and answer the questions, such as:
- Where is Maria going?
- Where does Maria see a car?
- What does Mumma point at?

SHOULD DO 10 MIN. ☐

P.S. Encourage them to retell the story in their own words.

REaMS

- Begin Activity 1 of Lesson 15 using your REaMS Teacher Dashboard. You may say "Jaz is here with the sound of letter r." As the letter 'r' appears on the screen, encourage the students to pronounce. You may ask students, "What sound does the lion make?" Most of them may say that a lion roars. Demonstrate how a lion roars and ask students to imitate you. Allow students to extend the sound of the letter r in the word 'roaring'. Encourage students to identify the letter r from other letters visible on the board.

  SHOULD DO 10 MIN. ☐

  Next, as the words pop up, have the students point out the letters that make the sound of letter r. Then, you may inquire, "Which object begins with the sound of letter r?" Click on the correct answer when students spot the right object.

  Then, you may say, "Let's have some fun with a song. Encourage them to say the sound of letter r aloud while singing along."

  Inform students that the letter book is on the board again. You may say "This time, we're looking for words that have sound of letter r." Open Activity 6 of Lesson 15 and ask the students to identify each picture. Use the audio to help them know the words. Next, you may ask the students, "Can you tell me which picture has the sound of letter r." Appreciate the students for their answers.

  MUST DO 05 MIN. ☐

Sounds Book

- Ask the students to trace the letter r on page 48, exercise A, with a red crayon. Then, identify the objects that begin with the sound of letter r and join the bubbles that start with it.

  SHOULD DO 10 MIN. ☐

Reading Eggs 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 class.

COULD DO 10 MIN. ☐

Additional Suggested Activity

- Open Activity 6 of Lesson 15. Begin by informing the students that there are some pictures of toys, food and many more things on the board. Let's name these pictures and find out their beginning sounds. Play the audio to help them figure out the objects.

Home Task

- Complete Lesson 15 of Reading Eggs along with Worksheet 1 (Phonemic Awareness).
- Parent can help the child identify the objects in exercise B on page 49 and complete their names with r.

Period 3: Sound of ap and an

Place: Digital Classroom/Projector Room

Sounds Book

- Ask the students to draw a cap and colour it. Use CRM signs to instruct them. Then ask them to repeat 'cap' after you and identify the sound ap that it ends with. Ask them to tell a few more words that end with 'ap' sound like, flap, nap, map and so on. Help them display it across the class with a jute string.

  COULD DO 05 MIN. ☐

- Next, ask them to open the book at page 50 and describe the picture in simple short phrases. Then, read and explain the story. Let them answer a few questions, such as:

  SHOULD DO 10 MIN. ☐

- Where is Maria sitting?
- What is the boy wearing?
- What does Maria and her Mumma do?
- Ask them to identify the sound lap, cap and clap end with, that is, 'ap' sound. Then, ask them to retell the story in their simple words or home language.

REaMS

- Open Activity 1 of Lesson 16 through your REaMS Teacher Dashboard. You may say "Jaz has brought the sound an." Prompt the students to pronounce an as you click on it. Ask students to keep repeating the sound.

SHOULD DO
10 MIN.

Next, you may ask students to name each picture and find which object has the sound of an. Encourage them to enjoy the song and say 'an' aloud while singing along.

Begin by explaining to students that certain words share similar sounds at the end and these words are called rhyming words. Give examples, such as, can, fan, man and so on. Open Activity 6 of Lesson 15 on your REaMS Teacher Dashboard. Encourage students to recognise each object and find the objects that rhyme with the big picture.

MUST DO
05 MIN.

Sounds Book

- The students can be shown the anchor chart with the ending and middle sound of 'an'. Let them repeat the words after you (oral drill).
- Place Maria's standee for the students to observe and connect with the character of the story. Then read the story on pages 51-52 for them to understand and answer a few questions, such as:

SHOULD DO
05 MIN.

- What is Maria playing with?
- What does Maria do in a line?

You must point out the words with the ending and middle sounds of an and ask them to repeat the words at least twice.

- Then, guide them through the exercise B to identify the pictures and name them.

MUST DO
05 MIN.

Reading Eggs 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 class.

COULD DO
10 MIN.

Additional Suggested Activity

REaMS

- Begin the activity by saying "Let's create some sentences together." Open Activity 9 of Lesson 15 on your REaMS Teacher Dashboard. Instruct students to locate the first word of the sentence. Prompt them to think about what should come next and involve them in collectively constructing the entire sentence. You may use the audio to give them hints.

Home Task

- Complete Lesson 16 of Reading Eggs along with Worksheet 1 (Word Family)
- Parents can guide the child in finding the words in word search in exercise C on page 52.

Period 4

Place: Digital Classroom/Projector Room

Sounds Book

Let's Practise

- The students can be shown the sight words, high frequency words and decodable words through flashcards. The students can be asked to read and practise their correct pronunciation.
- Then, ask them to trace the words and write them in the blanks provided.

COULD DO 10 MIN.

MUST DO 15 MIN.

Let's Read

- Form two groups of students. Ask them to listen to the poem as you read. Then, they can be asked to recite the poem after you.

SHOULD DO 15 MIN.

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

COULD DO 10 MIN.

Home Task

- Parents can help the child in practising sight words, high frequency words and decodable words using the sound cards in the Learning kit.

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills as they hold the crayons to colour and trace the letters
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• identify the words that begin with the sounds of letters h, r, ap and an • recognise the placing of sounds at the end or the middle of a word
Language and Literacy Development	• pronounce the words beginning with the sound of letter H and R appropriately • talk about the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	
Positive Learning Habits	• follow class norms by observing and imitating adult behaviour

Theme 6: I Love Fridays

Lesson 16: Sound of Letter Z **Lesson 17: Sound of E and ee**

2 Periods (40 minutes each)

Main Coursebook, CRM signs, Sam's, Lina's, Jas's, Ryan's and Maria's standees, anchor chart, tape, zebra crossing

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop effective communication skills
- develop phonological awareness, print awareness and recognition of letters
- develop positive learning habits

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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.

Sounds Book

COULD DO 5 MIN.

- Make a zebra crossing with paint or tape on the floor. Let the students form a line to cross the zebra crossing. Ask them they cross the road on the zebra crossing or not. Then explain that they must cross the road safely with adults and on the zebra crossing. Also, ask them to name the letter that zebra crossing begins with.
- Show them Sam's, Lina's, Jas's, Ryan's and Maria's standees for story enactment. They can be guided to speak the words ending with the sound of letter z. Ask them to listen to the story on page 55 attentively. Read the story loud and clear with proper intonation. Tell them to pay attention to the words with zz sound and clap their hands once. Ask a few questions based on the story
  - Who is in the school park?
  - What do they see there?

- What do they hear?
- Why could Ryan not hear the buzz of bees?

- Let them discuss and share their experiences. Encourage them to speak in simple, short phrases or in their home language. Talk to them about different sounds that birds and animals make such as hiss of a snake, etc.

SHOULD DO 5 MIN.

REaMS

- Open Activity 1 of Lesson 17 on your REaMS Teacher Dashboard. You may tell the students that their friend Jazz has come with a new sound and it is the sound of letter z. You may ask them to repeat the z sound as you click on the letter. You may then ask them to look at the word and point towards the sound of letter z. You may then ask them to recognise the pictures that begin with the sound of letter z.

COULD DO 5 MIN.

- Open Activity 5 of Lesson 17 on your REaMS Teacher Dashboard. You may begin by telling the students that they will make their own letter book. You may ask them to choose the pictures that begin with the sound of the letter z. You may also use the "Read-aloud" option, if required.

SHOULD DO 5 MIN.

- Play Activity 9 of Lesson 17. Here, you may ask them to identify the words that begin with the sounds of letters m, z, and r, and put the pictures in the correct box. Ask them to listen attentively to the audio and then indicate which words to select. You may continue prompting the students to identify the letters.

MUST DO 5 MIN.

Sounds Book

- The students can be given blank sheets to trace letter Z and say the sound zz. Then ask them to colour every Z,z in exercise A on page 55 with a green crayon.

MUST DO 10 MIN.

- Next, ask them to look at the pictures in exercise C on page 56 and name them. Then point at the objects that begin with the sound of letter z and circle them with a green crayon.

SHOULD DO 5 MIN.

Reading Eggs digital programme can be shown 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 jute string to paste on a sheet forming the letter Z. Then demonstrate how to buzz like bees.

Home Task

- Complete Lesson 17 of Reading Eggs
- Parents can help the child find the way through the maze in exercise B on page 56. Read and explain the statement and help in finding the way for the zebra to reach the grass.

Period 2

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

Sounds Book

- Using CRM signs, ask the students to form a semi-circle. Ask them to clap their hands and stamp their feet. Then ask them to turn around and get ready for the lesson.

COULD DO 5 MIN.

- The students can be shown the pictures of an elephant, an egg, the number eight and asked to identify. They can be asked to repeat the sound of letter e. Then tell them to be attentive as they are going to listen to the story on page 57 and must clap on hearing words with the sound of letter e as in egg. They may be asked a few questions to recapitulate the story.
  - Where are the children?
  - What are they doing?
  - Who enters the class?
  - What does Ms Priya point at?
  - How many elephants does Maria count?
- Encourage them to talk about the characters, storyline and events of the story in simple words or their home language.

SHOULD DO
5 MIN.

- Also, tell them the stories for the ending and middle sound of ee on pages 60 and 61. Ask them to repeat the words with the distinct sounds of ee.

REaMS

- Open Activity 1 of Lesson 18 on your REaMS Teacher Dashboard. You may tell them that their friend Jazz has come with a new sound and the sound is ee. You may ask the students to repeat the sound as you click on the ee. Encourage students to point at the sound ee on the screen. You may then ask the students to recognise the sound ee within various words and pictures. You may also explain to them how the sound ee can be placed in the end or middle of a word.

COULD DO
5 MIN.

- Open Activity 3 of Lesson 18. You may tell the students that they are going to use sound talk to read a word.You may explain how to break the word into the sounds of the letter and then blend those sounds together. For example, let them listen to the audio and repeat the sound "b" and "ee" and then blend the sounds into the word "bee". The students may then choose the word "bee" from a group of words.

SHOULD DO
5 MIN.

- Play Activity 9 of Lesson 18. Encourage them to listen attentively to the audio and guess the number of sounds in the word. You may ask them to first break the word into different sounds and then choose the number of sounds. For example, in the first picture, you may ask them to break the word "bee" and then identify the number of sounds.

MUST DO
5 MIN.

Sounds Book

- Form two teams of the students. Give each team a picture to identify—an egg, an exit, an elbow and an elephant. Then ask them to tell the sound they all begin with, that is, e. Then ask them to complete the words in exercise A on page 58.

MUST DO
5 MIN.

- They can look for letter E, e in the box and circle them in exercise B on page 58.

COULD DO
5 MIN.

- Ask them to pick the words that have the middle sound of ee in exercise F. They can use a green crayon to circle it.

SHOULD DO
5 MIN.

Reading Eggs digital programme can 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 cue cards to recognise e words. Show one card at a time and let them identify the object and the sound it begins with.
- They can be given an anchor chart to complete using words that begin with an e sound.

REaMS

- Open Activity 2 of Lesson 18, you may ask the students to identify the given pictures and drag the words to the correct picture. You may call individual students for this activity or conduct it as a whole class activity.

Home Task

- Complete Lesson 18 of Reading Eggs.
- Parents can help the child to listen to sound cards and read after you. Then ask them to complete the words in exercise C on page 59 and read them aloud.
- Show flashcards with pictures of the objects in exercise D on page 59 to the child. Ask them to pick cards for the pictures that begin with the sound of letter e. Then tick the pictures in the book.
- Show pictures in exercise E on page 60 one by one and ask the child to say the sound they end with. Then help them complete the words in the book by writing ee.
- Ask the child to look at the words sleep, sheep on the flashcards and identify the middle sound of ee. Then help them complete the exercise G in the book by writing ee in the blanks.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• be able to interact with peers and teachers • respond positively to different thoughts and situations
Cognitive Development	• identify the words that begin with the sound of letter z • recognise the placing of sounds at the end or the middle of a word
Language and Literacy Development	• pronounce the words beginning with the sound E and ee • talk about the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• participate in class activities

Theme 7: I Love Fun Days

Lesson 18: High Frequency Words **Lesson 19: Let's Repeat**

3 Periods (40 minutes each)

Lesson 19_Worksheet 1 (Sight words), Lesson 20_Worksheet 3 (Sight words)

Main Coursebook, CRM signs, Sam's, Lina's, Jas's, Ryan's and Maria's standees, pictures of a ball, a tap, a fork, a horse, a bat, a balloon, a robot and a rocket, a bowl with slips of paper, word-web on sheets of paper

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness(blends, vowel sounds), word recognition
- develop listening and comprehension skills
- enhance their vocabulary with sight words, high frequency words, decodable words
- demonstrate interest and ability in early writing

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. 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.

Sounds Book

High-Frequency Words

- Use CRM signs to organise the class in two lines. The students can be asked to stand on their toes for a while. They may tiptoe to the entrance of the class and return. Let them walk around for a while and say the words they have learnt in the previous lesson with sounds e and ee.

COULD DO 5 MIN.

REaMS

- Open Activity 1 of Lesson 19 on your REaMS Teacher Dashboard. You may tell the students that their friend Jazz has come with a new high frequency word. The word is "the". You may ask them to repeat the word 'the" as you click on it. You may then ask them to find the word the and then drag it towards the television screen to complete the sentence. You may call them individually to complete the sentence and read it aloud.

COULD DO 5 MIN.

- Open Activity 2 of Lesson 19. You may tell the students that their friend Sam is here with a new word and the word is 'See". You may then ask them to find the word See and point towards it and then drag it towards the television screen to complete the sentence. You may call them individually to complete the sentence and read it aloud.

SHOULD DO
5 MIN.

- Open Activity 1 of Lesson 20. You may tell the students that today they will be revising some letter sounds and words that they have learnt before. You may then tell them that they have to first hear the letter sound or the word and then click on the correct answer. You may conduct this as a whole class activity or call individual students to participate.

MUST DO
5 MIN.

- Open Activity 3 of Lesson 20. You may tell the students that in this activity they will use sound talk to read the word. You may then explain to them that they will be breaking down the sounds of words into segments and then blending those segments to read the word. Encourage them to try it independently or take turns coming forward to join the activity.

SHOULD DO
5 MIN.

Sounds Book

- The students can be asked to form groups of three students each. Give each group a set of letters on a sheet. Ask them to join and form words they already know. Let them speak the words aloud.

SHOULD DO
5 MIN.

- Next, read the story on page 62 with proper intonation. Ask the students to listen attentively and see if they could hear the words they have formed in the previous activity. They may be asked a few questions based on the story. The questions could be
  - What do the children visit?
  - Where do they sit?
  - Who is hungry?
  - What do they all eat?
  - What do they see on a tree?
- Let them discuss the storyline, characters and events in the story in simple words, phrases or their home language.

MUST DO
5 MIN.

- Ask them to read the sentences after you in exercise A on page 63. Then ask them to say similar sentences telling what they can do, such as, I can cycle, I can run and so on. After the oral discussion, tell them to trace the words and complete the sentences.

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.

Reading Eggs digital programme can 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

- Give each group flashcards with the names of objects and ask them to pick the ones mentioned in the story. For example, Jamun tree, Science museum, squirrel, etc. Then ask them to frame simple sentences. You may have to supply the required vocabulary.

REaMS

- Open Activity 11 of Lesson 19. You may ask the students to listen to the audio carefully and then read the sentence. You may then inform them that they will have to make the sentence again once the bricks fall down. You may either conduct this as a whole class activity or call individual students to participate.

- Open Activity 9 of Lesson 20. In this activity, students will listen to the words and find out how many sounds are there in the words. You may also ask them to use blending and segmenting to find out the number of sounds in the words and then click on the correct number.

Home Task

- Complete Lesson 19 and 20 of Reading Eggs, along with Lesson 19_Worksheet 1 (Sight words) and Lesson 20_Worksheet 3 (Sight words).
- Parents can guide the child through the exercises B, C and D on pages 63-64. Read and explain the statement in exercise B to help them write the words and complete the sentences correctly.
- Let them identify each picture and tick the word that rhymes with it in exercise C.
- In exercise D, parents can show a ladybug to the child and discuss its appearance. Then help the child spot 'the' and colour those parts black and the rest of the ladybug red.

Period 2

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

Sounds Book

Let's Repeat

- The students can be shown pictures of a ball, a tap, a fork and a horse to recognise. Once they name an object, repeat the sound of the letter it begins with. For example, ball—begins with the sound of letter b. As they understand and identify the beginning letter of each object, ask them to open the book at page 65. Tell them to colour the letter each picture begins with in exercise A.

COULD DO
5 MIN.

- Next, ask the students to observe the pictures of a man, an umbrella and a zebra and discuss using simple words and phrases. Then tell them to read the sentences in exercise B after you and complete them with the words in the box.

SHOULD DO
5 MIN.

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

- Show them flashcards with the pictures of a bat, a balloon, a robot and a rocket to name and describe in simple sentences. Then they can complete the words by writing the initial letter in exercise C on page 66.

MUST DO
5 MIN.

- Show flashcards with the letters c, f, r and m to the students. Ask them to identify and name an object that begins with each given letter. Once they all have got a chance, you may ask them to look at the pictures in exercise D on page 66 and complete the words with given letters suitably. Next, ask them to match the words with the relevant pictures.

COULD DO
5 MIN.

- Write the blend 'ap' on the board and ask them to form new words by adding letters to it. For example, n + ap = nap. After forming meaningful words, they can be asked to complete the words given in exercise F on page 67. Ask them to read the words aloud.

SHOULD DO
10 MIN.

- Ask the students to work in pairs. Read and explain the statement in exercise G on page 67. Then show them the words on flashcards to read aloud after you. Next, tell them to look for the words in the word search given.

MUST DO
10 MIN.

Reading Eggs digital programme can 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 sheet with the words learnt in the lesson. Then draw stick figures for the pictures wherever possible. For example, bat.

Home Task

- Parents can help the child observe the pictures in exercise E on page 67. Ask for the name of each object and the sound they begin with. Then guide them to circle the letter correctly.

Period 3

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

Sounds Book

Let's Practise

- Give each pair of students a bowl with high frequency words – yes, no, my and you on slips of paper. Tell them to pick one and read it aloud. Then frame one sentence with each. Help them frame meaningful sentences. Lastly, they can pick a crayon of their choice and trace the words in blanks on page 68.

COULD DO
10 MIN.

- Paste the given list of decodable words on the wall. The students can be asked first to identify the vowel sounds in them. Then ask them to join the letters and read the complete words. For example, vowel sound in 'bin' is i. Then they will decode the word b-i-n… bin. Likewise, they can be asked to read other decodable words. Next, ask them to add to the list with vowel sounds i, a and o.

SHOULD DO
10 MIN.

Let's Talk

- The students can be asked to observe the pictures on pages 69 and 70 carefully. Point at each object for them to recognise. Read words given as prompts below each picture. Help them talk about the pictures using the words given in simple, short sentences. Let them express their likes or dislikes for things depicted in the pictures.

MUST DO
20 MIN.

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

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given a word-web with the vowels at the centre and words on slips of paper/business cards. Guide them to match the words to each vowel and place the words around the vowel. For example, words bin, tin, pin, lip can be placed around the vowel i. Repeat the activity for each vowel and make them practise decodable words.

Home Task

- Parents can give them short sentences with sight words – for, not, one and two – to read after them. Observe if they could read them independently or else guide them to read. Then ask them to say a few sentences and trace the words on page 68 with a crayon of their choice.

Learning Outcomes

The students will:

Physical Development	• show fine motor skills, hand-eye coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• respond positively during class activities
Cognitive Development	• recognise and build new words with blend – ap • identify the beginning sounds of words • recognise the words and find them in the word search • identify and practise sight words, high frequency words and decodable words
Language and Literacy Development	• frame short, simple and meaningful sentences (even if, in their home language)
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• follow class norms and participate in class activities

Theme 8: I Love Saturdays

Lesson 20: Sound of Letter V | **Lesson 21: Sound of Letter D** | **Lesson 22: Sound of Letter J**

3 Periods (40 minutes each)

Lesson 24_Worksheet 1 (Phonemic awareness) and Lesson 25_Worksheet 4 (Check)

Main Coursebook, CRM signs, Sam's, Lina's, Jas's, Ryan's and Maria's standees, chart paper, pictures of violin, vest, vegetables (toys), toy dinosaur, deer, doll, letter J cut out of an old newspaper, jute string

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop emergent literary skills
- develop vocabulary and use language effectively
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop listening and comprehension skills

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under the Reading Eggs tab. 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: Sound of Letter V

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

Sounds Book

- Using CRM signs, guide the students to stand in a line and form a semi-circle. They can be asked to try standing on one leg as long as they can, without falling down. Then ask them to see who could stay for the longest time and show V for victory sign.

COULD DO 5 MIN.

REaMS

- Open Activity 1 of Lesson 21 on your REaMS Teacher Dashboard. You may tell the students that their friend Jazz has come with a new sound and it is the sound of letter v. You may ask them to repeat the sound as you click on the letter v. You may then ask them to find the letter v and then drag it on the mat. Also, ask them to see words on the screen and then identify the letter v in those words.

COULD DO 5 MIN.

- Open Activity 4 of Lesson 21. You may tell the students that in this activity they will use sound talk to read the word. You may then explain to them that they will be breaking down the sounds of words into segments and then blending those segments to read the word. Encourage them to try it independently or take turns in coming forward to join the activity.

SHOULD DO
5 MIN.

- Open Activity 5 of Lesson 21. You may tell the students, "It is time to make our own letter book. Let's choose the picture that begins with the letter v." You may show the pictures to them and ask if they can identify the objects that start with letter v. You may also play the audio for the students, to hear the words and choose the correct one.

MUST DO
5 MIN.

Sounds Book

- Place Sam's, Lina's, Jas's, Ryan's and Maria's standees for the students to recognise and relate with the picture on page 71 in the book. Tell them to listen to the story as you read it loud and clear with proper intonation. They can be asked to tap their nose, the moment they hear words beginning with the sound of letter v. Read the story once again and ask the students to answer the questions based on the story. The questions could be
  - What are the children doing?
  - What does Jas like to eat?
  - Where does grandma live?
  - What does Sam like?
  - What does Lina's sister play?

SHOULD DO
10 MIN.

- Engage the students in a class discussion on the characters, events and the storyline. Encourage them to share their likes and dislikes.

COULD DO
5 MIN.

- The students can be asked to air trace the letter V and then use crayons to trace it in exercise A on page 72.

MUST DO
5 MIN.

- Show flashcards with the pictures of a van, a vest, a violin and vegetables to the students to recognise and name them. You may also use toy or real vegetables for them to identify and name them. Then ask them to complete the words with the letter v in exercise B on page 72 and discuss how we use them.

Reading Eggs digital programme can 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 two teams of the students. Ask them to take turns and say one word beginning with the letter V. Then they can be given a chart paper to draw and paste one picture of an object that begins with the sound of letter v.

REaMS

- Open Activity 6 of Lesson 21, you may ask the students to identify the given pictures and drag words to the correct picture. You may call individual students for this activity.

Home Task

- Complete Lesson 21 and Lesson 22 of Reading Eggs.
- Parents can go to the park with the child. Open the book at page 73 and ask them to point at all V,v in exercise C. Then colour all V,v using crayons.
- Help the child identify the objects in exercise D on page 73 and circle the ones that begin with the sound of letter v.

Period 2: Sound of Letter D

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

Sounds Book

- Organise the class in a diamond shape (drawn on the floor using a tape). Tell them to raise their arms and clap five times. Then guide them to jog on the spot for a minute. Ask them to breathe deeply and say RELAX!!

COULD DO
5 MIN. ☐

REaMS

- Open Activity 1 of Lesson 23 on your REaMS Teacher Dashboard. You may tell the students that their friend Jazz has come with a new sound and it is the sound of the letter d. You may ask the students to repeat the sound as you click on the letter d. You may then ask the students to identify the letter d from a group of letters.

COULD DO
5 MIN. ☐

- Open Activity 6 of Lesson 23. You may tell the students, "It is time to make our own letter book. Let's choose the picture that begins with the letter d." You may show the pictures to the students and ask them if they can identify the objects that start with letter d. You may also play the audio for the students, to hear the words and choose the correct answer.

SHOULD DO
5 MIN. ☐

- Open Activity 10 of Lesson 23. Here, you may ask the students to identify the words that begin with letters d, v, and z, and put the pictures in the correct box. Have them listen attentively to the audio and then indicate which words to select. You may continue prompting the students to identify the letters.

MUST DO
5 MIN. ☐

Sounds Book

- The students can be narrated the story on page 74. Place the character standees on the table with a toy dinosaur at the centre. Read the story with proper intonation and voice modulation. Let them enjoy the story and answer the questions based on the same. The questions could be
  - What do the kids see?
  - Which game are they playing?
  - Which book is it?
  - What is the Dino called?
  - When does Dindin play?
  - What does Sam say about the Dindin?

SHOULD DO
10 MIN. ☐

- Engage the students in a class talk about the toys and games they play.
- Point at the pictures in exercise A on page 75 for the students to identify. Then read and explain the statement and ask them to circle the pictures as you read the words in the box.

MUST DO
5 MIN. ☐

- Ask them to open the book at page 76 and name the objects in exercise D. Ask them to tell the letter missing and write it in the blank space to complete the words – door, dart, doll and desk.

MUST DO
5 MIN. ☐

Reading Eggs digital programme can 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 asked to form pairs. Give them four options for role-play with D words—a dinosaur, a doctor, a doll and a deer can be shown through pictures or toys. They can be made comfortable to talk to their partner about any one of the four things by supplying the required vocabulary.

REaMS

- Open Activity 3 of Lesson 23, you may ask the students to identify the given pictures and drag the words to the correct picture. You may call individual students for this activity or conduct it as a whole class activity.

Home Task

- Complete Lesson 23 and Lesson 24 of Reading Eggs.
- Parents can ask the child to trace letter D in wheat flour or sand. Then ask them to open the book at page 75 and point at each D,d. Tell them to colour the boxes in exercise B with a crayon.
- Help the child identify the objects in exercise C on page 76. Then ask them to put their index finger on the objects that begin with the sound of letter d. Give crayons to circle the objects that begin with the sound of letter d.

Period 3: Sound of Letter J

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

Sounds Book

- Show CRM signs 'Eyes on me' and 'Please wait' to the students and ask them to follow the steps. Demonstrate formation of letter J with index finger and thumb. Let them form letter J and jog on the spot. Then ask them to jump thrice and get ready for the lesson.

COULD DO
5 MIN.

REaMS

- Open Activity 1 of Lesson 25 on your REaMS Teacher Dashboard. You may tell the students that their friend Jazz has come with a new sound and it is the sound of the letter j. You may ask the students to repeat the sound as you click on the letter j. You may then ask the students to look at the three letters and identify the letter j. You may call individual students to participate in this activity.

COULD DO
5 MIN.

- Open Activity 5 of Lesson 25.You may tell the students, "It is time to make our own letter book. Let's choose the picture that begins with the letter j." You may show the pictures to the students and ask them if they can identify the objects that start with letter j. You may also play the audio for the students, to hear the words and choose the correct answer.

SHOULD DO
5 MIN.

- Open Activity 8 of Lesson 25. In this activity, students will have to find the missing sound to complete the word. You may first ask the students to look at the image and listen to the audio. You may then ask the students to find the missing sound and select the correct letter from the options given, to complete the word.

MUST DO
5 MIN.

Sounds Book

- The students can be asked to listen attentively and clap on hearing words that begin with the sound of letter j. Ask them to observe and describe the picture on page 77. Read the story with proper intonation and pauses. They can be asked a few questions to engage them in a class discussion on the storyline, characters and events of the story. The questions could be
  - Who brings food for everyone?
  - What does Sam like?
  - What can Jas have?
  - What does Ryan like?
  - What does Lina like?
  - What can Maria have?
  - Do you think one can have a jug of juice or a jar of jelly?

SHOULD DO
10 MIN.

- Encourage them to share their thoughts on the same. Then tell them to circle every J,j in exercise A on page 78 with a yellow crayon.
- Next, they can be asked to identify and name the pictures in exercise C on page 79. Then guide them to read the words to be completed, by adding missing letters. Then help them match the words with their pictures correctly. Also, tell them more words that begin with the sound of letter j— jute, jam, joker and so on.

MUST DO
10 MIN.

Reading Eggs digital programme can 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 letter J cut out of an old newspaper. Tell them to paste it on a sheet, trace it with their ring finger. Then say one word each that begins with the letter J. They may draw and colour a jug on the same sheet. Then help them display it across the class using a jute string.

REaMS

- Open Activity 7 of Lesson 25, you may ask the students to identify the given pictures and drag the words to match the picture. You may call individual students to participate in this activity.

Home Task

- Complete Lesson 25 of Reading Eggs, along with Worksheet 1 (Phonemic awareness) and Worksheet 4 (Check).
- Parents can ask the child to trace the letter J on the table or in the air. Then ask them to find J and j in the picture given in exercise B, colour the corresponding blocks and decode the picture. Ask them to see letter J in the picture formed after colouring.
- Help the child identify the objects that begin with the sound of letter j in exercise D on page 79. Then say those words – jug and jacket, aloud.

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher • respond positively during class activities
Cognitive Development	• recognise words beginning with the sounds of letters v, d and j • decode the given pictures using given clues
Language and Literacy Development	• use the newly learnt vocabulary in expressing their thoughts • describe the given pictures in simple words, short phrases or their home language
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• understand and follow the class norms • wait for their turn during an activity

Theme 9: I Love Sundays

Lesson 23: Sound of Letter O **Lesson 24: Sound of Letter Q** **Lesson 25: Sound of ad**

Lesson 26: Is and On **Lesson 27: Let's Repeat**

6 Periods (40 minutes each)

Main Coursebook, CRM signs, Sam's, Lina's, Jas's, Ryan's and Maria's standees, chart paper, pictures

Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop emergent literary skills – forming new words through break up and blending of segments
- use expressive and receptive communication skills
- use effective verbal and non-verbal communication skills
- develop fine motor skills

A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under the Reading Eggs tab. 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.

Sounds Book

- Using CRM signs, ask the students to form a circle. Then they can be given a ball to play 'Pass the Parcel'. Instruct them to listen to the music and pass the ball to the student standing next to them. As soon as the music stops, the student with the ball will say a word that begins with the sounds of a, e, i, o, u. In case someone is not able to come up with any word, call him/her to stand with you and play the music. Repeat the activity till they all get a chance.

COULD DO 5 MIN.

REaMS

- Open Activity 1 of Lesson 27 on your REaMS Teacher Dashboard. You may tell the students that their friend Jazz has come with a new sound and it is the sound of the letter o. You may ask the students to repeat the sound as you click on the letter o.

COULD DO 5 MIN.

- Open Activity 4 of Lesson 27. You may tell the students that in this activity they will use sound talk to read the word. You may then explain to the students that they will be breaking down the sounds of words into segments and then blending those segments to read the word. Encourage them to try it independently or take turns, coming forward to join the activity.

SHOULD DO 5 MIN.

- Open Activity 9 of Lesson 27. Here, you may ask the students to identify the words that begin with the sounds of letters c, j, and o, and put the pictures in the correct boxes. Have them listen attentively to the audio and then indicate which words to select. You may continue prompting the students to identify the letters.

MUST DO 5 MIN.

Sounds Book

- Read the story on page 80 with proper intonation for the students to listen, comprehend and identify the words that begin with the sound of letter o. Following questions may be asked to test their understanding of the story:
  - Who takes the children to the park?
  - What does everyone want?
  - What does Baba buy for everyone?
  - What are the words they say that begin with the sound of letter o?

SHOULD DO 5 MIN.

- Engage the students in a class discussion on the storyline, characters and events of the story. They may share things that they like to eat.

COULD DO 5 MIN.

- Once they have comprehended the story, they can be guided through the exercises. Ask them to air trace letter O and colour every O, o in exercise A on page 81.

MUST DO 5 MIN.

- Show them flashcards with pictures of objects that begin with the letter O and ask for their names. The correct responses can be confirmed and the students can be guided to complete the words in exercise B on page 81.

SHOULD DO 5 MIN.

- Point at the picture of an octopus on page 82 and ask them to read the words it is holding. Then tell them to colour the words that begin with the sound of letter o.

COULD DO 10 MIN.

Reading Eggs digital programme can 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

- The students may be asked to pick pictures that begin with the sound of letter o and make a collage. Then put it up for display in the class. These could be used as prompts for teaching vocabulary related to the sound of letter o.

REaMS

- Open Activity 2 of Lesson 27. You may ask the students to identify the given pictures and drag the words to the correct picture. You may call individual students for this activity or conduct it as a whole class activity.

Home Task

- Parents can help the child read the words beginning with an O in exercise D on page 82. Then find and circle the words in the box given for the word search.

Period 2: Sound of Letter Q

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

Sounds Book

- Using CRM sign 'Stand in a Line' and guide the students to form a line. Tell them that they have formed a 'queue' which begins with the sound of letter q. Then they can be asked to stamp their feet, clap their hands and move their neck left to right three times. They are ready for the lesson.

COULD DO 5 MIN. ☐

REaMS

- Open Activity 1 of Lesson 30 on your REaMS Teacher Dashboard. You may tell the students that their friend Sam has come with some previously learnt sounds. You may then ask the students to listen to the audio carefully and click on the correct sound. You may call individual students to participate in this activity.

COULD DO 5 MIN. ☐

- Open Activity 2 of Lesson 30. You may tell the students that their friend Jazz has come with a new sound and it is the sound of the letter q. You may ask the students to repeat the sound as you click on the letter q.

SHOULD DO 5 MIN. ☐

- Open Activity 6 of Lesson 30. You may ask the students to identify the given pictures and drag the words to the correct pictures. You may call individual students for this activity or conduct it as a whole class activity.

MUST DO 5 MIN. ☐

Sounds Book

- Place the character standees for the story time in front of the students. Then read the story on page 83 for them to listen and raise their hand on hearing the words that begin with the sound of letter q. After first reading, ask them to open the book at page 83 and describe the picture in simple words or their home language. Talk to them about aquatic life and ask them to imitate the sound of ducks. Ask them if they also enjoy watching ducks in a pond just like Lina, Sam, Jas, Maria and Ryan. Later, ask them a few questions to answer such as:
  - What do the children see at the park?
  - What are the ducks doing?
  - How does everyone feel when they see the ducks?
- Engage them in a class discussion and guide them to air trace letter q. Then they can be given a set of crayons to colour every Q, q in exercise B on page 84.

COULD DO 10 MIN. ☐

- Ask them to name the objects in exercise A on page 84 as you point at each one. Then circle the pictures that begin with the sound of letter q.

SHOULD DO 5 MIN. ☐

- Next, ask them to listen to the poem in exercise C on page 85, as you read it with rhythm, stress and proper intonation. Let them follow after you. After class recitation, they can be asked to open the book and read it once again. Tell them to fill in the blanks with the letter q to complete it. Tell them that letter u always follows q.

MUST DO 5 MIN. ☐

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COULD DO 10 MIN. ☐

Additional Suggested Activity

- Place a quill, picture or model of a quail and a queen on the table. Ask the students to identify them and speak their names.
- The students can be asked to draw a queen. Then colour it and take it home to be given to

their mother.
P.S. You may drop a hint of drawing their mom's picture as a queen.

REaMS

- Open Activity 7 of Lesson 30. You may ask the students to identify the picture on the screen and guess the number of sounds in the word. You may explain that they will be breaking the word into the sounds of the letter. Encourage the students to say and count the number of sounds in each word.

Home Task

- Parents can sit with the child in a quiet corner. Show the sound cards and help them read the words beginning with the sound of letter q. Then ask them to open the book at page 85 and read the words given in the box in exercise D after you. Point at the letter u that follows q in all the words. Then guide them to find the words in the word search given.

Period 3

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

Sounds Book

- The students can be asked to stand up and sit down repeatedly using CRM signs. Then ask them to close their eyes and breathe deeply. Also, tell them to count the number of times they breathe in.

COULD DO
5 MIN.

REaMS

- Open Activity 1 of Lesson 26 on your REaMS Teacher Dashboard. You may tell the students that their friend Sid is back with a new sound and the sound is ad. You may ask the students to repeat the sound as you click on the sound ad. Encourage the students to say the words ending with the sound ad and relate to the respective pictures on the screen.

COULD DO
5 MIN.

- Open Activity 3 of Lesson 26. You may tell the students that in this activity they will use sound talk to read the word. You may then explain to the students that they will be breaking down the sounds of words into segments and then blending those segments to read the word. Encourage them to try it independently or take turns coming forward to join in the activity.

SHOULD DO
5 MIN.

- You may begin by explaining that certain words have similar sounds at the end, known as rhyming words (e.g., "cat" and "bat," "sing" and "ring"). Open Activity 5 of Lesson 26 on your REaMS teacher dashboard. You may first ask the students to identify the bigger image displayed on the left side of the screen and then match it with the objects that have a similar sound, given on the right side of the screen.

MUST DO
5 MIN.

Sounds Book

- The students are shown flashcards with the words ending with the sound ad. Let them repeat after you. They may be encouraged to add more words to the list. Then tell them to listen attentively and identify words ending with ad as you read the story on page 86 with proper intonation. They may clap as they hear ad words—dad, sad, bad. Have a question answer session to test their understanding of the lesson. The questions could be:
  - Why is the duck sad?
  - What does dad tell them?
- Listen to their answers intently and encourage them to express their thoughts about the picture given on page 86.

SHOULD DO
10 MIN.

- The students can be asked to read the ad words after you in exercise A on page 86. Then trace the letters ad to complete the words. Guide them to frame short and meaningful sentences.

MUST DO
5 MIN.

- Ask the students to read the words given in the box after you in exercise C on page 87. Then find them in the word search and circle them with a purple crayon.

COULD DO
5 MIN.

Reading Eggs digital programme can 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

- Give each student a sheet to create a word-web with the digraph 'ad'. Let them write, at least five, three-letter words and complete the word-web. Then they can be asked to read the words formed.

REaMS

- Open Activity 7 of Lesson 26. Encourage the students to identify the picture on the screen and guess the number of sounds in the word. You may explain that they will be breaking the word into the sounds of the letter. Encourage the students to say and count the number of sounds in each word.

Home Task

- Complete Lesson 26 and Lesson 27 of Reading Eggs
- Parents can help the child identify the objects in exercise B on page 87. Then read the words and circle the ones ending with ad with a green crayon.

Period 4

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

Sounds Book

- Using CRM signs 'Eyes on me' and 'Please wait', the students can be organised in a semi-circle. Ask them to jog on the spot for a minute. Then tell them to stop, raise their arms at the shoulder level and act like a flying bird by swinging their arms.

COULD DO
5 MIN.

REaMS

- Open Activity 1 of Lesson 28 on your REaMS Teacher Dashboard. You may tell the students that their friend Sid is back with a new sound is. You may ask the students to repeat the sound as you click on the sound is. Encourage the students to identify is from a group of sounds on the screen.

COULD DO
5 MIN.

- Open Activity 4 of Lesson 28. You may ask the students to listen attentively to the audio and have them choose the correct words to form the sentences while dragging the words in the right sequence.

SHOULD DO
5 MIN.

- Open Activity 1 of Lesson 29 on your REaMS Teacher Dashboard. You may tell the students that their friend Sid is back with a new sound and the sound is 'on'. You may ask the students to repeat the sound as you click on the 'on'. Encourage the students to identify 'on' from a group of sounds on the screen.

SHOULD DO
5 MIN.

- Open Activity 3 of Lesson 29. You may tell the students that in this activity they will use sound talk to read the word. You may then explain to the students that they will be breaking down the sounds of words into segments and then blending those segments to read the word. Encourage them to try it independently or take turns coming forward to join in the activity.

MUST DO
5 MIN.

Sounds Book

- The students can be asked to sit straight and get ready for the story time. Then read the story on page 88 with proper intonation. Let them listen and clap when they hear the words – is or on. They may be divided into two teams for the question answer session. The questions could be:
  - Where are the colourful flowers?
  - Where do they see the butterflies?
  - What does Jas point at?
  - What does he see on the tree?
  - Where does everyone look at?
  - What is the bird eating?

MUST DO
5 MIN.

- Encourage them to describe the picture in simple words or their home language, framing meaningful sentences. Have a class discussion highlighting the use of 'is' and 'on' in sentences. Giving more examples, they can be explained the correct usage.

SHOULD 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.

- Read the sentences in exercise A on page 89 for the students to read after you. They can be asked to trace the words 'is' and 'on' to complete them. Then ask them to read the sentences. You may guide them to frame similar sentences.

COULD DO
5 MIN.

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

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be shown the flashcards for 'is' and 'on' to read. They can think of a sentence using 'is' or 'on' and share it with the class.

REaMS

- Open Activity 10 of Lesson 28. You may read the sentence aloud to the students and make them repeat after you. You may help them to choose the picture that matches with the sentence. Encourage the students to recognise the details in the pictures from the given sentence.
- Open Activity 10 of Lesson 29. You may read the sentence aloud to the students and make them repeat after you. You may help them to choose the picture that matches with the sentence. Encourage the students to recognise the details in the pictures from the given sentence.

Home Task

- Complete Lesson 28, Lesson 29 and Lesson 30 of Reading Eggs.
- Parents can help the child describe the pictures in exercise B on page 89. Then help them read the sentences after you and match them with the pictures correctly.
- In exercise C on page 90, help the child describe the picture using the vocabulary already learnt and colour it with neat strokes. Then ask them to complete the sentences using 'is' or 'on'. Guide them to read the sentences again.

Period 5

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

Sounds Book

Let's Repeat

- The students can be asked to identify the pictures in exercise A on page 91. Then ask them for the sounds of letters they begin with and complete the words.

COULD DO
10 MIN.

- Next, they can be asked to read 'ad' words in exercise B. Then complete them by tracing the letters.

SHOULD DO
5 MIN.

- Ask the students to work with their partner and select the beginning sound of the words for the objects in exercise C on page 92. They can be asked to write in the blank space provided.

MUST DO
10 MIN.

- Read the sentences in exercise D on page 92 with a pause for the blank. Let them guess the word 'is' or 'on' to be filled in the blanks.

MUST DO
15 MIN.

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

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be seated in two teams. One team gets flashcards with pictures, and the other team gets flashcards with matching words. Ask one team to show one picture at a time and the other team will show the word for it. Correct responses to be pinned on the display board. For incorrect responses, ask them to retry.

Home Task

- Parents can help the child practise the words by matching them with relevant pictures in old storybooks or a picture dictionary.

Period 6

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

Let's Read

- Paste a chart or sheet with 'is' for the students to read. Then tell them that they are going to enjoy a poem. The students can be asked to listen to the poem and repeat after you.

COULD DO
10 MIN.

Let's Practise

SHOULD DO
5 MIN.

- Form two teams of the students. Ask them to repeat the sight words as you show them cue cards.

MUST DO
10 MIN.

- The students can be given high-frequency words on a word-web. Ask them to work in pairs and use them in short sentences. You may have to support them with the required vocabulary. For example, It is **good** to **play** on the ground. We go to play in the park daily.

MUST DO
15 MIN.

- Next, tell them to identify the vowel sounds in decodable words given on page 94. Then ask them to read the decodable words – band, hand, land and sand by joining each letter. They can be encouraged to add more words to the list.

COULD DO
10 MIN.

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

Additional Suggested Activity

- The students can be shown pictures to identify the objects and frame short and meaningful sentences for the same.

Home Task

- Parents can help the child read the words and weave a story. They may enjoy drawing and colouring a relevant picture for the same.

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities such as tracing, drawing and colouring
Socio-Emotional and Ethical Development	• be able to interact with peers and teachers • respond positively to different thoughts and situations
Cognitive Development	• identify the words that begin with the sounds of letters o, q and learn new words with digraph
Language and Literacy Development	• pronounce the words beginning with the sound o and q appropriately • talk about the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• acquire skills to focus attention on the task at hand