

# Yearly Scheme of Work

**Time Taken:** 31 Periods (each period of 40 minutes duration)

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

**Digital Assets:** eBook, Learning Together

## Class Nursery

### Scheme of Lessons – Micro Schedule – Art and Craft = 31 periods

Lesson* Number/ Name	Suggested Allocation of Periods
Lesson 1	1
Lesson 2	1
Lesson 3	1
Lesson 4	1
Lesson 5	1
Lesson 6	1
Lesson 7	1
Lesson 8	1
Lesson 9	1
Lesson 10	1
Lesson 11	1
Lesson 12	1
Lesson 13	1
Lesson 14	1
Lesson 15	1
Lesson 16	1
Lesson 17	1

Lesson* Number/ Name	Suggested Allocation of Periods
Lesson 18	1
Lesson 19	1
Lesson 20	1
Lesson 21	1
Lesson 22	1
Lesson 23	1
Lesson 24	1
Lesson 25	1
Lesson 26	1
Lesson 27	1
Lesson 28	1
Lesson 29	1
Lesson 30	1
Lesson 31	1

\*Please note that the lessons in the Yearly Scheme of Work correspond to the page numbers in the Art and Craft book.

**Symbols used:**



= Teaching aids required



= Time required for the activity



= Digital assets

# Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

## **The main features of the teacher's guide are:**

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

Each activity is marked with


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

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

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

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

# Lesson 1\*

 1 Period (40 minutes)



crayons, hand paints, sheets of old newspaper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop positive learning habits

## Methodology

### Period 1

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

- Show CRM signs to the students and manage the class. Let them form a line and move to the art room. Ask them to sit in a circle.
- Ask the students to tell the colours of flowers they like the most. They can tell the names if possible. Then give them old newspaper to fold and form flowers.
- Keep the bowl of crayons at the centre. Ask the students to pick colours of their choice and colour the flower on page number 2. Guide them to form smooth strokes and within the boundary line of the image.

**P.S.** Teacher must mention that we must not pluck flowers.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can draw flowers on sheets of paper and colour them. Display it in the art corner of the classroom.

### Home Task

- Parents to help the child identify the different colours of flowers and draw and colour them. They may be taught the names of a few commonly found flowers.

\*Lesson 1 corresponds to the activity given on page number 2 of the Art and Craft book.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing and colouring)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to interact with other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify flowers and colours</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw flowers using old newspapers</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work with their partners</li></ul>



# Lesson 2\*

 1 Period (40 minutes)



crayons, sand pit, ice-cream sticks, CRM signs



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop cognitive skills

## Methodology


### Period 1

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

- Show CRM signs to the students and manage the class. Ask them to form lines in a sand pit or air trace sleeping lines. **COULD DO** 
- Ask all the students to stand in a line, one behind the other. Thereafter, each child will place her/his hands on the shoulders of the child standing in front of her/him. Likewise they hold each other, form a train and move around the class. You can play some music too. Let them move the train of colours and enjoy. **SHOULD DO** 
- Give the art book to the students. Ask them to open the art book on page number 3. Guide them to join the dots to complete the sleeping lines with crayons. Then identify the image formed and colour it. Talk to them about the different kinds of trains and how they help people in travelling from one place to another. **MUST DO** 



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

### Additional Suggested Activity

- The students can be given ice-cream sticks to form sleeping lines.

### Home Task

- Parents to help the child know about different types of trains, such as passenger train, goods train, express train, bullet train, etc.

\*Lesson 2 corresponds to the activity given on page number 3 of the Art and Craft book.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing and colouring)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• try to interact with other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify sleeping lines</li><li>• recognise trains as a mode of travel</li><li>• know about different types of trains</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form sleeping lines with ice-cream sticks</li><li>• identify different shades of colours</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work with their partners</li></ul>

# Lesson 3\*

 1 Period (40 minutes)



crayons, CRM signs, pictures of types of houses



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop cognitive skills

## Methodology

### Period 1

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

- The students can be shown CRM signs to understand the instructions without speaking loudly and stand in a circle. They can raise their hands and clap five times and jump on the spot.
- The students can be encouraged to speak on the different kinds of homes for humans, birds and animals. Then tell them that such places are houses and show pictures or flashcards to recognize. Then guide them to air trace standing lines.
- Ask them to open the art book on page number 4 and trace standing lines in the picture given. Then ask them to name the objects shown. Later, give bowls with crayons to the students. Let them colour the picture with the crayons of their choice.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given beads or building blocks to arrange and form standing lines.

### Home Task

- Parents to help the child know about different types of houses, such as *kuchha* house, *pucca* house, igloo, etc.

\*Lesson 3 corresponds to the activity given on page number 4 of the Art and Craft book.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills(drawing and colouring)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify standing lines</li><li>• recognize and know about different types of houses</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form standing lines with beads or building blocks</li><li>• identify different shades of colours</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow class rules when shown the CRM signs</li></ul>



# Lesson 4\*

 1 Period (40 minutes)



crayons, CRM signs, pictures of tent, sand pit, playdough, old newspaper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop cognitive skills

## Methodology

### Period 1

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

- Show CRM signs for the students to settle down. Let them sit comfortably and breathe deeply.
- The students can be asked to air trace slanting lines. They may form different patterns in the sand pit.
- Ask them to open the art file on page number 5 and talk about the picture. Let them identify the tent, children, mountains, etc. Then ask them to trace the slanting lines and to complete the picture. Then they can colour it.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

**COULD DO**

05 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given playdough to make slanting lines.

### Home Task

- Parents to help the child roll the sheets of old newspapers into thin rolls.


\*Lesson 4 corresponds to the activity given on page number 5 of the Art and Craft book.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing and colouring)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify standing lines</li><li>• recognize and know about different types of houses</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form slanting lines using newspaper and playdough</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work with peers</li></ul>

# Lesson 5\*

 1 Period (40 minutes)



crayons, CRM signs, old newspaper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop strength and coordination of small motor muscles
- develop positive learning habits
- develop cognitive skills
- develop communication skills

## Methodology

### Period 1


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

- Show CRM signs for the students to settle down. They can be asked to stand and raise their arms, move their hands and clap. This will help them to get ready for the class. **COULD DO** 
- The students can be given crayons to trace the lines on sheets of old newspaper and say whether they have drawn sleeping, slanting or standing lines. They can also be asked to show the three types of lines with fingers. **SHOULD DO** 
- Next, the students can be asked to trace the lines on page number 6 and identify them as sleeping, slanting or standing lines. They can be asked to identify the objects in the given picture. Encourage them to speak, may be in short, simple phrases or their home language. Thereafter, they can be given crayons to colour the house and show it to their partners. **MUST DO** 

**P.S.** The students must be told the fun fact about how the rabbit's teeth do not stop growing. Ask if their teeth stop growing and enjoy the class discussion.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

\*Lesson 5 corresponds to the activity given on page number 6 of the Art and Craft book.

### Additional Suggested Activity

- The students can be asked to look around and identify sleeping, slanting and standing lines in objects around them such as windows, desks, tables, pencil, etc.

### Home Task


- Parents to help the child trace lines in sand or old newspaper and draw a window.
- Show pictures and tell the child more about rabbits.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing and colouring)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their ideas comfortably</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify three types of lines</li><li>• know the facts about rabbit</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form lines using newspaper</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work with peers</li></ul>

# Lesson 6\*

 1 Period (40 minutes)



crayons, CRM signs, old newspaper, teddy bear



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- demonstrate creativity and inventiveness with materials
- develop positive learning habits
- develop cognitive skills
- develop effective communication skills

## Methodology

### Period 1

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

- Show CRM signs for the students to settle down. They can be asked to sing and enact the rhyme 'Teddy Bear, Teddy Bear Turn Around'
- Then show them a teddy bear and talk about its eating and sleeping habits and tell them that bears are very good swimmers. Ask if they know swimming and enjoy the class discussion. Ask them to pick brown crayon from the given collection and name the things that are brown in colour.
- Ask the students to open the book at page number 7. Pick the brown crayon from the bowl and colour the bear with smooth straight strokes.

**COULD DO**

15 MIN.

**SHOULD DO**

05 MIN.

**MUST DO**

20 MIN.

**P.S.** The students must be told the fun fact about the bears that they are good swimmers.



**eBook** can be shown to recapitulate the concepts taught.

**COULD DO**

10 MIN.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

### Additional Suggested Activity

- The students can be asked to make a bear mask with a sheet and colour it brown.

\*Lesson 6 corresponds to the activity given on page number 7 of the Art and Craft book.

## Home Task


- Parents to help the child identify things that are brown in colour like chickoo (sapota), brownie, etc. Then draw any one object and colour it brown.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing and colouring)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their ideas comfortably</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify things that are brown in colour</li><li>• know the facts about bear</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a bear mask and colour it</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work with peers</li></ul>

# Lesson 7\*

 1 Period (40 minutes)



crayons, CRM signs, green and red construction paper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills and sensorial perceptions
- develop positive learning habits
- develop cognitive skills
- develop communication skills

## Methodology

### Period 1

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

- Show CRM signs and settle the students. Ask them to form a circle and roll their hands five times. **COULD DO**   
**15 MIN.**
- Ask the students to name their favourite fruits. Choose the ones that are red or green in colour. Then talk about watermelon and its benefits. Also, tell them that it is a fruit with many seeds and belongs to the cucumber family. **SHOULD DO**   
**05 MIN.**
- Then show them the picture on page number 8 and talk about it. Place crayons in the centre and ask them to pick red crayons and colour the upper part of the watermelon. Once they have coloured the red part, guide them to colour the green part with smooth straight strokes. Tell them to keep colouring inside the lines drawn for the watermelon. **MUST DO**   
**20 MIN.**



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be asked to paste green and red construction paper and form a watermelon.

\*Lesson 7 corresponds to the activity given on page number 8 of the Art and Craft book.

## Home Task


- Parents to help the child identify fruits that belong to the cucumber family.
- Help the child sow the watermelon seed and look after the growth of the plant.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their ideas comfortably</li><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify things that are brown in colour</li><li>• know the facts about watermelon</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a watermelon with construction paper</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work with peers</li></ul>

# Lesson 8\*

 1 Period (40 minutes)



crayons, CRM signs



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop cognitive skills and explore the physical and natural environment
- develop communication skills

## Methodology

### Period 1

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

- The students can be accompanied to the art room. Show CRM signs and settle the students. **COULD DO**   
**15 MIN.**
- Sing the rhyme 'Rain, Rain Go away' for the students to follow. Then ask if they like to play in the rain or not. Talk about things people use during the rainy season like gum boots, umbrella, raincoat, etc. **SHOULD DO**   
**05 MIN.**
- Ask them to open the book at page number 9 and describe it. Encourage them to talk about the boy and umbrella. Ask if the boy in the picture looks happy or sad, which colour they like their umbrella to be. Then they can pick the crayons of their choice and colour the umbrella. Discuss how an umbrella is used to avoid getting wet in the rain. Raindrops can be coloured blue. Tell them that water is represented by blue colour. **MUST DO**   
**20 MIN.**

**P.S.** Teacher must tell the students that the rainiest place in the world is located in India.

 **eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

**COULD DO**

**10 MIN.**

### Additional Suggested Activity

- The students can be asked to draw a raincoat and colour it.

**P.S.** The students may not draw straight lines but their idea of raincoat must be appreciated.

\*Lesson 8 corresponds to the activity given on page number 9 of the Art and Craft book.

## Home Task

- Parents can talk to the child about rainy days, puddles on roads, avoid eating outside food/ water as it gets contaminated easily, etc.
- Help the child know about the places where it rains heavily and the places where it does not rain at all. Also, discuss the importance of not wasting water.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their ideas comfortably</li><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify things that are used in rainy weather</li><li>• know the facts about rainiest places in the world</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw a raincoat and colour it</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• do not waste water</li><li>• avoid eating outside food for good health</li><li>• learn to work with peers</li></ul>

# Lesson 9\*

 1 Period (40 minutes)



crayons, CRM signs



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop sensorial perceptions
- demonstrate creativity and inventiveness with materials
- develop positive learning habits
- develop cognitive skills and predict patterns
- develop communication skills

## Methodology

### Period 1

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

- The students can be settled in the class using the CRM signs, if required. Ask them to raise their head up then down, turn right and then left. Breathe deeply ten times. **COULD DO** 
- Give circles of different colours to the students to stick in a row such that they form the shape of a caterpillar. Tell them about how caterpillars can be found in the garden. They feed on leaves and turns into a butterfly as they grow. **SHOULD DO** 
- The students can open the art book at page number 10. Encourage them to talk about the picture they see and colour it with smooth, straight strokes. **MUST DO** 

**P.S.** Teacher must tell the students about the interesting fact about caterpillars that they have six eyes. Discuss.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

**COULD DO**



### Additional Suggested Activity

- The students can be asked to draw a leaf and colour it green to be fed to the caterpillar.

\*Lesson 9 corresponds to the activity given on page number 10 of the Art and Craft book.

## Home Task


- Parents can take the child to the garden and observe. See if they could find a caterpillar. Discuss the life of a caterpillar and how they are important for the environment.
- Draw and colour a caterpillar. Then paste glitter and hang it near the study table.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their ideas comfortably</li><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify things that a caterpillar eats</li><li>• learn the facts about caterpillars</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour a caterpillar and paste glitter</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn the importance of small creatures and do not harm them</li></ul>

# Lesson 10\*

 1 Period (40 minutes)



crayons, CRM signs



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills and demonstrate healthy dietary habits
- develop positive learning habits
- develop cognitive skills
- develop communication skills

## Methodology

### Period 1


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

- The students can be shown CRM signs and accompanied to the school playground. **COULD DO** 
- The students can be asked the names of their favourite things to eat such as ice cream, fruit chat, etc. Encourage them to speak in short phrases or their home language. **SHOULD DO** 
- Show the picture on page number 11 and ask them if they like ice-cream cone or ice lollies. Then guide them to trace the lines and complete the picture. Once the picture is complete, ask them to colour it. **MUST DO** 

**P.S.** Teacher must ask them about their favourite ice-cream flavours.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

### Additional Suggested Activity

- The students can be asked to paste coloured paper to an ice-cream stick and make their own ice cream.

\*Lesson 10 corresponds to the activity given on page number 11 of the Art and Craft book.

## Home Task


- Parents can take the child to an ice-cream parlour and enjoy ice cream.
- Let the child talk about her favourite ice cream flavours.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their ideas comfortably</li><li>• interact with other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• tell different flavours of ice cream</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make an ice cream using paper and ice cream stick</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to share with their peers</li></ul>

# Lesson 11\*

 1 Period (40 minutes)



crayons, CRM signs, old newspaper and jute string



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills and sensorial perceptions
- demonstrate creativity and inventiveness with materials
- develop positive learning habits
- develop cognitive skills
- develop communication skills

## Methodology

### Period 1


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

- The students can be shown CRM signs and accompanied to the school playground. Divide the class into two groups. Let them play with a ball. **COULD DO**   

- The students can be shown flashcards/ pictures of different types of balls to identify such as, football, basketball, tennis ball, etc. **SHOULD DO**   

- Guide the students to open the book at page number 12, trace the dotted lines and complete the picture. Let them identify and name the picture as that of a ball. Then they can be given a box of crayons to pick and choose their favourite crayons and colour the ball. **MUST DO**   


**P.S.** Teacher must tell the students that balls are used to play many games. For example, football and basketball.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO**   


### Additional Suggested Activity

- The students can be asked to make their own basketball using sheets of old newspaper and jute string.

\*Lesson 11 corresponds to the activity given on page number 12 of the Art and Craft book.

## Home Task


- Parents can show pictures of different types of balls to the child and discuss.
- Draw and colour a ball and paste buttons to make it attractive.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• learn to identify different types of balls</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a ball using newspaper and jute string</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outdoors</li></ul>

# Lesson 12\*

 1 Period (40 minutes)



crayons, CRM signs, old newspaper and jute string



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of small motor muscles
- develop positive learning habits
- develop cognitive skills and develop skills related to sequential thinking
- develop communication skills

## Methodology

### Period 1

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

- The students can be shown CRM signs to settle down. Divide the class into two groups and name the groups as Rain and Clouds, respectively. Talk to them about the formation of clouds and rain. **COULD DO**   
**05 MIN.**
- The students can be shown flashcards/ pictures of rainbow. Help them identify the colours of the rainbow by hand painting on the old sheets of newspaper. **SHOULD DO**   
**15 MIN.**
- Ask the students to open the art file at page number 13. Pick the crayons in the order of colours in a rainbow and colour it. **MUST DO**   
**20 MIN.**

**P.S.** Teacher must tell them that the colours of the rainbow always appear in the same order.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be asked to make their own rainbow by tearing the coloured paper into strips and pasting them in the order of the rainbow- violet, indigo, blue, green, yellow and red.

\*Lesson 12 corresponds to the activity given on page number 13 of the Art and Craft book.

## Home Task


- Parents can show the rainbow whenever it appears and talk about it to the child.
- Help the child draw a rainbow and colour it. Then pin it up on the board or paste it on the wall in her/his room.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify different types of balls</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a ball using newspaper and jute string</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outdoors</li></ul>

# Lesson 13\*

 1 Period (40 minutes)



crayons, CRM signs, cardboard, velvet paper, lace, sequins, jute string



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills
- develop positive learning habits
- develop cognitive skills and recognize the pattern formed
- develop effective communication skills

## Methodology

### Period 1


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

- Show CRM signs to the students to instruct and settle them down. They can be asked to form an elephant's trunk by holding their right arm with the left one and act like one. **COULD DO**   

- The students can be given the elephant's mask to colour and wear it. Talk to them about elephants and their habitat. **SHOULD DO**   

- Ask the students to open the art file at page number 14 and identify the animal shown in the picture. Then guide them to trace the dotted lines and colour the elephant. **MUST DO**   


**P.S.** Teacher must tell them that the elephants use mud as their sunscreen. Also, make the children understand the concept of using sunscreen as a guard against the heat of the Sun.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO**   


### Additional Suggested Activity

- The students can be asked to draw an elephant and paste it on a cardboard. Hang it across the class using jute string.

\*Lesson 13 corresponds to the activity given on page number 14 of the Art and Craft book.

## Home Task


- Parents can take the child to the zoo and show an elephant or watch a documentary on elephants.
- Help the child make an elephant using craft material like cardboard, velvet paper, lace, sequins, etc.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with the other children</li><li>• show care for and joy in engaging with all life forms</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify elephant and their habits</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make an elephant using craft material</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 14\*

 1 Period (40 minutes)



crayons, CRM signs, hand paint, newspapers



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop a positive regard for the natural environment around them
- develop positive learning habits
- develop cognitive skills
- develop communication skills
- demonstrate creativity and inventiveness with materials

## Methodology

### Period 1

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

- Show CRM signs to the students and accompany them to the art room. Ask them to look around and describe the art work whether they like it or not. Organise the class in a circle. **COULD DO**   
**05 MIN.**
- The students can be guided to use the hand paint in bowls to make thumb prints on the newspapers. Talk to them about the green leaves that we see through the year. Leaves cook food for the plants. **SHOULD DO**   
**15 MIN.**
- Thereafter, show the picture on page number 15 and ask the students to express their feelings for plants and trees. They can be guided to trace the ovals with crayons. Following this, the students dip their finger in green hand paint to make impressions on the leaves. **MUST DO**   
**20 MIN.**

**P.S.** Teacher must tell them that leaves change their colours during autumn season.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be asked to draw leaves and colour them.

\*Lesson 14 corresponds to the activity given on page number 15 of the Art and Craft book.

## Home Task


- Parents can take the child to the park. Collect fallen leaves of various shapes and sizes. Then paste them in a scrapbook. Bring it to school for display in the class.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their feelings for plants and trees</li><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify leaves as they prepare food for the plant</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• describe the pictures in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• collect fallen leaves and prepare a scrapbook</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• care for plants and trees</li></ul>

# Lesson 15\*

 1 Period (40 minutes)



crayons, CRM signs, googly eyes



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills and physical coordination
- develop positive learning habits
- develop cognitive skills
- develop emergent literary skills
- demonstrate use of body with proper sense of space and direction

## Methodology

### Period 1

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

- Show CRM signs to the students and accompany them to the playground. Ask them to hop, skip, jump and leap like a frog. **COULD DO** 
- Show flashcards with frog, lily pad, pond /lake and tell the students that frogs live in water as well as on land. Discuss how frogs have slimy skin and big eyes. **SHOULD DO** 
- The students can be shown the picture on page number 16. Encourage them to describe it in simple words and phrases or their home language. Then give them googly eyes to paste on the frog. Next they can pick green crayon to colour the picture. Guide them to use smooth strokes along the line/ edges. They can show each other how they have coloured the frog. **MUST DO** 

**P.S.** Teacher must tell them that frog's tongue is around three times the length of its body.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

### Additional Suggested Activity

- The students can be asked to thumb print the picture of a frog.

\*Lesson 15 corresponds to the activity given on page number 16 of the Art and Craft book.

- Students can be asked to tear used coloured paper into small pieces. Then paste them on the picture of a frog.

### Home Task

- Parents can take the child to the park and observe if there are any frogs. Also, talk to the child about the frogs that they can be easily seen during rains.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills (drawing, colouring and pasting)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• express their ideas about frogs</li> <li>• interact with other children show care for and joy in engaging with all life forms</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand CRM signs and follow teacher's instructions</li> <li>• recognize the fact about frogs</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• describe the frogs in simple, short phrases</li> <li>• describe the pictures in simple words or phrases, in their home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• tear and paste coloured paper on the picture of a frog</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe minute details of objects</li> <li>• adopt and follow classroom norms</li> </ul>

# Lesson 16\*

 1 Period (40 minutes)



crayons, CRM signs, hand paint, playdough, buttons, cardboard



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills and sense of balance and physical coordination
- develop positive learning habits
- develop cognitive skills explore the natural environment
- develop communication skills

## Methodology

### Period 1

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

- Show CRM signs to the students and accompany them to the playground. Ask them to act like a bird by spreading their arms and running to fly. **COULD DO** 
- Talk to them about birds that fly the highest or the ones that do not fly at all. Tell them that birds like eagle fly the highest whereas penguins, ostriches etc. do not fly. **SHOULD DO** 
- Organise the class in a circle and instruct them to sit comfortably. Then place the bowls with hand paints in the centre. Show them the picture on page number 17 and encourage them to talk about it. Give them clues like, the bird that flies the highest, sharp eye sight to catch its prey on the Earth while flying high in the sky, etc. The students can be asked to dip their hands in the hand paint kept in the bowl. Then print their hands so as to form wings of the eagle in the art file. **MUST DO** 

**P.S.** Tell the students that the largest bird in the world is the ostrich.



**eBook** can be shown to recapitulate the concepts taught. **COULD DO** 

**Learning Together** video can be shown to demonstrate the activity given in the lesson. 

### Additional Suggested Activity

- The students can be asked to make a penguin with playdough and buttons for its eyes. Also, talk about it (flightless, cold regions of the Earth, etc.)

\*Lesson 16 corresponds to the activity given on page number 17 of the Art and Craft book.

## Home Task

- Parents can show the child pictures of birds and talk about their habitat, eating habits, flying skills, etc.
- Help the child draw and colour any one bird they like the best. Then paste it on a cardboard. Hang it in the balcony and watch it flying when the wind blows.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• understand the facts about flightless birds like an ostrich</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe eagle and other birds in simple, short phrases</li><li>• describe the picture in simple words or phrases, in their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• use playdough and buttons to make a penguin</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• work in collaboration with peers</li></ul>

# Lesson 17\*

 1 Period (40 minutes)



crayons, CRM signs, cotton balls, yellow paint



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop coordination of fine muscles with dexterity
- develop positive learning habits
- develop cognitive skills
- develop emergent literary skills

## Methodology

### Period 1

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

- Take the class to the art room for the activity. Use CRM signs to manage the students. They can be asked to make 'cluck, cluck' sound like chickens. They may also act like chickens and enjoy. **COULD DO** 
- Organise the class and guide them to sit in two semi-circles. They can be shown a cartoon film on chickens, if possible. Encourage them to talk about hens and chickens in simple words or their home language. **SHOULD DO** 
- Guide them to open the book at page number 18. Place bowls with yellow paint for both the groups. Then given them cotton balls to dip into the paint and colour the chick. **MUST DO** 

**P.S.** Tell the students that chickens are birds but they cannot fly.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** video can be shown to demonstrate the activity given in the lesson.

**COULD DO**



### Additional Suggested Activity

- The students can be asked to draw and colour a mumma hen for the chick. Also, they may draw an egg to show that the chick comes from the egg laid by the hen.

\*Lesson 18 corresponds to the activity given on page number 19 of the Art and Craft book.

## Home Task


- Parents can take the child to a farm house to show how hens, ducks and others are reared for milk, egg and meat.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• know the facts about chickens</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the pictures in simple words, phrases, or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• learn to draw and colour a hen and a chicken</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow class norms</li><li>• observe their immediate surroundings and respond positively</li></ul>

# Lesson 18\*

 1 Period (40 minutes)



crayons, CRM signs, hand paints



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of small motor muscles
- develop positive learning habits
- develop cognitive skills and predict patterns
- develop effective communication skills

## Methodology

### Period 1

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

- Use CRM signs to manage the students. Ask them to hold their palms one above the other such that they can move their thumbs. Then act like a fish moving in the ocean. **COULD DO**   
**05 MIN.**
- The students can tear sheets of old newspapers and form small fish. Then ask them to colour and paste them on the display board. **SHOULD DO**   
**15 MIN.**
- Ask the students to open the book at page number 19. They can work in a circle with paint bowl placed at the centre of the table. Demonstrate thumb printing to the students and guide them to paint the fish given. Let them dry and then display it on the board. **MUST DO**   
**20 MIN.**

**P.S.** Tell the students that the world's fastest fish is the sailfish.



**eBook** can be shown to recapitulate the concepts taught. **COULD DO**

**Learning Together** video can be shown to demonstrate the activity given in the lesson. **10 MIN.**

### Additional Suggested Activity

- The students can be asked to make an octopus by dipping their hand in paint and placing their palm on the sheet. Tell them to rotate the picture in such a way that their fingers form the arms of the octopus and palm, its head.

\*Lesson 18 corresponds to the activity given on page number 19 of the Art and Craft book.

## Home Task

- Parents can help the child create a craft aquarium using an old shoe box. First, take a small piece of cardboard and cut it into the shape of fish. Paint and tie strings at one end. Next, paint the inside of the box blue and make holes on the upper side such that the fish can be hung vertically into the box. Then hold the box vertically and paste a transparent sheet so that fish can be seen swimming in the ocean. The aquarium is ready.


**P.S.** Let the child colour the aquarium and the fish.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring and pasting)</li><li>• move their hands like a fish</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with the other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• know and talk about the types of fish</li><li>• understand CRM signs and follow the teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• talk about the picture in simple words and phrases, or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make fish aquarium using an old shoe box and paints</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• work in collaboration with peers as well as parents</li></ul>

# Lesson 19\*

 1 Period (40 minutes)



crayons, CRM signs, old bottle caps, oval cut-outs, long and short strips of cardboard, jute string



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop balance and coordination of fine motor skills
- develop positive learning habits
- develop cognitive skills, make predictions and ask questions
- develop emergent literary skills

## Methodology

### Period 1

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

- Use CRM signs to instruct the students and organize the class in a circle. Ask them to hop, skip and jump on the spot. Turn to their right and then walk three steps sideways to their left. Now, they are ready for the lesson. **COULD DO**   
**05 MIN.**
- Give each student an oval shape, six small strips and two long strips of cardboard. Demonstrate how to paste the strips on the oval and form a crab. Paste googly eyes and colour the crab. Then tell them about the crabs that they run and walk sideways. **SHOULD DO**   
**15 MIN.**
- Ask the students to open the book at page number 20. Point at the pictures of crabs and ask them a few questions such as,
  - What do you see in the picture?
  - How many crabs do you see in the picture?
  - Do the crabs look happy or sad?

Engage them in a class discussion and guide them to pick red and yellow crayons from the bowls. The help them colour the big crab red and the small one yellow. They can be guided to colour the crabs with neat strokes along the lines. **MUST DO**   
**20 MIN.**

**P.S.** Tell the students that the crabs like to run and walk sideways.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson. **COULD DO**   
**10 MIN.**

\*Lesson 19 corresponds to the activity given on page number 20 of the Art and Craft book.

### Additional Suggested Activity

- The students can be given ice-cream sticks to make stick puppets with the crabs they have made. Then conduct a role-play between Mother crab and baby crab.

### Home Task


- Parents can help the child know more about crabs by watching an educational video.
- Guide the child to make a moving crab using an old bottle cap, strips of paper and strings. Paste the strips for arms of the crab. Make a hole in the bottle cap and insert the string, tie a knot such that when the string is pulled the crab seems to be moving its arms. Let the child play and enjoy.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (drawing, colouring, pasting)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with the teacher</li><li>• respond positively to situations</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• learn about crabs</li><li>• recognize the pattern of movements (hop, skip, jump, move to the left, etc.)</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• learn new vocabulary and use it to describe crabs and their appearance</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness with a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe and explore using various senses and ask questions</li><li>• adopt and follow classroom norms</li></ul>

# Lesson 20\*

 1 Period (40 minutes)



flashcards, crayons, CRM signs, tiger mask, ice-cream sticks, rag, paper and paints



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop control in working with hands and fingers
- develop positive learning habits
- develop cognitive skills and make sense of the world around them
- develop emergent literary skills through art

## Methodology

### Period 1


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

- The students can be accompanied by the teacher to the art room. Show CRM signs and guide them to move quietly through the corridors to the art room. **COULD DO**   

- Ask them to look at the flashcards with animals and name them. Then point at the flashcard with the tiger and ask them to what they already know about tigers. You may add to their knowledge by telling them facts such as 'a tiger belongs to the cat family' and so on. **SHOULD DO**   

- Ask them to open the art book at page 21. They may be engaged in a class discussion on the stripes of the tiger that help them in camouflaging. Let them look at the picture and describe it using simple words or their home language. Then place the bowls of crayons on the table for the students. Guide them pick yellow crayons and colour the tiger on page 21 neatly along the outline. **MUST DO**   


**P.S.** Tell the students that tigers are the biggest cats in the world.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson. **COULD DO**   


### Additional Suggested Activity

- The students can be given a tiger mask to colour. They may wear the mask and act like a tiger.

\*Lesson 20 corresponds to the activity given on page number 21 of the Art and Craft book.

## Home Task


- Parents can help the child make a tiger puppet using ice-cream sticks, rag, paper and paints. Then enjoy a short story using the stick puppets with her/him.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show fine motor skills, eye-hand coordination through activities like colouring and pasting</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li><li>• participate in daily activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify tiger and other animals</li><li>• learn interesting facts about tigers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the picture of the tiger in simple words or their home language</li><li>• listen and follow short instructions like 'Stand in a Line', etc.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with a variety of materials while creating the tiger mask</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details and ask questions</li><li>• adopt and follow classroom norms</li></ul>

# Lesson 21\*

 1 Period (40 minutes)



crayons, CRM signs, sticky dots, toy/model of dinosaur, playdough or clay



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills, eye-hand coordination and muscle strength
- develop positive learning habits that help them participate actively in class activities
- differentiate between the events that happened in the past and present
- develop emergent literary skills through art

## Methodology

### Period 1

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

- The students can be managed by showing them CRM signs. Ask them to form a semi-circle and follow the instructions—'hop-sit-stand' and repeat. **COULD DO**   
**05 MIN.**
- Place the model/toy dinosaurs on the table for the students to observe and play. They may weave a short story around the dinosaurs. **SHOULD DO**   
**15 MIN.**
- Guide the students to open the book at page 22. Identify the animal and describe it in their home language. Give them sticky dots and demonstrate how to paste them on the dinosaur. Then help them colour the picture using crayons and engage them in a brief discussion on dinosaurs. Discuss how they vanished from the Earth and cannot be found anymore. **MUST DO**   
**20 MIN.**

**P.S.** Tell the students that many big dinosaurs had feathers.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be shown the video on dinosaurs depicting their life and explain how they vanished.

\*Lesson 21 corresponds to the activity given on page number 22 of the Art and Craft book.

## Home Task

- Parents can help the child make a model of a dinosaur using playdough or clay.
- Engage her/him in a short story about dinosaurs or watch a cartoon film or documentary on dinosaurs.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance, coordination and flexibility in various physical activities</li><li>• show dexterity in using crayons and pasting sticky dots</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to other children and the teacher in various classroom situations</li><li>• play with toy dinosaurs</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• know about the dinosaurs through art work</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the picture of a tiger in simple words or their home language</li><li>• listen and follow short instructions like 'Stand in a Line', etc.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with a variety of materials while creating the tiger mask</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details and ask questions</li><li>• adopt and follow classroom norms</li></ul>

# Lesson 22\*

 1 Period (40 minutes)



crayons, CRM signs, balloons, quilling strips, small tokens, coloured mats, an old bottle cap, a small polythene bag



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills and coordination of fine muscles with dexterity
- develop positive learning habits to participate actively in formal classroom environment
- explore the physical environment by manipulating a variety of materials
- develop emergent literary skills through art

## Methodology

### Period 1

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

- Use CRM signs and instruct the students to move through the corridors to the play area. They must be signaled to move quietly without disturbing other classes. Once they reach the play area, divide them into groups of four. Guide them to stand on the coloured mats—blue, green, red and yellow by giving them small tokens with numbers one, two, three and four. Group blue will hop, group green will skip, group red will jump and group yellow will twist. Then change the order of the physical activity for each group. Repeat the activities till each group has performed each step. **COULD DO**   
**05 MIN.**
- Place balloons of four colours in a box for the students to pick and blow into it (if they can). You must ensure that they do not get hurt while blowing air into it. **SHOULD DO**   
**10 MIN.**
- Guide the students to open the art book at page 23. Identify the hot air balloon and describe the children in it. Encourage them to weave a short story around hot air balloon. **SHOULD DO**   
**10 MIN.**
- They can be asked to decode the colour code provided. Then guide them to colour the hot air balloon as per the code. Walk around the class to observe the students. Also, ensure that they colour the balloon correctly. **MUST DO**   
**15 MIN.**

**P.S.** Tell the students about the hot air balloon festivals that are held in certain countries across the world.

\*Lesson 22 corresponds to the activity given on page number 23 of the Art and Craft book.



**eBook** can be shown to recapitulate the concepts taught.

**COULD DO**



**Learning Together** can be shown to demonstrate the activity given in the lesson.

### Additional Suggested Activity

- Place balloons of four colours in a box for the students to pick one and blow into it (if they can). They can be asked to paste the balloon on a sheet of paper. Then show them how to weave a basket to be pasted under the balloon using the quilling strips. Their very own hot air balloon is ready. They can display their art work in the class.

### Home Task

- Parents can help the child make their very own hot air balloon using balloon, strings and a small cane basket. Weave the basket or use an old bottle cap, tie strings to the balloon or a small polythene bag and drop it from a considerable height to watch it float in the air.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show balance, coordination and flexibility in various physical activities</li> <li>identify the colours and stand according to the colour code given</li> <li>show dexterity in tying strings to the balloon</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>understand CRM signs and follow teacher's instructions</li> <li>know about hot air balloon festivals held in various countries</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>describe the hot air balloon and weave a short story using simple words or their home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>display creativity and inventiveness with a variety of materials to make their own hot air balloon</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>adopt and follow classroom norms</li> <li>observe minute details and explore more about hot air balloons</li> </ul>

# Lesson 23\*

 1 Period (40 minutes)



flashcards, crayons, CRM signs, pictures of an Eskimo and igloo, black chart paper, rectangular pieces of white paper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop coordination of fine muscles with dexterity
- develop positive learning habits
- explore the physical environment by manipulating a variety of materials
- develop emergent literary skills through art
- develop verbal and non-verbal communication skills

## Methodology

### Period 1


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

- Manage the students using CRM signs 'Stand in a line, Please Wait, Shh...'. **COULD DO** 
- Show pictures of an Eskimo and an igloo to the students and ask them to express their thoughts in simple words or their home language. Discuss that Eskimos live in the snow and make their homes with snow which are called igloos. **SHOULD DO** 
- Next, show them flashcards for the letters from A to I to identify and repeat after you. Ask them to open the art book at page 24. Point at each letter of the alphabet and ask them to join them neatly using a crayon. Then explain that they have formed an igloo where Eskimos live. **SHOULD DO** 
- Once they have completed the picture of an igloo, ask them to colour it. **MUST DO** 

**P.S.** Tell the students that igloos have chimneys and windows.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson. **COULD DO** 

\*Lesson 23 corresponds to the activity given on page number 24 of the Art and Craft book.

### Additional Suggested Activity

- The students can be given a black chart with an igloo drawn. Ask them to work in pairs and paste the rectangular white pieces of paper in the boxes and complete the igloos.

### Home Task

- Parents can sit comfortably with the child and talk about the life of an Eskimo. Also, help in making an igloo and paste cotton on it to give the impression of snow.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance, coordination and flexibility in various physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work collaboratively with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• recall letters of the alphabet from A to I</li><li>• know about the life of people in snow and their houses are known as igloos</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe an igloo using simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness with a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow classroom norms</li><li>• engage actively in making an igloo with peers</li></ul>

# Lesson 24\*

 1 Period (40 minutes)



flashcards, crayons, CRM signs, small triangular sheets of coloured paper, glue, sheets with an outline of a boat



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the physical environment
- develop positive learning habits
- develop emergent literary skills through art
- develop effective communication skills

## Methodology

### Period 1

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

- Show CRM signs 'Eyes on Me' and ask the students to follow your steps. Then stand in front of them, join hands. First move them left to right and thereafter, right to left. Sing the rhyme 'Row, Row, Row Your Boat'. Let them enact and enjoy. Then show CRM sign 'Sit Down' and ask them to take their seats.
- Show flashcards with the numbers 1-10 to the students. Let them identify the number as you hold each card. Ask them to repeat the number count, at least twice.
- Ask them to open the art book at page 25. Point at the numbers and ask them to read them. Then they can join the numbers using a crayon and identify the object formed. Talk to them about boats being an important means of water transport. Then they can be asked to colour the boat with the crayons of their choice.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
15 MIN.

**P.S.** Tell the students that the traditional boat in Kerala is called Vallam.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson.

**COULD DO**   
10 MIN.

\*Lesson 24 corresponds to the activity given on page number 25 of the Art and Craft book.

### Additional Suggested Activity

- Organize the students into groups of four. Give them a sheet with a boat drawn, two small triangular pieces of coloured paper and glue. Then guide them to paste the small triangles to complete the boat. Then colour the boat with their favourite crayons.

### Home Task


- Parents can watch the video on evolution of boat from log to the present-day boats with the child and discuss.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>show precision and control in working with hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>respond positively to the teacher and peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>understand CRM signs and follow teacher's instructions</li><li>recall the number count from 1-10 and join the dots</li><li>learn about boats as a means of water transport and also about the traditional boat used in Kerala</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>recite a rhyme on boat and enact it</li><li>describe a boat using simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>display creativity in making a boat and pasting paper on it</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>participate actively in group activities in the formal environment of the classroom</li></ul>

# Lesson 25\*

 1 Period (40 minutes)



crayons, CRM signs, cotton, glue, hand paint



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine motor skills
- develop skills related to observing and reasoning
- develop positive learning habits and engage in class activities
- develop expressive and receptive communication skills

## Methodology

### Period 1

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

- The class can be organized in a semi-circle using the CRM signs 'Eyes on Me, Sit Down and Please Wait'. Ask the students to clap their hands and snap their fingers five times each.
- They can be organized in a group of three. Give them stars to be pasted on a black chart paper and make a night scene. Also, they can use white paint to make the Moon. Help them dip their fingers in hand paint and form the Moon.
- They can be given cotton balls and glue to paste on page 26 to form the Moon. Help them in spreading the glue and then pasting cotton balls neatly.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson.

**COULD DO**

 MIN.

**SHOULD DO**

 MIN.

**MUST DO**

 MIN.

**COULD DO**

 MIN.

### Additional Suggested Activity

- The students can be asked to listen to the poem 'Star light, star bright' and repeat after you with proper rhythm and intonation.

\*Lesson 25 corresponds to the activity given on page number 26 of the Art and Craft book.

## Home Task

- Parents can take the child to watch a starry night and discuss how the Moon and the stars shine so bright at night.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with the teacher and peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• learn about the night sky, the Moon and the stars</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recite the rhyme 'Star light, Star bright' with proper rhythm and intonation</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity in making the night sky using hand paint, cotton and a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• engage in activities held in the formal environment of the classroom</li></ul>

# Lesson 26\*

 1 Period (40 minutes)



crayons, CRM signs, old newspaper, used blister pack of any medicine, glue



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the natural environment
- develop positive learning habits
- develop emergent literary skills through art
- develop initiative and curiosity

## Methodology

### Period 1

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

- The students can be asked to form a semi-circle. Demonstrate how to hold their hands at the back like an owl and move around to find a place (branch) for themselves. They can be asked to hoot like an owl and say when an owl hunts for its prey.
- Ask them to open the art book at page 27 and name the objects as you point at each one. They can then be guided to colour the picture and describe it in simple words or their home language.
- The students can be given cellophane sheets. Demonstrate how to paste it on the picture they have coloured on page 27 and turn it into a night scene. Talk to them about the eating habits of an owl being a nocturnal creature.

**P.S.** Inform the students that baby owls are called owlets.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

\*Lesson 26 corresponds to the activity given on page number 27 of the Art and Craft book.

### Additional Suggested Activity

- The students can be asked to make an owl using old newspaper. Give them the cut-out of an owl. Ask them to tear sheets of newspaper into small ovals with hands. Then paste each oval on the owl to create its feathers. Colour black circles for eyes. Also, they can be given two pieces of blister pack of any medicine to be pasted on the eyes to give the effect of googly eyes.

### Home Task

- Bring a lady's finger for the art and craft activity on page 28.
- Parents can take the child to a bird sanctuary. Show and discuss the habitat of an owl.
- Sit comfortably with the child and watch a video on owls. Listen to the child and her/his observation.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop strength and coordination of muscles while working with fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• learn about the owls being the nocturnal/ night animals</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the night scene in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity in making the owl and the night scene</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt the class norms and participate actively in various activities</li></ul>

# Lesson 27\*

 1 Period (40 minutes)



flashcards, crayons, CRM signs, yellow paint, lady's finger, picture/model of a pineapple



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills and physical coordination
- explore the natural environment and ask questions
- develop positive learning habits
- develop effective communication skills

## Methodology

### Period 1

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

- Show CRM sign 'Eyes on Me' to the students. Show the shapes of fruits and ask them to guess the fruit. Each correct response is given a star. **COULD DO** 
- The students can be asked to sing and enact a rhyme on fruits. **SHOULD DO** 
- Hold CRM signs 'Shh... and Please Wait'. Then ask them to open the art book at page 28 and name the fruit. They can then be guided to describe its appearance, taste, etc. Then take a piece of lady's finger and demonstrate how to dip it in yellow paint and put impressions on the pineapple in the picture. Help them work in groups of three and complete the picture. **MUST DO** 

**P.S.** Inform the students that pineapples do not grow on trees.



**eBook** can be shown to recapitulate the concepts taught. **COULD DO** 

**Learning Together** can be shown to demonstrate the activity given in the lesson.

### Additional Suggested Activity

- The students can be asked to name one fruit/vegetable/any other edible item for the letters of the word PINEAPPLE. For example, Pear, Ice Apple, Nuts, Eggplant, Apple, Pomegranate, Peach, Lime and so on.

\*Lesson 27 corresponds to the activity given on page number 28 of the Art and Craft book.

## Home Task


- Parents can prepare pineapple juice and enjoy with the child.
- Make a scrapbook on fruits by collecting pictures of fruits and pasting them. Design its cover in the shape of a pineapple.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop eye-hand coordination</li><li>• identify and name the fruits</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• learn about fruits and their benefits</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the appearance and taste of the pineapple in simple words or their home language</li><li>• sing the rhyme on fruits</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness in painting the pineapple using lady's finger</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow class norms</li><li>• participate actively in class activities</li></ul>

# Lesson 28\*

 1 Period (40 minutes)



crayons, CRM signs, bubble wrap sheet, red paint, a bowl of water, an apple



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills and explore the physical environment
- develop positive learning habits
- develop expressive and receptive communication skills

## Methodology

### Period 1

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

- Play the rhyme 'If I were an Apple' for the students to sing and enact after you. Use CRM signs to manage the class.
- Ask them to open the art book at page 29. Then give them red paint to dip bubble wrap and put impressions on the apple. Leave it for drying.
- Place a bowl of water on the table. Put an apple in it. Ask them to observe and describe what they see. Discuss the benefits of eating an apple daily.

**P.S.** Inform the students that if an apple is dipped in water, it will float.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to use thumb printing with red colour on the cut-out of an apple.

\*Lesson 28 corresponds to the activity given on page number 29 of the Art and Craft book.

## Home Task

- Parents can prepare an apple chaat and enjoy with the child.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop strength and coordination of muscles while doing simple activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify and talk about the benefits of eating an apple</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing and enact the rhyme on apples</li><li>• use vocabulary to describe the picture</li><li>• understand oral instructions for the task</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness in placing impressions on the pineapple</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow class norms</li></ul>

# Lesson 29\*

 1 Period (40 minutes)



crayons, CRM signs, manipulatives (shapes), circles/triangles/squares made of paper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills and explore the physical environment
- develop positive learning habits
- develop expressive and receptive communication skills

## Methodology

### Period 1


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

- Show the CRM signs 'Please Wait' and 'Stand in a Line' to the students. Once they form a line, guide them to move towards the art room. Ask them to hop-stand-sit and repeat a few times. They can raise their hands and clap. **COULD DO** 
- Next, they can be asked to look at the pictures and identify the shapes, if any. Then give them circles/triangles/squares made of paper to be arranged and form a picture of their choice. They may assemble the shapes to form a house, a cat, a dog and so on. **SHOULD DO** 
- Guide the students to open the art book at page 30. Observe and describe the picture in simple words or their home language. Place a bowl of crayons on the table. Ask them to trace the dotted lines and complete the shapes on the cake. Then colour the shapes with their favourite colours. Ask them if they like eating cake and discuss the reason for the same. **MUST DO** 

**P.S.** Inform the students that the longest cake was made in Kerala, India.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson. **COULD DO** 

\*Lesson 29 corresponds to the activity given on page number 30 of the Art and Craft book.

### Additional Suggested Activity

- The students can be asked to draw circles/triangles/squares. Then guide them to draw patterns in each.

### Home Task


- Parents can help the child draw and decorate a cake with buttons, sequins, stars, etc.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop balance and coordination of muscles</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li><li>• display cooperative behavior with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify and name the shapes on the cake in the given picture</li><li>• recognize and repeat the pattern of movements – hop-stand-sit</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• know and use vocabulary learnt to convey their ideas about cake</li><li>• understand and follow simple instructions for the given task</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity in decorating the cake with buttons, sequins, etc.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• engage in class activities in the formal environment of the school</li></ul>

# Lesson 30\*

 1 Period (40 minutes)



flashcards, crayons, CRM signs, bottle cap, green paint



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor muscles
- explore the physical environment
- develop positive learning habits
- develop effective communication skills

## Methodology

### Period 1

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

- The students can be shown CRM sign 'Stand in a Line' and asked to swing their arms, jump on the spot and skip three steps.
- Next, they can be shown flashcards and asked to identify things that can be eaten. Then show the flashcards with fruits and ask for the ones they like the most. Let them share their reasons for liking particular fruits.
- Place bowl of paints and bottle caps for the students' activity. Ask them to open the art book at page 31. Demonstrate how to put impressions to make a bunch of grapes using bottle caps. Help them dip bottle caps in paint and put impressions on the picture. Then leave it for drying.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**P.S.** Inform the students that grapes can be dried to make raisins.



**eBook** can be shown to recapitulate the concepts taught.

**Learning Together** can be shown to demonstrate the activity given in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to put thumb impressions with green paint on a sheet. Then draw outline and form a bunch of grapes.

\*Lesson 30 corresponds to the activity given on page number 31 of the Art and Craft book.

## Home Task


- Parents can help the child dry grapes to make raisins. Soak a few grapes in milk and put them for drying.
- Help the child make grape juice by squashing them in a sieve, straining it and enjoy drinking the juice.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor muscles while painting, thumb printing and squashing grapes</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify and name the fruits</li><li>• learn an interesting fact about formation of raisins from grapes</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe fruits in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display inventiveness in using a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow class norms and engage in class activities</li></ul>

# Lesson 31\*

 1 Period (40 minutes)



flashcards, crayons, CRM signs, glue, pencil shavings, pictures of flowers and butterflies, construction paper



eBook, Learning Together

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills and explore the natural environment
- develop effective verbal and non-verbal communication skills
- develop listening and comprehension skills

## Methodology

### Period 1

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

- Show CRM signs 'Please Wait, Shh...' and organise the students. Instruct them to form a line as you hold the CRM sign 'Stand in a Line'. Guide them to move towards the play area. Let them move around and observe the flowers. Then assemble them to form a circle and balance on one leg for a short duration of time. Ask them to show the act of flying by swinging their arms and name the things that can fly. Wait for their response and confirm the correct answers which could be –aeroplane, birds, butterfly and so on. **COULD DO** 
- Next, they can be shown flashcards and asked to identify different birds and insects. Then hold the card for a butterfly and tell them how important butterflies are for the plants on the Earth. **SHOULD DO** 
- Keep the box of pencil shavings and glue for the students. Ask them to open the art book at page 32 and count the number of butterflies that are visible on the page. Then demonstrate how to paste and create wings using pencil shavings. You may have to repeat the activity demo. Also, help them pick the pencil shavings gently lest they break. Then spread glue and paste them properly to form wings of the butterflies. **MUST DO** 

**P.S.** Inform the students that butterflies have four wings.



**eBook** can be shown to recapitulate the concepts taught. **COULD DO** 

**Learning Together** can be shown to demonstrate the activity given in the lesson.

\*Lesson 31 corresponds to the activity given on page number 32 of the Art and Craft book.

### Additional Suggested Activity

- The students can be asked to make a flower using origami. Then paste it on page number 31 of the book. Encourage them to weave a short story on the flower and the butterflies.

### Home Task

- Parents can help the child plant a flowering plant and observe the butterflies that come near it.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance, coordination and flexibility in various physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work in collaboration with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• learn interesting facts about the butterflies</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• narrate a short story on the flower and butterflies</li><li>• describe the butterflies in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness in using a variety of materials to create artwork</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• engage in class activities and explore the natural environment</li></ul>