

Yearly Scheme of Work

Time Taken: 36 Periods (each period of 40 minutes duration)

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

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

Class Nursery

Scheme of Lessons – Micro Schedule – English = 36 periods

Theme/ Lesson No. & Name	Suggested Allocation of Periods
Theme 1: Special Me	
1. A, B and C	4
Theme 2: Family Fun	
2. Letter D, E and F	4
Theme 3: School is Cool	
3. Letter G, H and I	5
Theme 4: Best Buddies	
4. Letter J, K and L	4
Theme 5: Play Power	
5. Letter M, N and O	4
Theme 6: Fun and Learn	
6. P, Q and R	5
Theme 7: Helping Hands	
7. S, T and U	4
Theme 8: Joy and Fun	
8. V, W and X	3
Theme 9: Forever Best	
9. Y and Z	3

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

1. A, B and C

Theme 1: Special Me

 4 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Learning Kit, old newspapers, Maria's standee, hand paints



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)



To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Methodology

Period 1

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

- Greet the students with a 'Hi Five!' They can be shown CRM sign 'Shh..., Stand in a Line' and asked to form a line. Take them to the play area and guide them to hold each other's hands and form a circle. Let them play 'Ring a ring a roses, pocket full of posies' by holding hands and moving in the circle. **COULD DO** 
- Settle the class and place Maria's standee at the centre. Then, tell them that Maria has come to meet them all. Show the picture on page 13 in the book. Let them observe and talk about the girl swinging, etc. Encourage them to speak, whether in short phrases or their home language. **SHOULD DO** 
- Next, narrate the story given on page 13 in an interactive manner so as to engage them and catch their interest. Also, ask them few questions, like
 - What is the name of the girl?
 - How old is Maria?
 - What is she telling us?
 - What does she like?

Listen to them patiently and with interest so that they feel comfortable in communicating their thoughts. **MUST DO** 

P.S. Tell the students that Maria calls her father 'Baba'.



eBook can be shown to the students for introducing the letters. **COULD DO** 

Additional Suggested Activity

- The students can be given the objects to identify and draw. For example, show them an apple and let them draw and colour it.

Home Task

- Parents can help the child narrate the story in simple words or home language.

Period 2

Place: The lesson can be conducted in classroom.

Letter A

- Use CRM signs (Shh..., Stand in a Line, wait, etc.) and manage the students. Hold the sign and act it out for the learners to understand.
- Ask the students to air trace the letter A by making a forward slanting line, a backward slanting line and a sleeping line. Then, guide them to open the book to page 13 and trace the letters A, B and C with their fingers.
- Show the flashcards with pictures (ant, axe, apple, arrow and astronaut) to the students. Show one card at a time and talk about it after they identify the picture. If they cannot, you may tell the name of the object and ask them to tell more about it.
- The students may be given a sheet to colour letter A using crayon of their choice on page 14.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.



Animation can be shown to the students for reinforcing the letters taught.

Additional Suggested Activity

- The students can be given pictures in a bowl to identify the ones that begin with the letter A and paste them on a chart.

Home Task

- Teacher can mention the home task in the child's diary. Parents can help the child in tracing letter A in water/sand/dough.
- Discuss and guide the child to do exercise B and C. Ask them to point at each object and say its name aloud.

Period 3

Place: The lesson can be conducted in the classroom/playground.

Letter B

- Use CRM signs from the Learning Kit to help the students understand instructions. Draw the letter B on the ground and ask the students to stand on it. Give them a ball to play with after which they will return to the same position. Then, tell them that the word ball starts with the letter B.
- The students can be shown pictures of a toy bus, bat, box, bee and a bed to identify. Ask them to think of more objects that begin with the letter B in the class. Discuss all the things that begin with the letter B.

COULD DO

10 MIN.

SHOULD DO

10 MIN.



- Place crayons in bowls for the students at the centre. Demonstrate and ask them to air trace letter B. Then, guide them to pick crayons of different colours and trace letter B in the book on page 16.

MUST DO

20 MIN.

COULD DO

10 MIN.



Animated Activities can be shown and explained to the students.

Additional Suggested Activity

- The students can be given old sheets of newspaper and hand paints. Tell them to dip their index finger in the paint and trace the letter B.

Home Task

- Parents should sit comfortably with the child. Read and guide the child in doing exercises E and F on pages 16 -17. Ask them to point at each object and say its name.

Period 4

Place: The lesson can be conducted in the classroom.

Letter C

- Use CRM signs to organise the students. Show them sign 'Shh...' to make them quiet. Wait for their response. Then, show them sign 'Sit Down'. Ask them to raise their arms and clap their hands five times.
- Show them flashcards with pictures of objects that begin with the letter C (cup, car, cat, cow and cub). Encourage them to talk about each one based on their prior knowledge and experience.
- Place the crayons in bowls at the centre. Guide them to air trace the letter C. Then, help them open the book to page 18 and trace the letter C with different colours.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.



eBook can be shown to the students for introducing the letters.

Additional Suggested Activity

- The students can stand in the formation of the letter C.

Home Task

- Parents can help the child understand and complete the exercises H and I. Ask them to point at each object and tell its name.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop motor skills in holding the crayon and writing the letters A,B and C
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• listen to the teacher and respond actively
Cognitive Development	<ul style="list-style-type: none">• visualise and write the letters A,B and C• identify objects and words beginning with the letters A,B and C
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• form simple, short sentences with the words beginning with the letters A,B and C
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form a collage using pictures• use hand paint to trace the letters
Positive Learning Habits	<ul style="list-style-type: none">• work with peers• enjoy class activities



2. Letter D, E and F

Theme 2:
Family Fun

 4 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs Learning Kit, old newspapers, Maria's standee, hand paints



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)


To enable the students:


- listen attentively and respond in simple words or home language
- develop fine motor skills and sensorial perceptions
- develop cognitive skills
- develop listening and comprehension skills
- display emergent literary skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the theatre class.

- Greet the students and show them CRM sign 'Shh..., Stand in a Line' and ask them to form a line. Take them to the theatre class room. The students can be asked to show the expression cards to convey if they are happy or sad. Then, let them pretend to be any one of their family members and act it out. **COULD DO** 

- Settle the class and place Maria's standee at the centre. Then, ask them to come one by one and introduce Maria to their family. Let each child come and talk about the family members. **SHOULD DO** 

P.S. Encourage them to speak, whether in short phrases or their home language.

- Next, narrate the story given on page 20 in an interactive manner so as to engage them and catch their interest. Also, ask them few questions, like
 - Who is excited?
 - Who does Maria live with?
 - What does Maria love?

Listen to them patiently and with interest so that they feel comfortable in communicating their thoughts.

P.S. Tell the students that Maria calls her mother's mother 'Ammachi', her mother's father 'Appachan' and her father's mother 'Thamma'.



eBook can be shown to the students for introducing the letters.

COULD DO



Additional Suggested Activity

- The students can be asked to share how they address their family members like mother's mother/mother's father/ father's mother. Encourage them to speak and share their views.

Home Task

- Parents can help the child narrate the story in her simple words or home language.

Period 2

Place: The lesson can be conducted in classroom.

Letter D

- Use CRM signs (Shh..., Stand in a Line, wait, etc.) and manage the students. Let them jump/jog on the spot.
- Show the flashcards with pictures (day, dot, doll, door and desk) to the students. Show one card at a time and talk about it after they recognise the picture. If they cannot, you may tell the name of the object and ask them to say more about it.
- Ask the students to air trace the letter D. Then, help them open the book at page 21, to trace the letter D with different crayons. Also, they can be guided to read the pictures given on the right. Let them repeat at least thrice.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



Animation can be shown to the students for reinforcing the letter taught.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a sheet and crayons to draw and colour any one object that begins with D.

Home Task

- Parents can show the Pictionary and help the child learn more D words.
- Guide the child through the exercises B and C. Let them recognise the pictures and name the objects. Then match and complete the words.

Period 3

Place: The lesson can be conducted in the classroom.

Letter E

- The students can be arranged in a circle using CRM signs. Ask them to clap their hands and snap their fingers.
- Arrange the pictures (ear, eye, egg, eight, elephant) and ask the students to identify. They may speak in their home language. Accept their response and tell them the word beginning with E.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

- Next, demonstrate the letter formation of E. Ask the students to air trace the letter E. Then, guide them to open the book at page number 23 to trace the letter E with different crayons. After tracing, they can be asked to read the pictures and name the objects beginning with E.

MUST DO

15 MIN.

Digital Asset: Animated Activities can be shown and explained to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given old sheets of newspaper. Guide them to tear strips of paper and arrange them on the table in the formation of letter E.

Home Task

- Parents can tell the story of an egg. The poem 'Humpty Dumpty' can be recited for the egg. Then, they can help the child complete the maze in exercise E.
- Help the child identify all the objects in exercise F. Then match the ones that begin with E to the letter E at the centre.

Period 4

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

Letter F

- Use CRM signs to organise the students. Show them the sign 'Shh...' to make them quiet. Wait for their response. Then show them the sign 'Sit Down'. Ask them to raise their arms and clap their hands five times.
- Divide the class into two groups. Give a few pictures to both the groups. Each group will pick one picture and the other group will identify. They will pin the pictures that begin with F (fan, fox, fly, fish and foot) on the display board. Then, explain that these words begin with the letter F.
- Place the crayons in bowls at the centre. Guide them to air trace the letter F. Then, help them open the book at page number 25 and trace the letter F with different colours.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



eBook could be shown to reinforce the concept taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can make a collage of pictures that begin with the letter F.

Home Task

- Parents can help the child understand and complete the exercises H and I. They will colour F orange and f blue. Explain to them to point at each object and tell its name.
- Help them describe the pictures before pointing out the differences in exercise I.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills and hold the crayons to trace the letters D, E and F• learn paper tearing for forming letter E• visualise and air trace letters D, E and F
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• listen to the teacher and respond actively• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• identify objects and words beginning with the letters D, E and F• solve the maze and trace the path for Eve to reach its egg
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• form simple, short sentences with the words beginning with the letters D, E and F
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form a collage using pictures
Positive Learning Habits	<ul style="list-style-type: none">• learn to work as a team

3. Letter G, H and I

Theme 3:
School is
Cool

 5 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Learning Kit, old newspapers, Maria's standee, hand paints



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- listen attentively and respond in simple words or home language
- develop fine motor skills and sensorial perceptions
- develop cognitive skills
- develop effective communication skills
- develop listening and comprehension skills
- develop positive learning habits

Methodology

Period 1

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

- Use CRM signs to enable the students form a line and accompany them to the school playground. Ask them to form a circle and raise their arms and clap. Then, they can hop, skip and jog on the spot.
- Place Maria's standee at the centre and tell them that Maria is going to talk to them. Then, ask them to share their feelings about school. They may say if they like or do not like coming to school, or the best thing they like about their school.

P.S. Encourage them to speak, whether in short phrases or their home language.

- Next, move Maria's standee forward and narrate the story given on page 27 with correct pronunciation and pauses. Also, ask them few questions, like
 - What does Maria love?
 - What does she enjoy?
 - Who helps her in getting ready?
 - What does Baba say?
 - How does Maria feel?

Listen to them patiently and with interest so that they feel comfortable in communicating their thoughts.

P.S. Tell the students that Maria calls her mother 'Mumma'.



eBook can be shown to the students for introducing the letters.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

The students can be asked to share how they come to school; what they do in school, etc.

- Parents can help the child draw a picture of the school and colour it.

Home Task

- Parents can help the child make a To-Do list for getting ready for the next day.

Period 2

Place: The lesson can be conducted in classroom.

Letter G

- Use CRM signs (Shh..., Stand in a Line, wait, etc.) and manage the students. They can be asked to clap five times and tap their head twice.
- Ask the students to open the book at page 27 and trace the letters G, H and I with their index fingers.
- Show the flashcards with pictures (grapes, gate, goat, gift, girl and guitar) to the students. Ask them to identify and tell a few things they know about each object. Then, they can air trace letter G and use crayons to trace letter G on page 28.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



Animation can be shown to the students for reinforcing the letter taught.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a sheet with grapes drawn on it. They can be asked to colour the grapes green.

Home Task

- Parents can show the Pictionary and help the child learn more G words.
- Guide the child through the exercises B and C. Let them recognise the pictures and tick the ones that start with letter G. Also, they can complete the words with the letter g and say the words aloud. They could talk to the child about each picture/object.

Period 3

Place: The lesson can be conducted in the classroom.

Letter H

- Form three lines of the students such that they form letter H. You may use CRM signs to guide and instruct them.
- Give three sticks to each pair of students and guide them to form letter H. Then, show them flashcards with pictures (hat, hen, hut, hill, horse) to identify. They can pick the ones that start with the letter H.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

- Next, ask the students to air trace the letter H. Then, guide them to open the book at page number 30 to trace the letter H with different crayons. After tracing, they can be asked to read the pictures and name the objects beginning with H. In exercise E, guide them to identify the letter that comes next in the given series and colour it.

MUST DO

15 MIN.



Animated Activities can be shown and explained to the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a bowl with mixed letters. Tell them to pick H and place it on the table. Then, say one object that begins with H.

Home Task

- Parents can help the child identify all the objects in exercise F. Then, write the letter they begin with, that is, letter 'H'.

Period 4

Place: The lesson can be conducted in the classroom.

Letter I

- Use CRM signs to organise the students. Show them sign 'Shh...' to make them quiet. Ask them to stretch their arms and move their fists in circular motion.
- Show the objects to the students and ask them to identify each one that begins with the letter I. Then they can air trace letter I and tell more words on their own that begin with I, if possible. Or, they may tell how they use an iron or ice.
- Ask the students to open the book at page number 32 and trace letter I with different crayons.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

P.S. The students must be asked to identify the different sounds of letter I as in 'iron' and 'ink'.

COULD DO

10 MIN.



eBook could be shown to the students to explain the lesson.

Additional Suggested Activity

- The students can say letter I, draw an ice cream and colour it.

Home Task

- Parents can help the child understand and complete the exercises H and I. They will colour boxes that have letter I. Explain them to point at each object and tell its name.
- Make an igloo using an old plastic ball and paint it.

Period 5

Place: The lesson can be conducted in the projector room.

- Arrange the class using CRM signs. Show them flashcards with pictures that begin with all the letters from A to I. Let them identify and talk about it.
- The students can be guided to open the book at pages 34-35. Then describe the given pictures in their own words or may be their home language. Lastly, ask them to identify the letters each picture begins with.

SHOULD DO

20 MIN.

MUST DO

20 MIN.



Animation can be used to reinforce the letter taught and find the words in the pictures.

COULD DO

10 MIN.

Additional Suggested Activity

- Slideshow can be used to reinforce the letter taught and find the words in the pictures.

Home Task

- Parents can help the child find the words in the pictures on pages 34-35.
- Make small cards with pictures of animals for sending greetings to the teacher.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills and hold the crayons to trace the letters G, H and I • visualise and air trace letters G, H and I
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • listen to the teacher and respond actively • interact with others in class confidently
Cognitive Development	<ul style="list-style-type: none"> • identify objects and words beginning with the letters G, H and I • describe the use of various objects like iron, ice
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language • form simple, short sentences with the words beginning with the letters G, H and I
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make an igloo using plastic ball and paints
Positive Learning Habits	<ul style="list-style-type: none"> • work with peers • get ready for school

4. Letter J, K and L

Theme 4:
Best Buddies

 4 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Learning Kit, old newspapers, Maria's, Ryan's, Jas's, Sam's and Lina's standees, hand paints



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)




To enable the students:

- listen attentively and respond in simple words or home language
- develop fine motor skills and sensorial perceptions
- develop cognitive skills
- develop phonological awareness of phonemes
- develop communication skills develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs to settle the class. Ask the students to clap their hands and tap their nose. Then they can be asked to move to the seat and be with their partner. **COULD DO**

- Place Maria's, Ryan's, Jas's, Sam's and Lina's standees at the centre of the class. Ask the students to identify them and tell one thing they like about each character. They can come near the character they want to speak about. **SHOULD DO**

- The students can be arranged in a semi-circle for the story session. Show them the picture on page number 36 and let them describe it. Then read the story with correct pronunciation and pauses and ask a few questions like,
 - Who enters the class?
 - Who does Ms Anu talk to?
 - What does Ryan like?
 - What does Jas like?
 - What does Sam love?
 - What does Lina like?**MUST DO**


Encourage the students to express their thoughts and ideas in simple words or their home language.

P.S. Tell the students that Maria calls her mother 'Mumma'.



eBook can be shown to the students while telling the story. **COULD DO**


Additional Suggested Activity

- The students can be asked to draw five things they love doing, on a sheet and pin it up on the display board.


Home Task

- Parents can help the child narrate the story. They may add more to the story on their own.

Period 2

Place: The lesson can be conducted in school playground.

Letter J

- Use CRM signs (Shh..., Stand in a Line, wait, etc.) and manage the students. They can be asked to clap five times and tap their head twice. **COULD DO**
10 MIN.
 - Ask the students to open the book at page number 36. Trace the letters J, K and L with their index fingers. Show the flashcards with pictures (jam, jug, jar, juice and jacket) to the students. Ask them to identify the ones beginning with the letter J and tell one thing they know about each object. **SHOULD DO**
15 MIN.
 - Ask the students to air trace the letter J. Then help them open the book at page number 37, pick crayons and trace J with different colours. Next, they can point and name the objects in exercise B. Match the ones beginning with letter J with 'J' at the centre. **MUST DO**
15 MIN.
-  **Animation** can be shown to the students for reinforcing the letters taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be given a sheet to draw a jug. Then write the letter J next to it.

Home Task

- Parents can show the Pictionary and help the child learn more J words.
- Guide the child through the exercises C and D. Let them complete the words with the letter J and say the words aloud. Talk to the child about each picture/object.


Period 3

Place: The lesson can be conducted in the yoga room.

Letter K

- Use CRM signs to guide and instruct the students to form a triangle. They can stand and bend down, touch their toes and relax. Then, show them the formation of letter K with fingers. Ask them to repeat the same. **COULD DO**
15 MIN.
- The students can be shown flashcards(key, kite, king, kettle, kitten) to name the objects and identify the letter K. Encourage them to speak about each object. **SHOULD DO**
10 MIN.

- They can be asked to trace the letter K with different crayons on page 39. They must use different colours while tracing. Also, guide them through the exercise F and ask them to say the alphabet from A to K. Then, they can pick a crayon and join the dots following the alphabet on page 39 and name the picture formed- 'kite'. Guide them to colour the kite with the crayons of their choice. **MUST DO** 15 MIN.

 **Animated Activities** can be shown to the students. They may express their views on the same. **COULD DO** 10 MIN.

Additional Suggested Activity

- The students can be provided a chart in the shape of letter K and a collection of pictures. Guide them to choose the pictures of objects that begin with the letter K and form a collage by pasting them on the chart.

Home Task


- Parents can help the child identify all the objects and their names in exercise G. Then, match them with their names.
- For exercise H, parents can help the child read the words given in the box. Then, find the words in the words search and encircle it.

Period 4

Place: The lesson can be conducted in the classroom.

Letter L

- Use CRM signs to organise the students in a line. Show and instruct them to swing their arms, jump on the spot and breathe deeply. **COULD DO** 10 MIN.
 - Flashcards with L words can be placed on the table. Divide the class into two groups. One student from each group can be called to pick one card and identify the object. They can ask their team to answer, in case they are unable to name it. **SHOULD DO** 15 MIN.
 - Ask the students to air trace the letter L. Then help them open the book at page number 41 and trace letter L with different crayons. They may also be asked to name the objects in exercise J after you. Tell them to focus on the beginning sound and cross the ones that do not begin with letter L. **MUST DO** 15 MIN.
- P.S.** The students must be asked to point and name each object.

 **eBook** can be shown to the students to reinforce the letters taught. **COULD DO** 10 MIN.

Additional Suggested Activity

- The students can form letter L with their thumb and index finger. Then tell one thing they like to eat that begins with the letter L.

Home Task

- Parents can help the child understand and complete the exercise K. Guide the child to identify all the objects shown and connect the ones that begin with letter L to 'L' at the centre.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills and hold the crayons to trace the letters J, K and L• visualise and air trace letters J, K and L
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• listen to the teacher and respond actively• interact with others in class confidently
Cognitive Development	<ul style="list-style-type: none">• identify objects and words beginning with the letters G, H and I• describe the use of various objects like iron, ice• find the difference between the pictures• join the dots to complete the pictures• match words with the corresponding pictures
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• form simple, short sentences with the words beginning with the letters J, K and L
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a collage with pictures in the shape of letter K
Positive Learning Habits	<ul style="list-style-type: none">• work with peers• get ready for school

5. Letter M, N and O

Theme 5: Play Power

 4 Periods (40 minutes each)



Main Coursebook, expression cards, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, old newspapers, Maria's standee, hand paints



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- listen attentively and respond in simple words or home language
- develop fine motor skills and sensorial perceptions
- develop cognitive skills
- develop phonological awareness of phonemes
- develop positive learning habits

Methodology

Period 1

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

- Use CRM signs to organise the class and take them to the school playground. Form three rows of students and ask them to hop, skip and jump. Then, they can move to form a single line and settle down. **COULD DO**
10 MIN.
- Place Maria's standee at the centre of the class. Ask the students to play with Maria by forming a circle and run singing 'Fire in the jungle! Run! Run! Run!' **SHOULD DO**
10 MIN.
- The students can be asked to listen attentively and get ready for the story session. Show them the picture on page 43 and let them describe it using words such as, happy, puzzle, pieces, etc. Then, read the story with correct pronunciation and pauses and ask a few questions like,
 - What is Maria doing?
 - Where is she sitting?
 - What does she like to do?
 - What is she playing with?
 - How many pieces are there in the new puzzle?
 - Where does she keep the puzzle pieces?
 - What does she complete?
 - What is the picture formed?**MUST DO**
20 MIN.

Ask the students identify the words that begin with the letters M, N and O in the story. They must be encouraged to express their thoughts and ideas in simple words or their home language.



eBook can be shown to the students telling the story in the projector room.

COULD DO

10 MIN.

Additional Suggested Activity

The students can be asked to solve the puzzles and arrange the pieces together.

Home Task

Parents can help the child narrate the story and enact it.


Ask the child to identify the words that begin with the letters M, N and O.

Period 2

Place: The lesson can be conducted in the classroom.

Letter M

- Use CRM signs (Shh..., Stand in a Line, wait, etc.) and manage the students. They can be asked to clap five times and tap their head twice.
- Ask the students to open the book to page 43. Trace the letters M, N and O with their index fingers. Show the flashcards with pictures (mat, mop, mug, money, monkey) to the students. Ask them to identify the pictures beginning with the letter M and describe them.
- Ask the students to air trace the letter M. Then, help them open the book to page 44, pick crayons and trace the letter M with different colours. Ask them to identify the objects in the picture in exercise B. Help them read the words in the box and circle them.

 **Animation** can be shown to the students for reinforcing the concepts taught.

COULD DO
10 MIN.

SHOULD DO
15 MIN.

MUST DO
15 MIN.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given a sheet of old newspaper and hand paint to dip their finger and trace the letter M.

Home Task

- Parents can show the Pictionary and help the child learn more words beginning with the letter M.
- Guide the child through exercise C to complete the words with the letter M and say the words aloud. Talk to the child about each picture/object.

Period 3

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

Letter N

- Use CRM signs to help the students form a line and move to the art room. There point at art work and ask them to express their thoughts.
- The students can be shown flashcards (net, nose, nail, neck and nine) to name the objects that begin with the letter N. Encourage them to speak about each object.

COULD DO
15 MIN.

SHOULD DO
10 MIN.

- Ask them to air trace the letter N. Then, guide them to open the book to page 46. First, ask them to trace the letter N with their index finger in the order of numbers 1, 2 and 3. Then, pick crayons and trace the letter N with different colours.
- Next, form two teams of the students. Each team will get a chance to identify the word spoken as beginning with the letter N or not. Then, read the words given in exercise E and wait for each team to respond. Confirm the correct responses.

MUST DO

15 MIN.



Animated Activities can be shown to the students. They may express their views on the same.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to paste pictures of objects beginning with the letter N and form a collage on the display board.

Home Task

- Parents can help the child in tracing the path in exercise F. First, ask the child to identify the pictures (of a bird and her nest). Help the child read the words and guide him/her to point at the ones beginning with the letter N. Then trace the path for the bird to reach its nest by connecting n words.
- Make the child practise finger tracing the letter N in a sand pit/water tub.

Period 4

Place: The lesson can be conducted in the classroom.

Letter O

- Use CRM signs to organise the students in a line. Then, form a circle and point at the formation of the letter O. Then, ask them to repeat the names of the objects after you - orange, oats, oil, olive, ox, ostrich, etc.
- Stand in the centre of the classroom with the flashcards. Hold one card and ask the students to identify the objects beginning with the letter O. The first student to identify the first object will come to the centre and hold the next flashcard for the rest of the students to identify. Repeat the activity till everyone gets a chance to ask and answer.
- Ask the students to air trace the letter O. Then, help them open the book to page 48 and trace the letter O with different crayons. Next, ask the students to recite the alphabet from A to O.
- Then, ask the students to identify the next letter in the given series. Then, tell them to colour the circle that contains the next letter in series.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

P.S. The students must be asked to point and name each object.

COULD DO

10 MIN.



eBook can be shown to the students reinforce the letters taught.

Additional Suggested Activity

- The students can form the letter O with their thumb and index finger. Draw and colour an orange.

Home Task

- Parents can help the child understand and complete exercise I. Guide the child to identify all the objects shown in the eggs. Then, circle every egg that has the object beginning with the letter O.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">develop fine motor skills and hold the crayons to trace the letters M, N and Ovisualise and air trace letters M, N and O
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">listen to the teacher and respond activelyinteract confidently with others in the class
Cognitive Development	<ul style="list-style-type: none">identify objects and words beginning with the letters M, N and Omatch words with their correct picturesidentify objects with different letters
Language and Literacy Development	<ul style="list-style-type: none">retell a story in their own wordsform simple, short sentences with the words beginning with the letters M, N and Otalks about games in short, simple sentences
Aesthetic and Cultural Development	<ul style="list-style-type: none">make a collage with pictures in the shape of letter N
Positive Learning Habits	<ul style="list-style-type: none">work with peersget ready for school

6. P, Q and R

Theme 6: Fun and Learn

 5 Periods (40 minutes each)



Main Coursebook, expression cards, CRM signs, Learning Kit, Maria's, Jas's, Lina's, Sam's and Ryan's standees, old magazines and newspapers, cue cards, rectangular sheets, rope



eBook, Animation, Animated Activities, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)


To enable the students:

- display emergent literary skills and love for reading
- identify and differentiate sounds, phonological awareness, print awareness and concepts, recognition of letters, letter-sound correspondence, segmentation, building words and sentences and early writing
- use effective verbal and non-verbal communication skills
- demonstrate interest and ability in writing

Methodology

Period 1

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

- The students can be shown the CRM sign 'Stand in a Line', and taken to the school garden in a line. Ask them to look at the flowers and describe them. Let them walk around and talk about the plants. While walking, you may discuss how plants are important for us. They can be asked to sit in a circle. **COULD DO** 
- Place Maria's, Jas's, Lina's, Sam's and Ryan's standees at the centre of the class. Then, ask them to look at the standees and name each character of the story. Ask them to listen to the story attentively and clap once on hearing the words with the sounds of the letters P, Q and R. Read the story on page 50 loud and clear with the correct pronunciation and intonation for the students. They must listen attentively so as to comprehend it. Then, ask one of the students to pick a cue card with a question from the bowl. Read the question for them to answer. The questions could be
 - Where does Ms Anu take the children?
 - How do the children walk in the park?
 - What do they see at first?
 - What do they see next?
 - Where is the small rat hiding?
 - What is in the park?
 - What do the children learn?

Engage the students in a brief discussion about the story. Also, ask them to add more words to the list for the letter P based on their prior knowledge.

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

- Ask the students to show their index finger and trace the letters P, Q and R in the grass. They may be shown pictures for the objects that begin with the sounds of letters P, Q and R and asked to identify each one. The pictures could be those of a parrot, a queen and a rose. They may add to the list.

SHOULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to make a collage with pictures of objects beginning with the letters P, Q and R.

Home Task

- Parents can help the child narrate the story and enact it.
- Help the child draw and colour a parrot.

Period 2

Place: The lesson can be conducted in the classroom.

Letter P

- Manage the class using CRM signs (Shh..., Stand in a Line and Please Wait). Organise the class in a semi-circle and write the letters P, Q and R on the board. Ask them to air trace letter P. Then, trace it in the book on page 50. Repeat the activity for the letters Q and R too.
- Next, show the flashcards for pot, pen, pin, pear and pencil one by one to the students. Ask them to name each object and identify the sound they all begin with.
- After the oral drill, the students can be asked to trace letter P on page 51 using different crayons. Guide them to trace the letter P in the direction of the arrows 1 and 2. Watch them while they trace and guide them, if needed.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



Animation can be shown to the students for reinforcing the letters taught.

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to name a few objects that begin with the letter P. Then, say one thing about each object in simple words or their home language. Also, guide them to draw any one of the objects on a sheet and colour it.

Home Task

- Parents can help the child collect pictures from old magazines and newspapers. Identify the objects that begin with the letter P and paste them in a scrapbook.

Period 3

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

Letter Q

- Guide the students to sit in small circles of five each using CRM signs (Eyes on Me, Please Wait, Shh...). Give each student a rectangular sheet with parallel lines cut into it. Also, keep thin strips of colourful paper. Then, guide them to weave the strips through the parallel cuts so that a pattern is formed for their quilt.
- Ask the students to pin up their paper quilts on the display board and say the word 'quilt'. Let them identify the sound it begins with. Show the flashcard for letter Q and confirm the sound it begins with. Then, ask six students to stand in a line and say that they have formed a queue. Similarly, show them flashcards for more words that begin with the letter Q such as quince, quick, quack, quail, quiver and queen. After the oral discussion, ask them to open the book at page 53. Point at the objects shown for them to identify.
- Ask the students to air trace the letter Q thrice. Then, ask them to pick crayons of their choice and trace the letter Q on page 53 with different colours.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.



Animated Activities can be shown to the students to express their views on the same.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given sheets of old newspapers. Demonstrate how to tear them into thin strips and paste them in the shape of letter Q on a sheet.

Home Task

- Parents can help the child complete the exercise E on page 53 by reading the words aloud. Ask him/her to repeat and identify the ones that begin with the sound of letter Q.

Period 4

Place: The lesson can be conducted in the classroom.

Letter R

- Use CRM signs to organise the students in a line. Give them a rope to play tug-of-war in the play area. Then, ask them to name the object they played with, that is, a rope.
- Ask the students to identify the sound of the letter that the word 'rope' begins with. Then, let them repeat the sound of letter R and name a few objects that begin with letter R. You may draw the objects on the board and ask them to repeat their names as you point at each object. Stress the sound of the beginning letter R.
- Ask them to air trace the letter R. Then, pick crayons of their choice to trace it on page 54 in the book. Point at each picture given on the right for them to identify.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



eBook can be shown to the students to reinforce the letters taught.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw the picture of an object that begins with the letter R. Colour it and pin it up on the display board in the class. Organise an oral drill for R words.

Home Task

- Parents can help the child identify the pictures in exercise G on page 54. Read the words aloud for him/her to repeat and match with the correct pictures.

Period 5

Place: The lesson can be conducted in the yoga room.

Let's Learn and Find

- Divide the class into two teams. Place the bowls marked with the letters K to R. Then give them pictures to observe. Show CRM sign 'Eyes on Me' to the students and guide them to sort the pictures and put them into the bowls marked for each of the letters.
- Ask them to open the book at pages 56-57 to identify and name the objects. Then guide them to weave a story using the objects.
- Read each word on pages 56-57 for the students. Ask them to circle the picture for that word in the book with a crayon of their choice. Bring them back to the classroom using the CRM signs.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.



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

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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to list the words learnt for the letters K to R. Support them with suitable vocabulary in describing each object.

Home Task

- Parents can help the child make a stick puppet with any one of the object shown in the picture on page 56-57. Then, enact a role-play with them.

Learning Outcomes


The students will:

Physical Development	<ul style="list-style-type: none">trace the letters with fingers and crayonsweave strips of paper to make a pattern for a quilt
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">listen to the teacher and respond positivelyinteract with peers in class confidently

Cognitive Development	<ul style="list-style-type: none"> • identify beginning letters based on the given picture • recognise the objects that begin with the letters P, Q and R • match words with their correct pictures • solve the given maze
Language and Literacy Development	<ul style="list-style-type: none"> • listen and retell the story in their own words • use simple, short sentences with the words beginning with the letters P, Q and R
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make a collage with pictures • enjoy making a stick puppet for an object that begins with any one of the letters from K to R
Positive Learning Habits	<ul style="list-style-type: none"> • work with peers • adopt class norms and participate in class activities

7. S, T and U

Theme 7: Helping Hands

 4 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Learning Kit, Maria's and Ryan's standees, a ball, pictures of the Sun, sunflower, soap, snake and spring, old magazines and newspapers, cue cards, play dough, chart paper



EBook, Animation, Animated Activities, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop listening and comprehension skills
- use expressive and receptive communication skills
- use effective verbal and non-verbal communication skills
- develop vocabulary and use language for a variety of purposes
- develop strength and coordination of small and gross motor muscles

Methodology

Period 1

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

- Form a circle of students using CRM signs 'Eyes on Me, Please Wait, and Shh...'. Instruct them to listen attentively and follow the instructions. Give them a ball or a box to pass to the one standing next to them as the music is played. As soon as the music stops, ask the student with the ball to pick a cue card from the box and perform the activity mentioned therein. Once performed, he/she could go back and sit in the box for the 'finishers'. Let the activity resume. Repeat the activity till each one gets the chance. **COULD DO** 
- Place Maria's and Ryan's standees at the centre of the class. Tell the students that Maria and Ryan have come to meet them. They can be asked to come and stand in the formation of S. Then, show pictures of the Sun, sunflower, soap, snake and spring to the students. They can name each object and say where they can find it. For example, the Sun-- in the sky, sunflower-- in the garden, soap-- in the bathroom, snake-- in the forest and so on. Confirm their answers and tell them all the words begin with the letter S. You may ask them to step forward if their name also starts with the letter S. Let them repeat the words that begin with the sound of letter S. **SHOULD DO** 
- Place pictures of objects in the play area. These could be a snake, the Sun, a sunflower, a snowman, a tomato, a turtle, a truck, a tiara, a toy, an umbrella, an urn, an uncle and so on. Ask the students to move in pairs, look around for the pictures and bring them. Once they all have got the pictures, ask them to show one by one and the rest of the class identifies it. Also, discuss the sound of the letters each picture begins with. That is, the sounds of the letters S, T and U. **MUST DO** 

Additional Suggested Activity

- The students can be divided into three teams, namely, S, T and U. They are given a collection of pictures to pick and choose from. Each team can pick the pictures to match with their team letter S, T or U and put them in a box marked for the same. For example, all the pictures for the letter S are put in the box marked with S and so on. Then, you pick out pictures one by one from each box for the students to identify each letter.

Home Task

- Parents can help the child trace the letters S, T and U in a sand tub.
- Give a coloured sheet of paper to the child. Guide him/her to tear it to form the three letters learnt-S, T and U. Then, paste the three letters on a sheet of newspaper.

Period 2

Place: The lesson can be conducted in the classroom.

- Guide the students to form a semi-circle using CRM signs 'Please Wait, Shh..., Stand in a Line'. They may raise their hands and move them ten times.

COULD DO

05 MIN.

- Next, they can be asked to open the book at page 58. Tell them to observe and describe the given picture in simple words or their home language. Instruct them to listen attentively to the story and snap their fingers on hearing the words that begin with the sound of letters S, T and U. Read the story given on page 58 loud and clear with proper intonation for them to listen attentively. Let them snap their fingers. Once again, read the story slowly for them to listen and comprehend it. Then, ask them questions based on the lesson such as

- What is the time?
- What is shining?
- Who does Ryan meet?
- What does Maria want to give guard uncle?
- What does guard uncle say?
- Talk to the students about the words beginning with S, T and U used in the story. Engage the students in a brief discussion about the story that we should be respectful to the people who help us, just like Maria.

MUST DO

20 MIN.

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


- Ask the students to show their index finger and air trace the letters S, T and U. Then, tell them to open the book at page 58 and trace the letters in the direction of the arrows marked on them.
- Next, tell them to turn to page 59. Point at and name each object shown on the right—sea, the Sun, salt, socks and soup. Ask the students to repeat after you. Then, they can be given crayons to pick and choose and trace the letter S in exercise A.

SHOULD DO

05 MIN.

SHOULD DO

10 MIN.

 **Animation** can be shown to the students to reinforce the letters introduced in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to enact the actions that begin with the letter S - stand, sit, sleep and so on. Also, they can draw one object that begins with the letter S on a sheet and pin it up on the display board.

Home Task

- Parents can help the child to form letter S with playdough.
- Guide the child to decode and colour the picture in exercise B.
- Help the child identify and circle the objects that begin with the letter S on page 60.

Period 3

Place: The lesson can be conducted in the dance room.

- Ask the students to form two lines such that they form T. Guide them to form two trains and move around the classroom. Then, ask them to air trace the letter T and say 'T says t...t t train'. Let them say it in rhythm and sing. They may also be asked to walk like a turtle and enjoy. **COULD DO**
10 MIN.
- Ask them to open the book at page 61. Point and name each object for them to follow. They can be guided to weave a story using the new words they have been introduced to. **SHOULD DO**
15 MIN.
- The students can be asked to identify the letters of the alphabet as you show them the flashcards. Tell them to call out the letters in the order from A to U, at least thrice. Then, guide them through the exercise E on page 61. They must identify the letter that comes next in the given series and colour the circle. **MUST DO**
15 MIN.



eBook can be shown to the students for explaining the concept taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- Give a chart paper in the shape of letter T to the students. Tell them to paste the pictures of objects that begin with the letter T on it. Help them to read the pictures and name the objects.

Home Task

- Parents can help the child name the pictures shown in exercise F on page 62. Let them observe the pictures (tent, tree, teeth, tiger, train, turtle) and speak about them in simple sentences. Ask them to identify the sound of the letter they all begin with, that is, T. Then, add T to complete the words. Then, read the words again.

Period 4

Place: The lesson can be conducted in the classroom.

- Organise the students to sit in small circles of five each using CRM signs (Eyes on Me, Please Wait, Shh...). Tell them to form U with their hands and say U says u...u u umbrella. Ask them if they use an umbrella and discuss when it is used. Discuss other words that begin with the letter U— like uncle, with pictures. **COULD DO**
15 MIN.

- Ask the students to air trace the letter U. Then, pick crayons of their choice and trace the letter U following the direction of the arrow given in exercise G on page 63.

SHOULD DO

10 MIN.

- The students can be asked to look at the objects in exercise H and name them. Ask them to count the number of umbrellas they could see.

MUST DO

15 MIN.

-  **Animated Activities** can be shown to the students to express their views on the same.

COULD DO

10 MIN.

Additional Suggested Activity

- Give each student the cut-out of an umbrella. Let them pick the crayons of their choice and colour it. Their umbrellas can be hung across the classroom using a jute string.

Home Task

- Parents can help the child make a card for his/her uncle using paper.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • hold the writing tools like a crayon • show hand-eye coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • communicate comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> • identify objects and words beginning with the letters S, T and U • understand the sequence and identify the letter, next in series • guess the letter for the object shown • count the number of objects for the given letter
Language and Literacy Development	<ul style="list-style-type: none"> • retell the story in their own words • form simple, short sentences with the words beginning with the letters S, T and U
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make a collage with pictures for letter T • make a card
Positive Learning Habits	<ul style="list-style-type: none"> • work with peers • adopt class norms and engage in class activities

8. V, W and X

Theme 8: Joy and Fun

 3 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Learning Kit, Maria's and , Sam's, Lina's and Ryan's standees, old magazines and newspapers, cue cards, ice-cream sticks, a watch, wall clock, water, wings and a wax candle, glitter, sequins



eBook, Animation, Animated Activities, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)


To enable the students:


- develop fine motor skills and sensorial perceptions
- develop effective verbal and non-verbal communication skills
- display emergent literary skills and love for reading
- develop positive learning habits
- develop listening and comprehension skills

Methodology

Period 1

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

- Show CRM signs and accompany the students to the music room. Play music for them to listen, dance and enjoy. Then, form small groups of four students each. Give them bundles of eight ice-cream sticks and guide them to form different figures. Go around the class and observe them. **COULD DO** 
- Show the symbol V with the index and middle finger to the students and say, "V says victory". Ask them to form the letter V using ice-cream sticks. Also, they can think of the words that begin with the sound of letter V. You may use flashcards with pictures of a van, a vet, a vase, a video and a violin to prompt them.

P.S. The students may come up with the words in their home language. Correct them by adding another V word. **SHOULD DO** 

- Next, they can be asked to open the book at page 64. Point at Maria's, Sam's, Lina's, Jas's and Ryan's standees and ask them to identify each character in the story. Encourage them to describe the given picture in simple words or their home language. Ask if they also sing. Then, tell them to listen attentively to the story as you read it loud and clear with proper intonation. While reading about each character, you may place the standee a step forward. Let them enjoy the story and answer the questions such as
- What is happening at school?
- Who are on the stage?
- What are they going to do?
- What do Lina and Sam do?
- What does Maria play?
- What does Ryan do?

- What does Jas play?
- What does everyone do after the show is over?

Engage the students in a discussion on the story, encouraging them to add their experiences to it. Ask them to point at the words beginning with the letter V, W and X in the book. Read the words aloud for them to repeat.

MUST DO

15 MIN.

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

- Next, they can be asked to trace the letter V in exercise A on page 65 using crayons of their choice.

MUST DO

05 MIN.

Additional Suggested Activity

- The students can arrange the ice-cream sticks to form the three letters introduced in the story.
- Form two teams of the students. Give them flashcards with pictures to show and tell. Instruct them that one team will show a flashcard. The other team will identify the picture and say if it begins with the letter V. Then, the other team will get their chance to ask and so on.

Home Task

- Parents can help the child identify the objects in exercise B on page 65. Guide him/her to complete their names by tracing the letter V. Then, read the words and ask the child to match it with the relevant picture on the right.
- Help the child identify and name the objects in exercise C on page 66. Then, tick the beginning letter for each one.
- Help the child paint a vase. Put flowers in it and place it on the study table. Ask him/her for the letter it begins with.

Period 2

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

- Guide the students to stand in the formation of letter W using CRM signs. Ask them to hop, skip and jump. Then, ask them to try and wiggle like a worm. Ask them to pronounce the word 'worm' with lips rounded to form an o and repeat it after you.

COULD DO

10 MIN.

P.S. Demonstrate and explain the difference between the pronunciation of V and W with lower lips under front teeth for V and rounded lips for W.

- Show them objects like a watch, wall clock, water, wings and a wax candle to identify.
- Ask the students to air trace the letter W and name a few objects that they have learnt. Give them blank sheets of paper to trace waves. Also, ask them to follow the direction of the arrows and trace the letter W with crayons of different colours in exercise D on page 67.

SHOULD DO

05 MIN.

MUST DO

15 MIN.

- The students can be guided to identify the objects that begin with the sound of the letter W in exercise F on page 68. Then, join W at the centre to the object.

SHOULD DO

10 MIN.



Animation can be shown to the students for reinforcing the letters introduced in the lesson.

COULD DO

10 MIN.

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

Additional Suggested Activity

- Ask the students to draw the wings of a butterfly. Decorate them with glitter and sequins. Then, put it up for display in the class.

Home Task

- Parents can help the child to weave a short story in simple words with the objects that begin with the letter W.

Period 3

Place: The lesson can be conducted in the dance room.

- The students can be given ice-cream sticks and shown how to form an X. Ask them to air trace the letter X. Then, trace it in exercise G on page 69, using crayons of different colours.
- Then, show them flashcards with pictures to identify the objects that begin with the letter X. Then, engage them in a discussion about X-ray and xylophone and point at the different sounds of 'x'.
- Ask them to look at the pictures in exercise H on page 69 and identify each object shown. Let them colour the starting sound of each object.
- They can also be asked to identify the objects, as you point at each object in exercise J on page 70. Engage them in a class discussion on the same.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



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

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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to make an x-ray using a black chart and white paint. The students can dip their palms in white hand paint and print it on the chart. Then, they can display it in the class.

Home Task

- Parents can help the child identify the objects in exercise I on page 70. Then, complete the words by tracing the letter X.
- Help the child circle the objects that begin with the letter X in exercise J on page 70.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• listen to the teacher and respond positively• interact with peers in class confidently
Cognitive Development	<ul style="list-style-type: none">• identify objects and words beginning with the letters V, W and X
Language and Literacy Development	<ul style="list-style-type: none">• retell the story in their own words and express their thoughts about the characters and the storyline• form simple, short sentences with the words beginning with the letters V, W and X• differentiate pronunciation for V and W
Aesthetic and Cultural Development	<ul style="list-style-type: none">• observe minute details and explore their surroundings• work collaboratively in artwork• make an X-ray using paint on black chart paper
Positive Learning Habits	<ul style="list-style-type: none">• participate in class activities

 3 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Learning Kit, Maria's standee, cue cards



eBook, Animation, Animated Activities, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)



To enable the students:

- develop fine motor skills and sensorial perceptions
- develop effective verbal and non-verbal communication skills
- develop cognitive skills and explore the natural world around them
- develop vocabulary and use language for a variety of purposes
- develop listening and comprehension skills

Methodology

Period 1


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

- Accompany the students to the art room using the CRM signs—Stand in a line, Please Wait, Eyes on Me. Let them understand the non-verbal communication. On reaching the art room, ask them to look at a chart for colours. Point at the yellow colour and ask them to name it. Then repeat 'yellow' and say that it begins with the letter Y. Show them more objects and pictures like yo-yo, yak, yarn and yacht. Let them talk about each one in simple words or their home language. **COULD DO** 

- Place Maria's standee at the centre and ask them to describe the picture. Ask what they think Maria is doing with her Ammachi. Listen and confirm that she is listening to what Ammachi has to say. Tell them to listen attentively as you read the story on page 71, loud and clear with correct pronunciation and intonation. Then, ask them a few questions such as
- What time is it?
- Where do Maria and Ammachi sit?
- How is the day?
- What does Maria wear?
- What does she ask Ammachi to sing?
- What does Ammachi sing?

The students can express their thoughts about the story—its characters and the storyline. **MUST DO** 


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

- The students can be asked to air trace letter Y. Then, they can be guided to trace the letters Y and Z on page 71 with their fingers. Next, ask them to open the book at page 72 and trace the letter Y with different crayons in exercise A. Each time they trace, they say 'Y says y...y yellow'. Guide them through the word list. Point and name each object and tell them to repeat the words. **SHOULD DO**
10 MIN.
- The students can be asked to open the book at page 73. Point and name each object for them to repeat after you. Then, guide them to complete the words by writing the first letter and reading them aloud. **MUST DO**
10 MIN.

 **Animation** can be shown to the students for reinforcing the vocabulary taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be given a blank sheet and yellow paint. They can be asked to colour the sheet yellow.

Home Task

- Parents can help the child read the words in exercise B. Then, help them trace the letter Y to complete the words.
- Show the pictures and ask the child to name each word beginning with the letter Y.

Period 2

Place: The lesson can be conducted in the classroom.

Letter Z

- The students are organised in a Z seating arrangement. They can be shown CRM signs - Please Wait and Stand in a Line, for giving instructions through non-verbal communication skills. Ask them to sing the rhyme 'Zingy Zebra Zoom'. **COULD DO**
10 MIN.
- Show flashcards with objects for the students to identify and name them with words beginning with Z. Then, point at each object on page 74 and ask them to repeat after you. **SHOULD DO**
15 MIN.
- Next, ask them to air trace the letter Z with their index finger. They can pick crayons and trace the letter Z following the direction of the arrows in the book. Once they have traced, ask them to observe the picture in exercise E and find five hidden zebras. The one to find first can be given a star. **MUST DO**
15 MIN.

 **eBook** can be shown to the students to reinforce the letters taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- Ask the students to draw and colour a Zebra. Add more Z words to the list.

Home Task

- Parents can help the child solve the maze in exercise F by joining the letters of the alphabet in sequence.

Period 3

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

Let's Learn and Find

- The students may be divided into two groups. Show flashcards to the students. Let them name each object and identify the letters they begin with (S to Z).
- Ask the students to open the book at page 76. Look at the pictures and name the objects shown. Guide them to describe the pictures in simple words or their home language.
- The students may be given clues to tell the words and the letters they begin with. Then, ask them to weave a short story using the pictures shown in the book.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.



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

COULD DO

10 MIN.

Suggested Additional Activity

- The students can be shown the letters of the alphabet and asked to name one object for each letter. Then, they can play a game. The students can form two teams. Each team gives one word to the other, to describe in simple words or their home language.

Home Task

- Parents can help the child make a picture book for the English alphabet. Select pictures for each alphabet. Then paste them on sheets, compiled in the form of a scrapbook. Decorate its cover.
- The child can be guided through the picture in Let's Repeat on page 78. Ask them to tell the alphabet in order. Guide them to join the dots for the alphabet in order. Name the animal formed and then colour the picture of the octopus.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • hold crayons with thumb and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • demonstrate comfort in staying in classroom without familiar adults and prefer to play with peers
Cognitive Development	<ul style="list-style-type: none"> • identify objects that begin with the letters Y and Z • match words with their correct pictures • solve maze by following the alphabet in order
Language and Literacy Development	<ul style="list-style-type: none"> • listen to and appreciate simple songs, rhymes and poems • retell the story in their own words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make a collage with pictures
Positive Learning Habits	<ul style="list-style-type: none"> • work with peers • adopt classroom norms • respect elders and spend time with them