

# Yearly Scheme of Work

**Time Taken:** 32 Periods (each period of 40 minutes duration)

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

**Digital Assets:** Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

## Class Nursery

### Scheme of Lessons – Micro Schedule – General Awareness = 32 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 1: Special Me</b>	
1. This is Me	2
2. My Body	2
<b>Theme 2: Family Fun</b>	
3. I Love My Family	2
4. My Family	2
<b>Theme 3: School is Cool</b>	
5. Let's go to School	2
6. My Neighbourhood	2
<b>Theme 4: Best Buddies</b>	
7. My Food	3
8. Fruits and Vegetables	3
<b>Theme 5: Play Power</b>	
9. Plants, Animals and Us	2
10. Things Around Me	1

Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 6: Fun and Learn</b>	
11. Big Animals	1
12. Small Animals	1
13. Birds	2
<b>Theme 7: Helping Hands</b>	
14. Magic on Wheels	1
15. On Ground, On Water and In Air	1
<b>Theme 8: Joy and Fun</b>	
16. I Love Colours	1
17. Fun with Games	2
<b>Theme 9: Forever Best</b>	
18. Fun with Granny	1
19. Three Seasons	1

**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: This is Me

Theme 1:  
Special Me

 2 Periods (40 minutes each) (Circle Time)



Jas's standee, crayons, expression cards and CRM signs, Learning kit



Animation, Animated Activities, eBook, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop self concept, self control and self help skills
- observe their surroundings and think logically
- develop emergent literary skills
- develop abilities and sensibilities in visual arts
- develop positive learning habits

## Methodology

### Period 1

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

- Greet the students in the class with a Hi Five! Manage the class using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), as and when required.

- Ask the students to form a circle. Let them raise their arms and clap their hands. Then they can bring their hands down and hop, skip and jump. They can run on the track for two rounds. Then settle them down.

**COULD DO**

15 MIN.

- Place Jas's standee at the centre of the circle. Ask the students to come forward one by one and share with everyone about the things they like to do. Wait for their answers. Then tell them things that Jas also likes (refer to page number 6).

**SHOULD DO**

10 MIN.

- Guide the students to open the book at page number 6. Look at the picture and describe it in simple words or their home language. Read the story and ask them to compare their activities with those of Jas. Give them a small circle with a face drawn to be pasted on an ice-cream stick. They can take it home.

**MUST DO**

15 MIN.



**Animation** could be shown to generate interest among the students.

**eBook** could be used to recapitulate the content taught.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a sheet to draw one thing they like the most and colour it.

### Home Task

- Teacher can mention the home task in the child's diary. Parents can help the child complete the exercise on page number 7. Give her a sheet of paper and a white crayon to write her name. Then give her water colour to paint on it and enjoy her reaction on seeing her name.
- Encourage the child to talk about the things she/he likes in simple, short words or phrases or home language.

## Period 2

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

- Arrange the clues on small bits of paper in a box. Organise the class into U shape. **COULD DO**   
05 MIN.
- Start from the left side and ask each student to pick one from the box. Read it for them to mime and the rest of the class will have to guess and name the action. Each student must get a chance to act. It does not matter if the clues are to be repeated. **SHOULD DO**   
10 MIN.
- Once they have played the mime game, they can be settled for the next activity using CRM signs (Shh..., Eyes on Me, Please, Wait). Guide the students to open the book at page number 8 and ask them to share their age. Give them crayons to colour as many candles as their age on the cake. Then ask them to make a wish. Explain to the students what a birthday wish means. Ask them to share their wish and the reason behind it. Also, tell them to write their age in the box below the cake. Then help them read the complete sentence. **MUST DO**   
25 MIN.

 **Animated Activities** could be used to engage and reinforce the concept to the students.

**Test Generator** could be used to test students' comprehension of the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Give a sheet to each student and ask them to make a birthday card. Give it to their partner.

### Home Task

- Parents to sit with the child and make a list of things she/he likes. Then discuss the reason for each choice.
- Guide her/him through exercise 3 My Corner on page number 9. Point at each image and ask her/him to name it.

## Learning Outcomes


The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li><li>• move their limbs for a fit and flexible body</li><li>• practise sensory writing using colours</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• start recognising 'self' as an individual belonging to a family</li><li>• interacts with peers and teacher comfortably</li><li>• recognise the things they like</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend and follow the instructions given by the teacher</li><li>• observe and understand cause and effect relationships by forming simple hypothesis and use observation to explain the hypothesis (ref. activity 'My Name is...')</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas about birthday and age, etc. using simple words or home language</li><li>• talk confidently about the things they like</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw things they like the most</li><li>• make a birthday card for their partner</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• be active and enthusiastic</li><li>• adopt and follow classroom norms</li></ul>



# Lesson 2: My Body

Theme 1:  
Special Me

 2 Periods (40 minutes each) (Circle Time)



Expression cards and CRM signs, Learning Kit, anchor chart on Body Parts



Animation, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)


### To enable the students:

- develop fine motor skills
- demonstrate the use of body with proper sense of space and direction
- develop emotional intelligence
- develop sharpness in sensorial perceptions
- develop effective communication skills
- express their emotions through art in meaningful ways
- develop positive learning habits

## Methodology

### Period 1

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

- Show CRM signs (Stand in a Line, Eyes on me) and take the students to the school playground. Let them form pairs to run and catch. **COULD DO**   

- Again show CRM sign (Shh..., red for stop) and assemble the students. Ask them to play the game, 'Who did it?' Tell them that you will say a sentence and they will name who did it. The sentences could be,
  - I help you run.
  - I help you write.
  - I help you see beautiful flowers.
  - I help you think.
- Show the anchor chart on Body Parts to the students. Let them identify each body part and read their names aloud after you.
- Form a circle of the students for the group activity. Read the poem on page number 10 aloud with rhythm and proper intonation for the students to follow and enact. Repeat the activity at least thrice.



**Animation** could be shown to generate interest among the students.

**eBook** could be used to recapitulate the content taught.

**Slideshow** could be shown to reinforce the concept to the students.

**SHOULD DO**



**MUST DO**



**COULD DO**



### Additional Suggested Activity

- Give the puzzle on Body Parts to the students to arrange. They may work in pairs to solve the puzzle.

### Home Task

- The teacher may write a note in the students' diary for the parents to enable the child do the activity 'Happy Hand'. Parents can arrange a rubber glove, a paper cup and a straw for the activity. Place the material on a mat and sit with the child. Read the instructions beforehand and help the child make 'Happy Hand'. Let her/him play with it and enjoy. Also, ask her/him to name the things happy hand could do.

## Period 2

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) and manage the class. Ask them to raise their hands and roll them forward or backward. Then tell them to clap their hands and get ready for the class.
- Next, ask them to look at the pictures on page number 12. Let them describe each one in short, simple words or their home language. Then ask, 'I wash my hands. Do you do it, too?' Wait for their response and ask them to tick the picture if they do it. Similarly, ask them for the other activities shown and help them give reasons for the activity they love to do.

COULD DO

20 MIN.

MUST DO

20 MIN.



**Animated Activities** could be used to engage and reinforce the concept to the students.

COULD DO

10 MIN.

**Test Generator** could be used to test students' comprehension of the lesson.

### Additional Suggested Activity

- Form two teams of the students. Call one student from team A to act one of the activities for the other team to guess. Swap the activity for team B and repeat the process.

### Home Task

- Parents can help the child take a sheet and paste pictures of daily routine activities they perform independently. Pictures can be taken from old magazines/newspapers or their own album. Send the sheet to the school for class discussion.
- Parents can help the child make a stick puppet or a rag doll. Then play the game of identifying the parts that help in performing daily activities.

## Learning Outcomes


The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• start recognising self as a member of the family and the community</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend and follow CRM instructions given by the teacher</li><li>• identify the different parts of their body</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>• mime the actions of daily routine</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• use craft material to make 'Happy Hand' and play with it</li><li>• make a puppet/ rag doll with help</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• recognise things they love to do</li></ul>



# Lesson 3: I Love My Family

Theme 2:  
Family Fun

 2 Periods (40 minutes each) (Circle Time)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit, old newspaper/magazines



Animation, Animated Activities, eBook, Infographic, Test Generator

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills
- develop initiative and curiosity in new experiences and learning
- observe their surroundings and think logically
- develop emergent literary skills
- express their emotions through art
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area and the classroom during Circle Time.

- Accompany the students to the play area in a line. Use CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) as and when required to enable them to follow the instructions.
- The students can be divided into six small groups. Place the placards with the letters F, A, M, I, L, Y in front of each group. Read each letter and ask the students to repeat after you. Then combine all the six placards to form the word 'FAMILY'. Ask each group to sit on the grass and share information about their family with each other. They may mime their family members and speak how they are thankful to their parents. Bring them back to the classroom. **COULD DO** 
- Guide the students to settle down as you show the CRM signs (Shh..., Settle Down). Then show green card from the kit and help them open the book at page number 13. Read the statement and ask them to identify the given picture, that is, a tree. Explain that this is a special tree, also referred to as of gratitude. Ask them to read each leaf after you. They can be instructed to colour the ones that they are grateful for. Then share it with their partner. **MUST DO** 
- The students can be encouraged to discuss how important it is to be grateful for everything that we have. They may add to the given list and express their gratitude. **SHOULD DO** 



**Animation** could be shown to generate interest among the students.

**COULD DO**

**eBook** could be used to recapitulate the content taught.

**10 MIN.**

### Additional Suggested Activity

- The students can be given a sheet to draw their family members and colour it.

### Home Task

- The teacher can mention the home task in the child's diary. Parents can ask the child to share the things that she feels grateful for and discuss. The child might be taken to an old age home to pay respect to the elderly and spend time with them or an orphanage to share things with the children and show gratitude.

## Period 2

### Let's Read

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

- Greet the students in the class and use CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) as and when required to settle them. Write the acronym F-A-M-I-L-Y on the board and ask them to say one word with each letter such as Father and Mother I Love You.
- As they have been introduced to the concept of family in the previous class, they can be guided for picture reading. Ask them to open the book at page number 14 and point at each character or object for them to identify. Encourage them to talk about it.
- Place Jas's standee at the centre of the class. Read the words for the students to follow and discuss how Jas introduces his family and loves them. Then ask them to turn to page number 15 and write the correct answers in exercise 2.

**COULD DO**

**10 MIN.**

**SHOULD DO**

**10 MIN.**

**MUST DO**

**20 MIN.**



**Animated Activities** could be used to engage and reinforce the concept to the students.

**Infographic** can be shown to provide information to the students.

**COULD DO**

**Test Generator** could be used to test students' comprehension of the lesson.

**10 MIN.**

### Additional Suggested Activity

- The students can be given ice-cream sticks to draw faces of father and mother and other family members. Then recapitulate the members of the family with the students.

### Home Task

- Parents can take out family album and enjoy looking at pictures with the child. Then ask her/him to select one that she/he likes the best. Open the book at page number 15 and help her in pasting the photo in the space provided. Once the photo is pasted, guide her/him to write her/his name in the space provided.
- Parents can help the child make a stick puppet or a rag doll. Then play the game of identifying the body parts that help in performing daily activities.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their gratitude for things they have</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend and follow the instructions given by the teacher</li><li>• read the given picture and draw inference</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• be able to comprehend the given picture</li><li>• communicate their ideas using simple words or home language</li><li>• mime their family members and express their thoughts</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw their family members</li><li>• make stick puppets with help</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• love their family and be grateful for all that they have</li></ul>

# Lesson 4: My Family

Theme 2:  
Family Fun

 2 Periods (40 minutes each) (Circle Time)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit, coloured paper



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop coordination of fine muscles with dexterity
- develop emotional intelligence
- observe their surroundings and think logically
- develop effective communication skills
- express their emotions through art
- develop positive learning habits

## Methodology


### Period 1

**Place:** The lesson can be conducted in the play area during their Circle Time.

- Ask the students to form a line and take one round of the play area. After they return to the original place, ask them to jog on the spot. Then they can raise their arms and swing ten times. **COULD DO** 
- Place Jas's standee at the centre of the circle. Ask the students to open the book at page number 16 and observe the picture carefully. Point at each character for the students to recognize and name them. Read the statement and explain that just as they enjoy with their family, Jas is also enjoying with his family. They will identify Jas's family members and circle them with a green crayon. **SHOULD DO** 
- Elicit response from the students as to what they call their father and mother just as Jas calls his mother 'Ammi' and father 'Papaji'. Discuss. Encourage them to speak in short, simple sentences or their home language. **MUST DO** 



**Animation** could be shown to generate interest among the students.

**Animated Activities** could be used to engage and reinforce the concept to the students. **COULD DO** 

**eBook** could be used to recapitulate the content taught.

### Additional Suggested Activity

- The students can be given a sheet to draw one thing they like the most and colour it.

### Home Task

- Teacher can mention the home task in the child's diary. Parents can guide the child in exercise 3 on page number 17. First, let her identify the characters on the left. Talk about each one, then help her match them with those on the right.
- Guide and help the child to make stick puppets for Jas's family and narrate a story based on it.

## Period 2

### Let's Relax

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and take them to the art room. Let them raise their arms and breathe ten times. **COULD DO** 15 MIN.
- Form pairs of the students. Give each pair of students a set of pictures on page number 18. Guide them to observe each picture depicting Diwali celebrations carefully and spot the differences. Help them find at least five differences and discuss.

**P.S.** As this section is aligned to the SDG 13 Climate Action, teacher must ensure to explain that we should enjoy a clean, safe and green Diwali by saying no to firecrackers. Bursting firecrackers pollutes the air.

- Give each students a sheet of paper with a lantern drawn. Ask them to colour it. Then give them coloured paper to tear into thin strips and paste at the bottom of the lantern. Display the same in the class or they can be asked to take it home to show it to their family. **SHOULD DO** 10 MIN.
- **MUST DO** 15 MIN.

 **Slideshow** could be shown to reinforce the concept to the students.

**Test Generator** could be used to test students' comprehension of the lesson. **COULD DO** 10 MIN.

### Additional Suggested Activity

- The students can be given a sheet to draw any two things they like to do or eat on Diwali.

### Home Task

- Parents can help the child weave a short story around the pictures on page number 18 done in the class. Encourage her/him to use the vocabulary mentioned in the lesson and help in framing meaningful sentences.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• start recognizing 'self' as an individual belonging to a family</li><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend and follow the instructions given by the teacher</li><li>• identify the different members of the family</li><li>• recognize the different names used to address family members</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>• observe and describe the given pictures in short, simple words or phrases</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make stick puppets with help</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• celebrate festivities with a concern for the climate</li><li>• take positive steps towards protecting the environment by avoiding firecrackers</li></ul>

# Lesson 5: Let's go to School

Theme 3:  
School is  
Cool

 2 Periods (40 minutes each) (Circle Time)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit, coloured paper



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of small motor muscles
- develop emotional intelligence
- observe their surroundings and think logically
- develop emergent literary skills and express their views effectively
- express their emotions through art
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area during their Circle Time.

- The students can be accompanied to the school play area. Draw a semi-circle on the ground and ask them to stand on it. Ask them to check each other's nails or if their uniform is clean. Talk to them about maintaining personal hygiene for good health.

**COULD DO**

15 MIN.



- Ask the students to share their thoughts on attending school. Listen to each one of them patiently and tell them that school is important because education makes our lives better. Also, explain that education helps us become better people as we are able to think better and act accordingly. They may be given the example of children who attend school as compared to those who do not attend school.

**SHOULD DO**

10 MIN.



**P.S.** This section is aligned to the SDG 4 Quality Education. Explain the significance of education in our lives.

- Guide the students to open the book at page number 19 and observe the given pictures carefully. Let them describe the pictures in simple words. They can also tell about the person who helps them in getting ready for school. Encourage them to share how they get ready for school.

**MUST DO**

15 MIN.



**P.S.** Tell the students that Jas calls his father 'Papaji'.



**Animation** could be shown to generate interest among the students.

**Animated Activities** could be used to engage and reinforce the concept to the students.

**COULD DO**

**eBook** could be used to recapitulate the content taught.

10 MIN.

### Additional Suggested Activity

- The students can be given a fun activity. Form two teams. Place a comb, a tie, a belt, a pair of socks and a pair of shoes on a table. Let one student from each team come to use each item and get ready for school. The one to complete first receives a star. Repeat the activity.

### Home Task

- Parents can help the child open the book at page number 19. Encourage her/him to share her/his thoughts about attending school. Then let her draw any one thing she/he likes about the school and talk about it.
- Draw a few things that the child uses. Ask her/him to tick the ones that are needed for school.

## Period 2

### Let's Talk

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and take them on a round of the school. Tell them to maintain silence as they move around the corridors of the building.
- On the way, point at each place or room in the school and tell them about it. In the playground, ask them to touch and feel different objects. Towards the end of the period, bring them to the art room. Instruct them to form a big circle. Let them share their experiences and observations about the school.
- Tell the students to open the book at page number 20 and observe the given picture carefully. Point at each object and guide them to identify and describe it in short, simple words or their home language. Support the students for taking turns and keeping to the topic of conversation.

**COULD DO**

15 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

15 MIN.



**Test Generator** could be used to test students' comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a collection of things to sort and find the ones they see or use in school. Let them describe each object.

### Home Task

- Parents can help the child identify the objects and places in the two columns in exercise 1 on page number 21. Then match the objects to the places they are found in the school by joining the dots with a crayon. Help her/him in holding the crayon firmly to draw neat lines.
- Parents can help the child weave a short story around the pictures on page number 18 as completed in class. Encourage her to use the vocabulary mentioned in the lesson and help in framing meaningful sentences.

## Period 3

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and settle them. Let them jog on the spot and then swing their arms.
- Show them flashcards with different expressions to recognize and identify with the ones they feel on going to school. Guide them to frame short, simple and meaningful sentences.
- Ask them to open the book at page number 22 and tick the ones they relate to on going to school.

**COULD DO**

15 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

15 MIN.



**Slideshow** could be shown to reinforce the concept to the students.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards with objects. Also, them to identify the ones that are seen or used in the school.

### Home Task

- Parents can help the child in making a card for the teacher in exercise 3 of page number 23.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• start recognizing 'self' as an individual belonging to a family</li> <li>• interacts comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• comprehend and follow the instructions given by the teacher</li> <li>• identify places in the school</li> <li>• recognize different things they need or use in school</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>• observe and describe the given pictures in short, simple words or phrases</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• make a card for the teacher</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• understand the importance of going to school</li> </ul>

# Lesson 6: My Neighbourhood

Theme 3:  
School is  
Cool

 2 Periods (40 minutes each) (Circle Time)



Flashcards, Jas's standee, crayons, expression cards and CRM signs, Learning Kit, coloured paper



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop sense of independence and autonomy
- develop sharpness in sensorial perceptions
- develop effective communication skills
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area during their Circle Time.

- Use CRM signs to guide the students to the play area. Let them sit in a circle and play 'Ring-a-Ring-Roses'. Towards the end of the game, ask them to clap their hands.

**COULD DO**

15 MIN.

- Ask the students to tell how they come to school. Discuss the different routes that they take to school every day. Give them flashcards with vehicles to choose the one they use for coming to school.

**SHOULD DO**

10 MIN.

- Place Jas's standee in front of the class. Guide the students to open the book at page number 24 and observe the given maze carefully. Let them describe the given map in short phrases or simple words. Tell them to identify the places in the neighbourhood they come across on finding the route home for Jas and Papaji. Teach them that there could be different routes to reach home. They can be encouraged to talk about the routes they take while going home and the places they see.

**MUST DO**

15 MIN.

**P.S.** Tell the students that Jas calls his father 'Papaji'.



**Animation** could be shown to generate interest among the students.

**Animated Activities** could be used to engage and reinforce the concept to the students.

**COULD DO**

10 MIN.

**eBook** could be used to recapitulate the content taught.

### Additional Suggested Activity

- Ask the students to draw the route to their home from school on a plain sheet. Allow the stick figures they draw to depict the people and places.

### Home Task

- Parents can help the child in collecting fallen leaves of different sizes in the park. Paste them on a white chart using glue to make a collage for the activity on page number 25. Then click a picture and paste it in the box provided.
- Guide the child to identify different places in the neighbourhood. Let her prepare a few sentences about the place she likes the most.

## Period 2

### Let's Talk

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to manage the students. Keep few things in the classroom such that they are not in their right place. You may keep the duster on the book shelf, books on the seat, water bottle near the blackboard, and so on. Ask them to look around and pick things that are not in their place and arrange them. Teach them that things must be kept in their place as it helps in doing things properly on time. Also, they do not lose things. **COULD DO**   
15 MIN.
- Make a list of items found in the classroom on a sheet of paper, before the class begins. Ask the students to pick one object, such as a notebook, an eraser and so on from the class, keep it on their table and stand. Then ask them to listen to the names as you pick and read each item. Instruct them to sit if they have got the item. After all the items are read out, the students who continue to stand will be declared the winners. **SHOULD DO**   
10 MIN.
- The students can be guided to open the book at page number 26. Tell them to observe the given picture and name the object as you point at each one. Then ask them to circle the things that are not in their place. **MUST DO**   
15 MIN.



**Slideshow** could be shown to reinforce the concept to the students.

**Video** can be used to further explain the concept taught in the lesson.

**Test Generator** could be used to test students' comprehension of the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a collection of things to sort and find the ones they see or use in school. Let them describe each object.

### Home Task

- Parents can take the child for a walk in the park for Let's Relax, exercise 3. Take the book along to tick the things that they find on the way. Tell the child to touch and feel different things in the park. Ask her/him how different they are from each other. Also, help her/him frame and say short sentences.
- Parents can help the child in making a scrapbook for different textured materials such as leaves, cloth pieces, sand paper, grain and so on.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li><li>• develop tactile learning through hands-on activity( different textured material)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• start recognizing 'self' as an individual belonging to a family</li><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend and follow CRM instructions given by the teacher</li><li>• identify places in the neighbourhood</li><li>• recognize different things they need or use in classroom</li><li>• comprehend and infer from the route map</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>• observe and describe the given pictures in short, simple words or phrases</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a collage of leaves to learn about different shapes, sizes and textures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• understand the importance of nature walk, not plucking leaves rather pick the fallen leaves</li></ul>

# Lesson 7: My Food

Theme 4:  
Best Buddies

 3 Periods (40 minutes each) (Circle Time)



Flashcards, Jas's, Lina's, Sam's, Ryan's and Maria's standees, crayons, expression cards and CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:




- develop fine motor skills
- develop emotional intelligence
- observe their surroundings and think logically
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

## Methodology

### Period 1

#### Let's Read

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

- Use CRM signs for the students to follow instructions and form a circle. Ask them to hop, skip and jump on the spot. **COULD DO**   

- Show pictures of various food items and ask them to choose the one they like the best. Ask them to tell the reason for their choice of food. Instruct them to stand and speak and rest of them will sit on the grass. Repeat the activity till they all get a chance to share their thoughts. **SHOULD DO**   

- Read the poem with proper intonation for the students to follow. Let them enjoy reciting the poem with actions as many times as they enjoy. **MUST DO**   


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



**Animation** could be shown to generate interest among the students.

**eBook** could be used to recapitulate the content taught. **COULD DO**   


### Additional Suggested Activity

- The students can be asked to share any poem on food that they know. It might be in their home language.




### Home Task

- Parents can help the child open the book at page number 28 and enjoy picture reading and poem recitation.
- The child may learn and recite the poem.

## Period 2

### Let's Talk

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students as and when required. Ask them to raise their hands and clap five times. Then close their eyes and breathe deeply for at least ten times. **COULD DO** 
- Place standees of Jas, Lina, Sam, Ryan and Maria in the class at different places. Once the students settle in the class, instruct them to pay attention using the CRM sign 'Eyes On Me'. Ask them to open the book at page number 29 and look at the picture. Let them identify the characters of the story. Then read and explain the story as to how children are enjoying food during their lunch time in the school. Let the students make a list of food items they love to eat. **SHOULD DO** 
- In exercise 1, ask the students to look at the pictures as you point at each image and name it. Then identify the ones that could be eaten and colour them. In exercise 2, point at each object for them to identify and circle the food items. **MUST DO** 



**Slideshow** could be shown to reinforce the concept to the students.

**Animated Activities** could be used to engage and reinforce the concept to the students.

**COULD DO**



### Additional Suggested Activity

- The students can be given a sheet with things they could eat and drink, respectively. They will match and make pairs. For example, idli-sambhar, dal- rice and so on.

### Home Task

- Parents can help the child draw five things they love to eat.
- Help the child prepare 'Happy Cookies' following the steps mentioned in the activity given on page number 31. Enjoy 'Happy Cookies' together.

## Period 3

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and settle them. Let them raise and swing their arms.
- Show them flashcards with different kinds of food to identify. Encourage them to talk about the food in simple, short sentences.
- Ask them to open the book at page number 32 and describe the pictures. Then help them circle the food they would like to order at a restaurant. Discuss that eating healthy food is important. Ask them about their favourite food items.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
15 MIN.



**Infographic** can be shown to provide information to the students.

**Test Generator** could be used to test students' comprehension of the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given flashcards to choose healthy food items and tell the reason for making the choice.

### Home Task

- Parents can help the child in preparing healthy fruit chat. Enjoy eating it together.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• start recognizing 'self' as an individual belonging to a family</li> <li>• interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• comprehend and follow CRM instructions given by the teacher</li> <li>• identify different food items that go together</li> <li>• recognize food they would like to order</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>• observe and describe the given pictures in short, simple words or phrases</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• make 'Happy Cookies' with help from an adult</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• understand the importance of healthy eating</li> </ul>

# Lesson 8: Fruits and Vegetables

Theme 4:  
Best Buddies

 3 Periods (40 minutes each) (Circle Time)



Flashcards, crayons, expression cards and CRM signs, Learning Kit, pictures, grapes and raisins



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:



- develop fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

## Methodology

### Period 1

#### Let's Read

**Place:** The lesson can be conducted in the play area during their Circle Time.

- Stand in front of the class. Show CRM sign 'Eyes On Me' and roll your hands forward and backward. Ask the students to roll their hands forward and backward five times. Then tell them to clap their hands. **COULD DO** 
- Ask the students to open the book at page number 33 and closely observe the given picture. Guide them to describe the children in their conversation. Then read the text and ask the students to follow the same. **SHOULD DO** 
- Make pairs of students. Give them cue cards with the sentences to be spoken as in the story such as 'Which fruit do you like to eat?' and I like to eat \_\_\_\_\_. They can be guided to ask and answer with each students taking turns.

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

**MUST DO**





**Animation** could be shown to generate interest among the students.

**eBook** could be used to recapitulate the content taught.

**COULD DO**



### Additional Suggested Activity

- The students can be asked to list five fruits that like to eat.

### Home Task

- Parents can help the child prepare 'fruit curd' and enjoy eating together.

## Period 2

### Let's Learn

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to manage the students as and when required. They can be asked to raise their hands and snap their fingers. **COULD DO** 15 MIN.
- Help the students to open the book at page number 34. Point at each fruit shown and read their names aloud for the students to follow. Let them put their index finger on each picture and read the name loudly. **SHOULD DO** 10 MIN.
- Next, ask the students to open the book at page number 35. Point at each picture and read the names of the vegetables loud and clear for the students to follow. Then discuss the importance of eating fruits and vegetables for a healthy diet. **MUST DO** 15 MIN.

**P.S.** Ask the students to touch and feel the different fruits and vegetables at home. Then describe their experience in the next class.



**Slideshow** could be shown to reinforce the concept to the students.

**Animated Activities** could be used to engage and reinforce the concept to the students.

**COULD DO** 10 MIN.

### Additional Suggested Activity

- The students can be given a sheet to draw two fruits and two vegetables they love to eat.

### Home Task


- Parents can take the child to the greengrocer and let her feel different fruits and vegetables and compare. For example, a banana and an orange or a brinjal and a cauliflower.

## Period 3

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to the students and accompany them to the art room. They can be asked to describe the art work in simple short phrases or their home language. Ask them to share their experiences of touching fruits and vegetables at home and discuss. **COULD DO** 15 MIN.
- Form pairs of students for the activity 1 on page number 36. Show them flashcards with different kinds of vegetables and colours to identify. Hold one card at a time and ask them to name it. Then guide them to match each vegetable to the colour and make pairs. Go around the class and observe the students while working and guide them if need be. **SHOULD DO** 10 MIN.

- Ask them to open the book at page number 37. Point at each image for them to identify the fruits and vegetables. Give them a bowl of crayons to choose a green crayon and circle the fruits. Then pick a blue crayon and circle the vegetables. Also, discuss the vegetables that can be eaten raw as salad. Discuss the benefits of eating fruits and vegetables daily. **MUST DO**   
10 MIN.
  - Also, read and explain the activity on page number 38 to the students. Tell them that raisins are dried fruits. It feels different from a grape. Show them real ones, if possible. Tell them drying grapes in the Sun is helpful as it is a great source of energy. It can be used again and again without getting over, unlike petrol and diesel. **MUST DO**   
05 MIN.
- P.S.** This section is aligned to SDG 7 Affordable and Clean Energy.

 **Infographic** can be shown to provide information to the students. **COULD DO**   
**Test Generator** could be used to test students' comprehension of the lesson.   
10 MIN.

### Additional Suggested Activity

- The students can be given pictures of fruits and vegetables to make a collage.

### Home Task

- Parents can help the child in making raisins from grapes following the steps given on page number 38. Discuss the importance of the Sun as a great source of energy with the child.
- Help the child in colouring the tomato in the activity Let's Relax, on page number 39. Ask about the colour of a tomato and discuss its taste and health benefits.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li> <li>• tactile learning through hands-on activities of touching and feeling fruits and vegetable</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• start recognizing 'self' as an individual belonging to a family</li> <li>• interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• comprehend and follow CRM instructions given by the teacher</li> <li>• identify different fruits and vegetables</li> <li>• recognize the benefits of eating fruits and vegetables</li> <li>• identify the vegetables and their colours</li> <li>• know about the Sun as a great source of energy</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>• observe and describe the given pictures in short, simple words or phrases</li> <li>• talk about using the Sun's energy in daily life</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• make raisins from grapes with help from an adult</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• understand the importance of healthy eating</li> </ul>

# Lesson 9: Plants, Animals and Us

Theme 5:  
Play Power

 2 Periods (40 minutes each) (Circle Time)



Flashcards, crayons, expression cards and CRM signs, Learning Kit, pictures, Jas's standee, toys or sports equipment, plants



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)


### To enable the students:


- develop fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop positive regard for the natural environment around them
- develop communication skills in their home language
- acquire knowledge of India
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits


## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area during their Circle Time.

- Accompany the class to the play area. Use CRM signs (Eyes on Me, Shh..., Wait, Stand in a Line) to enable them to follow instructions. Organise them in a circle and ask them to put their hands on their waist and move from side to side. Then raise their hands and jog on the spot. Also, you can guide them to play pitthu. **COULD DO** 

- Place Jas's standee in the middle. Ask the students to open the book at page number 40 and closely observe the given picture. Guide them to describe the picture in simple, short and meaningful phrases. Then ask them to listen attentively as you will read the story about Jas and Papaji. Discuss how playing is important for our health. Tell them that watering plants and giving water to birds and animals helps them in balancing nature. **SHOULD DO** 

- Instruct the students to listen attentively as you read the story loud and clear. Ask the students if they also keep water for the birds at home. Lead the discussion to the importance of playing outdoors as Jas and his friend are going to play pitthu. Tell them about the game and explain the rules as they had played before the lesson. Encourage the students to discuss in simple, short phrases or their home language. **MUST DO** 

**P.S.** This section is aligned to the SDG 3 Good Health and Well-Being. Teach them that playing outdoors helps us to stay active and fit.

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



**Animation** could be shown to generate interest among the students.

**eBook** could be used to recapitulate the content taught.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be asked to sort the games as indoor or outdoor games.

### Home Task

- Parents can help the child play indoor as well as outdoor games such as snakes and ladders, ludo, hopscotch, hide and seek and so on.
- Ask the child to name the things that need water and things that do not. Then guide her through the exercise 1 on page number 40.

## Period 2

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

- Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) to manage the students as and when required. They can be asked to raise their hands and snap their fingers.
- Place Ryan's standee near the students in the class. Then ask them to talk about Ryan. Then tell them to open the book at page number 41. Tell them to observe the picture and describe what Ryan is doing with his pet, Casper.
- Next, read the story and explain that Ryan has a pet and he likes when Ryan spends time with him. Ask if they also have a pet and how they take care of him. Let them retell the story in simple, short phrases or their home language.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

**P.S.** Explain the meaning of pet animals to the students.



**Slideshow** could be shown to reinforce the concept to the students.

**Animated Activities** could be used to engage and reinforce the concept to the students.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a sheet to draw a game they like to play. Then speak a few lines about it.

### Home Task

- Parents can help the child in exercise 2 on page number 41. Collect pictures of the pet or if there isn't any, make an imaginary one or paste picture of the pet animal they would like to keep.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• show care for and joy in engaging with all life forms such as birds and animals that can be kept as a pet</li><li>• start recognising 'self' as an individual belonging to a family</li><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend and follow CRM instructions given by the teacher</li><li>• identify different indoor and outdoor games</li><li>• recognize the benefits of playing outdoors</li><li>• identify the animals they can keep as a pet</li><li>• know about the game pitthu</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>• observe and describe the given pictures in short, simple words or phrases</li><li>• talk about using the games they play and the pet animal they have or would like to keep</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• learn to draw their favourite indoor or outdoor game</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• understand the importance of playing outdoors and staying fit and active</li></ul>

# Lesson 10: Things Around Me

Theme 5:  
Play Power

 1 Period (40 minutes) (Circle Time)



Flashcards, crayons, expression cards and CRM signs, Learning Kit, pictures, Jas's standee, toys or sports equipment, plants



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop positive regard for the natural environment around them
- develop communication skills in their home language
- acquire knowledge of India
- express their emotions through art
- develop positive learning habits

## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area during their Circle Time.

- Organise the class in a circle. Give them a ball to play 'Pass the Parcel'. Also, keep a box with the clues for the activity they will do. Tell them that music will be played and they have to pass the ball till it stops. The student to get the ball at the end will pick one slip and perform the activity.

**COULD DO**

15 MIN.

- Place Jas's standee in the middle along with a few objects such as a stone, a pencil, a plant, a toy cat and so on. Ask the students to look at the objects and say the ones that do not need water.

**SHOULD DO**

10 MIN.

- Instruct the students to listen attentively as you read the story loud and clear. Encourage them to retell the story in simple, short phrases or their home language. Then guide them through the exercise 1. Point at each image and ask them to identify the object or food that does not need water and circle it with an orange crayon.

**MUST DO**

15 MIN.

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



**Animation** could be shown to generate interest among the students.

**eBook** could be used to recapitulate the content taught.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- The students can be asked to give reason for the things that do not need water in their own words.

### Home Task

- Parents can help the child do the activity on page number 43 by following the steps given to grow a lemon plant with a seed.
- Help the child enjoy colouring the balloons with her favourite colours neatly along the lines in exercise Let's Relax on page number 44.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• express joy in playing with friends</li> <li>• start recognizing 'self' as an individual belonging to a family</li> <li>• interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• comprehend and follow CRM instructions given by the teacher</li> <li>• identify and differentiate things that need/do not need water</li> <li>• know more about the game pithhu</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>• observe and describe the given pictures in short, simple words or phrases</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively in art</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• understand the importance of water</li> <li>• learn to grow plants from seeds</li> </ul>

# Lesson 11: Big Animals

Theme 6:  
Fun and  
Learn

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, pictures of animals



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop fine motor skills
- develop positive regard for the natural environment around them
- develop emergent literary skills
- develop positive learning habits


## Methodology

### Period 1

**Place:** The lesson can be conducted in the play area during the students' Corner Time.


- Play the rhyme on animals 'Old MacDonald Had a Farm' for the students to listen, enact and enjoy. **COULD DO** 
- Place Lina's, Sam's, Maria's, Jas's and Ryan's standees in front of the students. Tell them that they all visited a village on a school trip. Let us see what they saw there. Show them pictures on page 45 and point at each animal for them to identify. **SHOULD DO** 
- Next, show the CRM sign 'Eyes on Me' and read the text aloud. Ask the students to name the big animals in the picture. Engage them in a class discussion on the animals. **MUST DO** 


### Let's Learn

- Ask the students to open the book at page 46 and look at the animals in Let's Learn section. Read the names of the big animals aloud for the students to repeat after you. Talk to them about the place of living and eating habits of each animal. **MUST DO** 

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



**Animation** could be shown to the students to generate an interest in the lesson. **COULD DO** 

**eBook** can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts. 

### Additional Suggested Activity

- Form small groups of five students each. They can be given pictures of big and small animals. Ask them to sort and paste big animals on a chart with a farm scene.

### Home Task

- Parents can visit the zoo with the child. Help them recognize big animals.
- Play Hide and Seek with the animals in Let's Learn on page 46. Let the child name each animal after you. Then hide any one animal for them to guess. Confirm the correct answer with a smiley.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• exhibit fine motor skills while pasting pictures</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>• follow CRM instructions</li><li>• differentiate animals based on their size</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• know and talk about the big animals</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• observe minute details and collect information about big animals</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms</li></ul>

# Lesson 12: Small Animals

Theme 6:  
Fun and  
Learn

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, pictures of small animals



Animation, Animated Activities, eBook, Infographic, Test Generator

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills
- develop positive regard for the natural environment around them
- use expressive and receptive communication skills
- develop listening and comprehension skills


## Methodology

### Period 1

**Place:** The lesson can be conducted in the school garden during the students' Corner Time.

- Ask the students to form a circle. Then they can role-play as the pet animals they see in their immediate surroundings. **COULD DO**   

- Place Lina's, Sam's, Maria's, Jas's and Ryan's standees for the students. Continuing with the story of their visit to a village on a school trip, talk to them about the small animals they saw during their walk around. **SHOULD DO**   

- Next, read the story and ask them to name the small animals. Encourage them to describe the picture in simple words or their home language. **MUST DO**   



### Let's Learn

- Show flashcards for small animals to them one by one. Ask them to identify and name each one. Support them with the vocabulary needed to describe the small animals—cat, dog, deer, goat, sheep and rabbit. **MUST DO**   


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

**P.S.** Read the names of small animals aloud and ask the students to repeat after you.



**Animation** could be shown to the students to generate an interest in the lesson. **COULD DO**   


**eBook** can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

### Additional Suggested Activity

- Give pictures of big and small animals to the students in a bowl. Ask them to sort and paste small animals on a chart.

### Home Task

- Help the child to identify small animals and circle them in exercise 1 page 48.
- Parents can visit the zoo with the child. Help them recognize small animals.
- Guide the child to identify and colour the big and small animals in exercises 2 and 3 on page 49.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination of body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• recognize small animals based on their size</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe small animals using suitable vocabulary</li><li>• role-play as pets using simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• observe minute details and gather more information about small animals</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# Lesson 13: Birds

Theme 6:  
Fun and  
Learn

 2 Period (40 minutes each) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, pictures of birds, oval cut-outs, glue, brown chart paper, googly eyes, craft feathers



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine motor skills
- develop sharpness in sensorial perceptions
- develop positive regard for the natural environment and creatures
- make sense of world around through observation and logical thinking
- use emergent literary skills


## Methodology

### Period 1

**Place:** The lesson can be conducted in the school garden during the students' Corner Time.

- The students can be organised in pairs and asked to move around, observe plants and other creatures. Ask them if they were able to spot a bird. Let them describe the physical features and food habits of the birds. **COULD DO** 
- Place Lina's, Sam's, Maria's, Jas's and Ryan's standees in front of the students. Tell them that children in the story reached a pond. Ask them to open the book at page 50 and describe the picture using suitable vocabulary. Let them talk about the birds, clouds, ducks, trees, ponds, etc. **SHOULD DO** 
- Next, read the story on page 50 for the students to understand. Encourage them to describe the picture in simple words or their home language. **MUST DO** 

### Let's Learn

- Write the letters H, O, C, D, P on the board. Ask them to name a bird that begins with each of the letters. Then ask them to look at the birds on page 51 and describe each in their own words. Then ask them to name the animals and birds in exercise 1 and circle the birds. **MUST DO** 

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



**Animation** could be shown to the students to generate an interest in the lesson.

**COULD DO**

10 MIN.

**eBook** can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

### Additional Suggested Activity

- The students can be given oval cut-outs of paper. Guide them to paste and draw beaks and claws for the bird with crayons.

### Home Task

- Parents can help the child make an owl using chart paper, brown craft feathers, googly eyes and glue. Read and follow the instructions provided on page 52 in 'Hoot! Hoot!'
- Also, guide the child to name the birds in exercise 2 on page 53. Colour the middle sound of each bird.

## Period 2

**Place:** The lesson can be conducted in the library during the students' Corner Time.

- Show flashcards of the birds such as hen, owl, duck and crow to the students. Ask them to identify and name them. Then sing the rhyme 'Little Bird' on page 55 with rhythm and intonation for the students to follow and enact. Let them sing and enjoy.

**COULD DO**

10 MIN.

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

### Let's Relax

- The students can be asked to arrange the number cards in order from 1 to 20. Then read them aloud 1-20.
- Next, tell them to open the book at page 54. Point at each number and read it aloud. Then using a crayon, join the dots to see the bird. Then colour the bird neatly along the lines.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Infographic** could be used to provide information to the students about the concepts taught in the lesson.

**Slideshow** can be used to reinforce the concepts taught in the lesson.

**Test Generator** could be used to test the understanding and comprehension of the lesson by the students.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a worksheet with birds and their beaks. Guide them through the worksheet and discuss how different kinds of beaks help them in eating different kinds of food-picking grains or tearing flesh.

### Home Task

- Parents can sit comfortably with the child and discuss how they can help Peggy the pigeon, reach Ollie the owl by solving the maze in exercise 3 on page 53.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• differentiate sounds in the environment as that of the birds, animals or humans</li><li>• show eye-hand coordination and muscle strength in simple activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• show curiosity in observing plants and birds</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• identify and name common birds with support from teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe birds using suitable vocabulary</li><li>• listen and follow short instructions</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</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# Lesson 14: Magic on Wheels

Theme 7:  
Helping  
Hands

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, a toy bus, cut-out of a bus



Animation, Animated Activities, eBook, Infographic, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop coordination of fine muscles with dexterity
- develop sharpness in sensorial perceptions
- develop emergent literary skills
- develop cognitive skills and make sense of world around through observation and logical thinking

## Methodology

### Period 1

**Place:** The lesson can be conducted in the school garden during the students' Corner Time.

- Organize the class in two teams using CRM signs 'Stand in a Line'. Then ask them to repeat after you as you sing the poem on page 56 in the book. Let them sing with rhythm and enact the poem 'Buses'.

**COULD DO**

 MIN.

### Let's Read

- Show Lina's, Sam's, Maria's, Jas's and Ryan's standees to the students to recognise. Instruct them to listen attentively and share their views about the story. Read the story loud and clear for the students to comprehend and discuss the message conveyed. Tell them there is a lunch party at school where the children are serving food to all those who help and care for them. Talk to them about the importance of being kind to everyone and reduce the inequalities among people. Also, explain the how the means of transport like bus, bicycle help in moving from one place to another. Let them talk about their favourite means of transport.

**SHOULD DO**

 MIN.

**P.S.** Tell the students the meaning of the word 'transport'.

- Also, tell them that we must be kind to everyone. (SDG 10: Reduced Inequalities)
- Ask the students to draw any one means of transport they would like to drive or use when they grow up. Encourage them to use their imagination and creativity. Then display their favourite transport in the class.

**MUST DO**

 MIN.

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

- Guide the students to observe and comprehend the picture in exercise 1. Let them choose the option and give reason for choosing the child's action the same.

**MUST DO**

10 MIN.



**Animation** could be shown to the students to generate an interest in the lesson.

**eBook** can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a cut-out of a bus. Let them draw or paste windows and wheels on it.

### Home Task

- Parents can help the child to pick the odd one out in exercise 2 on page 58. Encourage them to give reasons for their answer and discuss.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show eye-hand coordination and muscle strength in simple activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively to their peers and teacher during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• identify and name common means of transport</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• sing and enjoy the rhyme</li> <li>• talk about the means of transport they like the most</li> <li>• listen and follow short instructions</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</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• adopt class norms</li> <li>• engage in class activities</li> </ul>

# Lesson 15: On Ground, On Water and In Air

Theme 7:  
Helping  
Hands

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, a bus, a train, an aeroplane, a boat and a car (toys)



Animation, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:





- develop coordination of fine muscles with dexterity
- develop sharpness in sensorial perceptions
- develop emergent literary skills
- make sense of world around through observation and logical thinking

## Methodology

### Period 1

**Place:** The lesson can be conducted in the yoga room during the students' Corner Time.

#### Let's Learn

- In continuation to the previous lesson, show a bus, a train, an aeroplane, a boat and a car (toys) to the students. Let them describe each one and name the place they could see them. For example, bus and train on the road, aeroplane in the air, boat in the water. Let them think and say which one will help them reach faster in comparison to the other means of transport. Expected response is that an aeroplane is the fastest means of transport. **COULD DO**   

- Lina's, Sam's, Maria's, Jas's and Ryan's standees can be kept in the middle of the class for the students. Ask them to open the book at page 59. Let them observe the pictures and describe them in their own words. Then read the story loud and clear for the students to comprehend the story. Let them learn the life skills of gratitude as they see Jas thanking the driver and conductor bhaiya. Based on the story a few questions may be asked such as:
  - Name the means of transport that moves on track.
  - Name the means of transport that moves on water.
  - Name the means of transport that flies in the air.
  - Where does a car move?
  - Who does Jas thank upon reaching the bus stop?
- Encourage them to answer in simple, short sentences or their home language and conduct a class talk. **SHOULD DO**   


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

- Ask the students to open the book at page 61 and name the means of transport. Then guide them to take a crayon and match each transport with its shadow on the right. Elicit response from them.

**MUST DO**

15 MIN.



**Infographic** could be used to provide information to the students about the concepts taught in the lesson.

**Slideshow** can be used to reinforce the concepts taught in the lesson.

**COULD DO**

10 MIN.

**Test Generator** could be used to test the understanding and comprehension of the lesson by the students.

### Additional Suggested Activity

- The students can be seated in groups of four. Give them pictures of various means of transport and guide them to prepare a collage.

### Home Task

- Parents can help the child touch and feel a sofa, soil, wooden table and floor. Then take a toy car and move it on the above mentioned surfaces. The next day they can share their experiences with peers and teacher and tell where the car moves faster.
- Help the child enjoy colouring the car in Let's Relax on page 62. Let them describe the car 'Moto' in simple words or their home language.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show eye-hand coordination and muscle strength in simple activities</li> <li>• develop discrimination in the sense of touch</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• understand and respond positively to the social norms in school (thanking the driver, conductor or any other helpers)</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• understand the meaning of the word 'transport'</li> <li>• identify the means of transport and places they are found in</li> <li>• observe and explore the objects in the surrounding</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen to the story and respond to the questions put up by the teacher</li> <li>• talk about the means of transport they like the most</li> <li>• listen and follow short instructions</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• experience tactile learning as they touch and feel different surfaces</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• adopt class norms</li> <li>• engage in class activities</li> </ul>

# Lesson 16: I Love Colours

Theme 8:  
Joy and Fun

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, colours, chart, bowl, slips of paper



Animation, Animated Activities, eBook, Infographic, Test Generator

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the physical and natural environment
- develop emergent literary skills
- develop positive learning habits
- gain knowledge about India

## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom during the students' Corner Time.

- The students can be seated in groups of three each. Give them colours to dip their hands and put an impression on a chart pasted on the wall of the classroom. Guide them to imprint horizontally in a line so that it can be used for displaying their artwork. Leave it for drying. **COULD DO**  
- Lina's, Sam's, Maria's, Jas's and Ryan's standees can be used to make the story time interesting and engaging. Ask the students to open the book at pages 63 and 64. Observe and describe the picture in simple words or their home language. They must listen attentively as you read the story aloud. They can be asked a few questions to test their understanding of the lesson. The questions could be
  - Where is Jas?
  - What do they see at the community centre?
  - What does Papaji tell Jas about rangoli?
  - Where do they go for shopping the next day?
  - What does Jas make that evening?
- Encourage them to answer in simple, short sentences or their home language and conduct a class discussion on colours. Let them name the colours as you show flashcards for each or you may tell them. **SHOULD DO**  

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

- The students can be asked to work in groups. Place a bowl with slips of paper with things mentioned in exercise 1 on page 65. Ask them to pick one slip and you may read for them to choose. Next, they can be asked to tick any five things they like from the given list.

**MUST DO**

15 MIN.



**Infographic** could be used to provide information to the students about the concepts taught in the lesson.

**Slideshow** can be used to reinforce the concepts taught in the lesson.

**COULD DO**

10 MIN.

**Test Generator** could be used to test the understanding and comprehension of the lesson by the students.

### Additional Suggested Activity

- The students can be given five colours to choose from. Then ask them to name the objects that can be associated with their favourite colour. For example, a student may specify lemon for yellow colour, rose for red colour and so on.

### Home Task

- Parents can help the child pick and choose five things from the list given on page 65. Then draw any one and colour it.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show coordination of fine motor muscles while working with paints/colours</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>develop self-awareness and talk about their favourite things</li> <li>understand and respond positively to peers during group activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>follow CRM instructions</li> <li>identify colours and name them</li> <li>know more interesting facts about India such as rangoli made during festivities</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>follow short instructions</li> <li>communicate and appreciate a variety of responses</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>observe minute details and explore using various senses</li> <li>draw and colour the pictures of their favourite things</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>adopt class norms</li> <li>engage in class activities on colours</li> </ul>

# Lesson 17: Fun with Games

Theme 8:  
Joy and Fun

 2 Period (40 minutes each) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, musical instruments, disposable cups and wool



Animation, Animated Activities, eBook, Infographic, Test Generator

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop coordination of fine muscles with dexterity
- make sense of world around through observation and logical thinking
- develop emergent literary skills
- develop positive learning habits
- gain knowledge about Indian musical instruments

## Methodology

### Period 1

**Place:** The lesson can be conducted in the music room during the students' Corner Time.

- The students can be shown music instruments like a flute, a *dafli*, a drum and a mouth organ. Let them try playing the instruments and enjoy. You may ask them to come one by one and play. They might just blow into the flute or play the other instruments. **COULD DO**   

- The students can be shown Lina's, Sam's, Maria's, Jas's and Ryan's standees in four corners and centre of the room. Ask them to open the book at page 66 and describe the picture using simple vocabulary or their home language. Let them observe the picture while listening to the story. Read the story loud and clear with proper intonation for them to comprehend. They may be asked a few questions such as:
  - What do the children participate in?
  - What is Jas playing?
  - What are the other children doing?
  - Which prize do they receive?
  - How do they receive the prize?
- Engage the students in a class discussion on team work and on receiving the prize in collaboration. **SHOULD DO**   


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

- Show the flashcards for the activities in exercise 1 on page 68 to the students. Point at each activity and ask them to name it. You may support their answer by telling the correct name for each activity—reading, swimming, kite flying, football, cycling, baking, speaking, singing and playing. Ask them to name the activity they like the best and give reason/s for the same.

**MUST DO**

15 MIN.



**Animation** could be shown to the students to generate an interest in the lesson.

**eBook** can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

**COULD DO**

10 MIN.

**Animated Activities** could be used to engage the students and reinforce the concept.

### Additional Suggested Activity

- The students can be given five colours to choose from. Then ask them to name the objects that can be associated with their favourite colour. For example, a student may specify lemon for yellow colour, rose for red colour and so on.

### Home Task

- Parents can help the child make their very own phone using disposable cups. They must follow the instructions given on page 69. Then send it to the class for the activity in the next period.
- Help the child identify the items shown in exercise 2 on page 70. Then count each item and write its number in the box provided.

## Period 2

**Place:** The lesson can be conducted in the classroom during the students' Corner Time.

- The students can be guided to form pairs for the activity using CRM signs like 'Stand in a line', 'Eyes on Me'.
- Show them a toy mobile phone. Ask them to mention the purpose of using a phone. Then let them take out the phone they had made using disposable cups and wool. Ask them to give one cup to their partner and walk away from each other. Then start talking to each other while taking turns. Share their experience in the class.

**COULD DO**

10 MIN.

**MUST DO**

15 MIN.

### Additional Suggested Activity

- The students can be given a chart in the form of a mobile phone to write their parent's phone number. Then display it on the board.

### Home Task

- Parent can help the child identify the colours in exercise 3 on page 71. Then match the colours that are the same.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• display coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• develop self-awareness understand and respond positively to peers during group activities</li><li>• learn the significance of team work and collaboration</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• identify colours and name them</li><li>• learn interesting facts about musical instruments</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• share their experiences in simple words or their home language</li><li>• communicate and appreciate a variety of responses</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• demonstrate creativity and inventiveness with materials in making a phone</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms</li><li>• engage in class activities</li></ul>

# Lesson 18: Fun with Granny

Theme 9:  
Forever Best

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Jas's standee, pictures, raincoat, woollen cap, lemonade



Animation, Animated Activities, eBook, Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)



### To enable the students:



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

## Methodology



### Period 1

**Place:** The lesson can be conducted in the school garden during the students' Corner Time.

- The students can be divided into two teams. Instruct them to walk forward and then backward. Then show CRM signs 'Sit Down'. Then they can choose and share their experiences about seasons. **COULD DO**   



- Ask the students to form pairs and play tipi-tipi-tap game. They can be given the square paper to fold two corners of the paper together at the centre so as to form a triangle. Similarly, fold the other two corners, aligning all four corners and forming a square. Now flip the square formed to form another square by repeating the first two steps. Form another smaller square by folding the square into half with the leaves of the square facing up. Then fold it to form a rectangle like figure with two leaves on each side. Unfold the rectangle formed and then fold it again forming a cross at the centre. This is to ease out tipi-tipi-tap movement while playing. Then show them putting the fingers underneath the leaves of the square for easy movement while playing the game. **SHOULD DO**   


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

- Show Jas's standee and tell them that Jas is playing a game with his grandmother or Biji. Ask them if they also play with their father's mother. They can also tell the game they play. Read the story with proper intonation and pauses. Then ask them about the seasons in India and how people wear different clothes in different seasons. Guide them to observe the pictures and describe in simple phrases or their home language. **MUST DO**   


P.S. Tell the students that Jas calls his father's mother 'Biji'.

- Tell the students that different clothes are worn in different seasons.

 **Infographic** could be used to provide information to the students about the concepts taught in the lesson.

**Slideshow** can be used to reinforce the concepts taught in the lesson.

**COULD DO**

**Test Generator** could be used to test the understanding and comprehension of the lesson by the students.

**10 MIN.**



### Additional Suggested Activity

- The students can be given a sheet with rainy season to colour. Support them with the desired vocabulary to describe the rainy season.

### Home Task

- Parents can give the child pictures of seasons to identify and discuss.
- Show different types of clothes to be worn in different seasons to the child. Help them identify the clothes and season they are worn in.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• display coordination of fine motor muscles</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• develop self-awareness</li><li>• associate themselves with the family and grandparents</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• identify things worn in different seasons</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• follow short instructions</li><li>• describe the picture and seasons in simple vocabulary or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with material to create a three-dimensional game</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms</li><li>• observe minute details of objects</li></ul>

# Lesson 19: Three Seasons

Theme 9:  
Forever Best

 1 Period (40 minutes) (Corner Time)



Flashcards, crayons, CRM signs, Learning Kit, Jas's standee, pictures, raincoat, woollen cap, lemonade



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop fine motor skills
- develop positive regard for the natural environment around them
- develop habits that are healthy and safe
- develop positive learning habits



## Methodology

### Period 1

**Place:** The lesson can be conducted in the classroom during the students' Corner Time.

- The students can be shown CRM signs 'Eyes on Me, Stand in a Line and Please wait' to organize them in a circle. Ask them to hop-skip-jump and repeat the steps. **COULD DO** 
- Show them flashcards for the three seasons. Ask them to describe what they see using the vocabulary learnt in previous lesson. They may use simple words, phrases or their home language. **SHOULD DO** 

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

- Next, ask the students to open the book at page 74. Observe the pictures and describe them using the vocabulary already learnt. Point at each image and name it—summer, monsoon and winter season. Read the story aloud and ask them to name each season. After the class discussion on seasons, they can be asked to identify the activity for each season in exercise 1 on page 75. Ask them to match each activity with the season shown and share their preference for each one. **MUST DO** 
- Ask the students to open the book at page 76. Observe the minute details in the given pictures and discuss. Then point out five differences in the second picture. **MUST DO** 



**Animation** could be shown to the students to generate an interest in the lesson.

**eBook** can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

**Animated Activities** could be used to engage and reinforce the concept to the students.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- The students can be given pictures of clothes and seasons to match with. Ask them to name each clothing and season as you point. Then guide to match them with crayons.

### Home Task

- Parents can help the child observe the picture in exercise 3 on page 77. Then point out the colour code. Help in decoding the colour code and colour the pictures of the Sun and the kite. They may weave a story around the same.
- Help the child complete the table in 'Things I have Learnt in My Class' on page 78. Then colour each box if they could recall the name as you ask. For example, if you say 5 fruits and the child names apple, orange, banana, pear and strawberry, they can colour the box.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>hold the crayons with thumb and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>associate themselves with the family and grandparents</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>follow CRM instructions</li> <li>identify things worn in different seasons</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>follow short instructions</li> <li>find the differences in the given pictures</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>adopt class norms</li> <li>develop adequate working memory</li> </ul>