

# Yearly Scheme of Work

**Time Taken:** 41 Periods (each period of 40 minutes duration)

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

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

## Class Nursery

### Scheme of Lessons – Micro Schedule – Maths = 41 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 1: Special Me</b>	
1. Number 1	1
2. Number 2	1
3. Number 3	1
4. Number 4	1
5. Number 5	1
Revision	1
<b>Theme 2: Family Fun</b>	
6. Circle	1
7. Triangle	1
8. Colours	1
<b>Theme 3: School is Cool</b>	
9. Number 6	1
10. Number 7	1
11. Number 8	1
12. Number 9	1
<b>Theme 4: Best Buddies</b>	
13. Tall-Short	1
14. Big-Small	1
15. Heavy-Light	1
16. Long - Short	1
<b>Theme 5: Play Power</b>	
17. Number 0	1
18. Ordering Numbers	1
19. Number 10	1
Revision	1

Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 6: Fun and Learn</b>	
20. Rectangle	1
21. Square	1
22. Colours	1
<b>Theme 7: Helping Hands</b>	
23. Number 11	1
24. Number 12	1
25. Number 13	1
26. Number 14	1
27. Number 15	1
Revision	1
<b>Theme 8: Joy and Fun</b>	
28. Up-Down	1
29. More-Less	1
30. Same-Different	1
31. Inside-Outside	1
32. Left-Right	1
<b>Theme 9: Forever Best</b>	
33. Number 16	1
34. Number 17	1
35. Number 18	1
36. Number 19	1
37. Number 20	1
Revision	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: Number 1

Theme 1:  
Special Me



1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, beads



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop various number concepts
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology

### Period 1

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

- Take the students to the playground on a queue. Use CRM signs to manage the class. Encourage each student to say their name and age. **COULD DO**
- Draw a square grid on the ground with numbers 1 to 5 in each square. Demonstrate and guide the students to hop from one number to another while saying the numbers aloud. **SHOULD DO**
- Next, ask them to open the book at page 6 and look at the pictures carefully. Read and explain what Lina says and tell them about her favourite colour and fruits. Then, ask them to trace the numbers in the book with their fingers. **SHOULD DO**
- Then, ask the students to open the book at page 7. Ask them for the number of bunnies they can see in the picture. Confirm their response 1. Ask them to name the things they see around, that are 1 in number. For example, the Sun, the Moon. Then guide them to trace the number 1 in exercise 1. **MUST DO**
- Next, ask them to open the book at page number 8. Guide them trace the number 1 with different colours. **COULD DO**



**Animation** can be used to reinforce the concept taught.

### Additional Suggested Activity

- The students can be given colourful beads in a box. Ask them to pick one bead from the box.

### Home Task

- Parents can guide the child to do the exercise 3 given on page number 8. Help the child in colouring the balloon and capsicum with crayons.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• name the fruits and colours</li><li>• hold the writing tools</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to the situation and peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the number 1 and recognise the objects one in quantity</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate using oral math talk</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with colours</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow class norms</li></ul>



# Lesson 2: Number 2

Theme 1:  
Special Me



1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards, chart paper, crayons



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop various number concepts
- display emergent numeracy and literary skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology

### Period 1

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

- Welcome students to the class by saying, "Good morning, dear students! Manage the class using CRM signs as and when required. Divide the class into two groups. Hide number cards of 1 and 2 around the art room. The students can be given a box and asked to find number card 2.

**COULD DO**

10 MIN.

- Next, ask them to open the book at page 9. Talk about the cats, their habits, appearance etc. Point at the number of cats in the picture. Let them tell the number of cats. Then, guide them to first air trace number 2 in the book.

**SHOULD DO**


20 MIN.

**P.S.** Emphasise the direction of the arrow to be followed while tracing the number for the correct formation.

- Ask them to open the book at page 10 and read the number 2. They can be asked to trace the number with different colours of their choice. In exercise 3, ask them to count and colour flowers.

**MUST DO**

10 MIN.

-  **Animation** can be shown to the students for introducing numbers 1 and 2.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw two balloons on a white sheet of paper and colour them.

## Home Task

- Parents can ask the child questions such as:
- How many hands do you have?
- How many legs do you have?
- How many ears do you have?
- Let the child share their responses.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• trace, colour and draw</li><li>• hand and finger movement</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interacts with peers and teacher comfortably</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• recognise number 3 and objects for the same number</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use simple words and short sentences and communicate in oral math talk</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with colours</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow class norms</li></ul>

# Lesson 3: Number 3

Theme 1:  
Special Me



1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards, balls, paper cups



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop various number concepts
- display emergent literary skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology

### Period 1

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

- Take the students to the art room in a queue. The students can be given three balls before they enter the room. Ask them to count the number of balls they have got and put it in a box. Let them share their responses.
- The students can be asked to swing their arms like a bird flapping its wings. Then ask them to look at page 11 and count the number of birds. Confirm that there are 3 birds and guide them to air trace number 3. Then ask them to pick a crayon of their choice and trace the number 3 neatly on the dotted line. Highlight the direction of the arrow to be followed while tracing.
- Place paper cups on the table. The students can be asked to pick three paper cups from it.
- Encourage them by clapping hands. Then, ask them to open the book at page number 12. Let them count the number of shapes given. Guide them to join the dots and complete the shape.



**eBook** can be shown to the students for introducing the numbers.

**Animation** are used to generate an interest in the lesson.

**Animated Activities** are used to reinforce the concept.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour three balls on a chart paper. Let them show their art to the peers.

### Home Task

- Parents can guide the child to complete the exercise 3 given on page number 12. Guide them to colour the three apples with a red crayon.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• differentiate between shapes, colours</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• works in collaboration with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and count objects three in number</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use oral math talk to communicate ideas</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with colours</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow classroom norms</li></ul>

# Lesson 4: Number 4

Theme 1:  
Special Me



1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Use CRM signs to manage the class. The students can be shown flashcards of numbers 1 to 4. Let them identify the number 4.
- The students can be given building blocks. Let them build a tower with four levels.
- Then, ask the students to open the book at page number 13. Ask them how many kites are there in the picture. Let them count and say the number. Then, guide them to trace the number 4 on the same page.
- The students can be asked to sit in a circle for the activity. They can be asked to do an action four times. For instance, clap their hands four times, they could hop four times etc.
- Next, ask the students to open the book at page number 14. Tell them to count the number of leaves they see. Guide them to trace and colour the four leaves.



**Animation** can be shown to the students for introducing the number 4.

COULD DO

05 MIN.

SHOULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

05 MIN.

COULD DO

10 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be taken out for a nature walk. They can be asked to collect four items from nature that come in sets of four.

## Home Task

- Parents can guide the child to do the exercise 3 given on page number 14. Guide them to colour the four balls with their favourite crayons.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• holds writing tools like crayons, pencils</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• talk comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify objects that are four in number</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use oral math talk to describe the objects and their number</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe and follow instructions</li></ul>

# Lesson 5: Number 5

Theme 1:  
Special Me



1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards, balls



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- The students can be taken to the art room in a queue. Let them sit in groups. Give them colourful beads or buttons. Ask them to count out groups of five. **COULD DO**   
10 MIN.
- Next, ask them to open the book at page number 15. You may ask:
  - How many cars are there in the picture?
  - Wait for their responses. Then, guide them to air trace the number 5 given on the same page.**SHOULD DO**   
10 MIN.
- Hide balls or objects representing the number 5 around the art room. Let them collect it and count the number. **SHOULD DO**   
10 MIN.
- Then, ask them to open the book at page number 16. Ask them to count the number of fingers. Let them share their thoughts and ask them to colour it. **MUST DO**   
10 MIN.



**eBook** can be shown to the students for introducing the number 5.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to trace their hands on a sheet.

## Home Task

- Parents can guide the child to complete the activity 3 on page number 16. Guide them to colour five t-shirts with their favourite crayon.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• trace the numbers and number names from 1 to 5</li><li>• draw, colour pictures</li><li>• learn to hold the writing tools</li><li>• develop balance and coordination of small motor muscles</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to interact with peers and teacher comfortably</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• recognise numbers from 1 to 5</li><li>• identify shapes and objects</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen attentively for specific information</li><li>• get the knowledge of different fonts</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw or paste picture for the given numbers</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe and explore the objects in the surrounding</li><li>• adopt and follow class norms</li><li>• learn benefits of nature walk</li></ul>



1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- revise the concepts learnt
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Take the students to the computer room in a queue. Manage the class using CRM signs as and when required. The students can be shown flashcards for numbers 1 to 5 to identify.

**COULD DO**

10 MIN.

- Then, ask the students to open the book at page number 17. Let them first air trace the numbers 1 to 5 and then trace the number names from 1 to 5. Encourage them to say the number names aloud.

**SHOULD DO**

15 MIN.

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

- Guide the students to complete the activity given on page number 18. Let them read the numbers given. Ask the students to trace the numbers. Guide them to colour the boxes with their correct number names.

**MUST DO**

15 MIN.



**eBook** can be shown to the students for exploring the numbers 1 to 5.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards of numbers 1 to 5. Let them sit in groups and arrange the cards in order.

### Home Task

- Parents can take the child to the garden. Let them take five dry leaves or flowers and paste it on a white sheet of paper.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• trace the numbers and number names from 1 to 5</li><li>• draw, colour pictures</li><li>• learn to hold the writing tools</li><li>• develop balance and coordination of small motor muscles</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to interact with peers and teacher comfortably</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• recognise numbers</li><li>• identify shapes and objects</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen attentively for specific information</li><li>• get the knowledge of different fonts</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw or paste picture for the given numbers</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe and explore the objects in the surrounding</li><li>• adopt and follow class norms</li><li>• learn benefits of nature walk</li></ul>

# Lesson 6: Circle

Theme 2:  
Family Fun

 1 Period (40 minutes)



CRM signs of Learning Kit, flashcard, chart paper, playdough, crayon



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop sense of balance and coordination of motor skills
- develop cognitive skills of observation, memory and exploration
- develop positive learning habits
- develop communication skills with oral math talk
- explore physical and natural environment by asking questions and developing generalisations

## Methodology

### Period 1

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

- Use CRM signs to give instructions to the students and take the class to the music room. Let them dance freely as the music plays. **COULD DO**   
**05 MIN.**
- Organise the students in a circle for the activity. Ask the students about their families. You may ask the number of members in their family. Let them talk about their family in simple, short sentence or in their home language. **SHOULD DO**   
**10 MIN.**
- Next, ask the students to open the book at page number 19. Let them observe the picture and share their thoughts. Then, read and explain the conversation to them. Encourage them to ask questions. Next, ask them to trace the shapes with their fingers. **SHOULD DO**   
**10 MIN.**
- The students can be shown flashcards for circle. Ask them to name a few objects that are round in shape. **MUST DO**   
**15 MIN.**



**Animated activities** can be shown to the students to introduce circle.

**Animation** could be shown to explain the concepts taught in the lesson.

**eBook** could be used to teach the concepts taken up in the lesson.

**COULD DO**

**10 MIN.**

### Additional Suggested Activity

- The students can be given playdough. Ask them to make circle shapes with it. They can show their art to the peers.
- They can be asked to draw and colour an object which is like a circle in shape.

### Home Task

- Parents can encourage the child to find out things that are circle in shape.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance, coordination and flexibility in physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify objects and recognise their shapes – circle</li><li>• observe and sort objects into groups based on their shapes</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to describe shapes of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 7: Triangle

Theme 2:  
Family Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, flashcards/pictures, paper triangles



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop positive learning habits
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Manage the class using CRM signs. Place different shapes such as triangles, squares and circles on the table. Tell the students that they are going on a triangle hunt. Encourage them to find as many triangles as they can.
- Show them the picture of a triangle. Encourage them to repeat the word "triangle" and ask them to form the shape with their fingers.
- Next, ask the students to open the book at page 21. Let them observe the picture and speak about it. Tell them that a triangle has three sides. Ask them to name more triangular-shaped objects they have seen. Then guide them to trace the dots and colour it with their favourite crayon.



**eBook** can be shown to the students for explaining triangle shape.

**Infographic** could be shown to provide more information to the students.

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

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given straws or ice-cream sticks. Let them create their own triangles on the floor or the table.

## Home Task

- Parents can make a triangular sandwich for the child and ask them to name its shape.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination and flexibility in physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify objects and recognise their shapes</li><li>• observe and sort objects into groups based on their shapes</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to describe shapes of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 8: Colours

Theme 2:  
Family Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, flashcard, crayons, chart paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop positive learning habits
- develop communication skills with oral math talk
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology

### Period 1

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

- The students can be taken to the art room using CRM signs. Gather the students in a circle. They can be shown flashcards of different colours. Let them identify each colour and hold their favourite colour to show peers.
- The students can be asked to name the vegetables and fruits that are red and green in colour. Next, ask them to open the book at page 22. Let them observe and describe the picture. Read and explain that Ryan and Maria are playing with the balloons. Ask them to point at the red and green balloon.
- Then ask the students to pick a red crayon and colour the apple red. Then colour the pear green. Talk to them about healthy habit of eating fruit.



**Animation** could be shown to explain the concepts taught in the lesson.

**Infographic** could be shown to provide more information to the students.

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

**COULD DO**

15 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw a leaf and colour it with green crayon.
- Give them a bangle and a coin to trace and name its shape.

## Home Task

- Parents can take the child to the garden. Help them to identify different colours they see around them.
- Help the child make a picture using the shapes they have learned in the lesson.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance, coordination and flexibility in physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• observe and sort objects into groups based on their colours</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learned to describe shapes of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 9: Number 6

Theme 3:  
School is Cool

 1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards, chart paper, crayons, beads, buttons, blocks



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop strength and coordination of motor skills
- develop positive learning habits
- develop communication skills using oral math talk
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology

### Period 1

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

- Manage the class using CRM signs. Greet the students with a warm smile. Let the students sit in a square for the activity. Begin a discussion about school. You can ask questions such as:
  - What do we do at school?
  - What are you excited to learn and do at school?
- Ask each one to share their favourite activities, friends and teachers in the school. Encourage them to share it in short, simple sentences or in their home language. **COULD DO**   

- Then, ask them to open the book at page number 24 and air trace the numbers 1, 2, 3, 4, 5 and 6 using their fingers. Let them read the numbers aloud. **SHOULD DO**   

- The students can be shown the flashcard of number 6. Encourage them to repeat the number after you. Then, ask them to open the book at page number 24. Let them count the number of butterflies. Then, guide them to trace the number 6. **SHOULD DO**   

- Next, guide them to open the book at page number 25. Ask them to count the number of flowers on both the sides. Let them match each with the correct number. **MUST DO**   




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

**COULD DO**

MIN.



### Additional Suggested Activity

- The students can be given colourful buttons in a box. Let them count and take 6 buttons. Ask the children to place them on the table in the shape of number 6.

### Home Task

- Parents can guide the child to complete exercise 3 given on page number 25. Let them count and colour the six fishes with their favourite colours.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• hold writing tools firmly</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• observe and sort objects into groups based on their numbers</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• use the vocabulary learnt to count the number of objects</li> <li>• understand non-verbal instructions through CRM signs</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• innovate and work imaginatively to express their ideas</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus attention</li> </ul>

# Lesson 10: Number 7

Theme 3:  
School is Cool

 1 Period (40 minutes)



CRM signs of Learning Kit, flashcards/number cards, crayons, glue, buttons



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop strength and coordination of motor skills
- develop positive learning habits
- develop communication skills using oral math talk
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology


### Period 1

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

- The students can be taken to the art room in a queue. Use CRM signs to manage the class. The students can be shown the flashcard of number 7. Let them repeat the number after you. Ask the children to hold up both hands and count the fingers as they say the number seven. **COULD DO** 
- The students can be asked to draw 7 number of circles on a white sheet of paper. They can colour it with their crayons. Let them show their art to the peers. **SHOULD DO** 
- Next, ask them to open the book at page number 26. Let them count the number of ducks. You may also ask to say the colour of the ducks. Then, guide them to air trace the number 7. **SHOULD DO** 
- The students can be asked to open the book at page number 27. Ask them to tell how many colours does a rainbow has? Wait for their responses. Guide them to fill the rainbow with the given colours. **MUST DO** 



**Animation** can be shown to the students for introducing the number 7.

**Animated Activities** can be shown to the students for reinforcing the concepts in the lesson. **COULD DO** 

### Additional Suggested Activity

- The students can be given a set of objects such as buttons or blocks. Ask them to group the objects into seven.

### Home Task

- Parents can guide the child to colour the seven candies given on page number 27.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination and flexibility in physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the number seven</li><li>• observe and sort objects into groups based on their numbers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to count the number of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 11: Number 8

Theme 3:  
School is Cool



1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, flashcards/number cards, crayons



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- understand the number concepts
- develop cognitive skills related to sequential thinking
- develop positive learning habits
- develop communication skills using oral math talk
- develop strength and coordination of motor skills

## Methodology

### Period 1

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

- Take the students to the computer room in a queue. Manage the class using CRM signs as and when required.

- The students can be shown flashcards of spiders. Ask them to count the number of legs they have.

COULD DO

10 MIN.

- The students can be given building blocks. Ask them to create structures using 8 blocks. Encourage them to count out loud the numbers as they build.

SHOULD DO

10 MIN.

- Then, ask them to open the book at page number 28. Let them look at the stars and count them. Next, guide them to air trace the number 8. Encourage them to say the number loud.

SHOULD DO

10 MIN.

- Next, guide them to open the book at page number 29. Ask them to identify the sea animal. Tell them to count the number of legs it has. Then, guide them to colour the octopus.

MUST DO

10 MIN.

 **Animation** can be shown to the students for exploring the number eight.

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

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour their favourite pictures in groups of eight. Encourage them to show the art to the peers.

### Home Task

- Parents can help the child to complete exercise 3 given in page number 29. Ask them to count and colour the mangoes with yellow or green colour.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination of motor skills</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to the situation</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• observe and sort objects based on their number</li><li>• use manipulatives (blocks) to learn numbers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to describe the number of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 12: Number 9

Theme 3:  
School is Cool

 1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, flashcards/number cards, straws, buttons



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- understand the number concepts
- develop strength and coordination of motor skills
- develop positive learning habits
- develop communication skills using oral math talk

## Methodology

### Period 1

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

- The students can be taken to the music room in a queue. Let them dance freely as the music plays.
- Divide the class into small groups. Each group can be given straws. Ask them to take nine straws from that. They can make a shape or an art with those straws.
- Then, ask them to open the book at page number 30. Let them count the honey bees. Next, ask them to air trace the number. Encourage them to say the number aloud.
- Next, guide them to open the book at page 31. Let them count the number of stars. Ask them to circle the nine stars. Guide them to colour the stars with their favourite colours.



**eBook** can be shown to the students for introducing the number 9.

**Infographic** could be shown to provide more information to the students.

**COULD DO**

**10 MIN.**

**COULD DO**

**10 MIN.**

**SHOULD DO**

**10 MIN.**

**MUST DO**

**10 MIN.**

**COULD DO**

**10 MIN.**

### Additional Suggested Activity

- The students can be given buttons. Guide them to glue nine buttons on a chart paper. Give assistance as needed.

## Home Task

- Parents can guide the child to complete the exercise 3 given on page number 31. Guide them to colour the nine tomatoes.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination of motor skills</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• count and write the number of objects</li><li>• observe and sort objects into groups based on number</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 13: Tall-Short

Theme 4:  
Best Buddies

 1 Period (40 minutes)



CRM signs of Learning Kit, flashcards, sticks/blocks, manipulatives (building blocks)



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- understand pre-number concepts
- understand comparative terms
- develop positive learning habits
- develop communication skills through oral math talk

## Methodology

### Period 1

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

- Greet the students with a Hi Five! Show CRM signs 'Shh...', Stand in a line, Please Wait' to the students and accompany them to the art room. The students can be shown flashcards of different animals of various heights. Ask them to identify the tall and short animals.
- The students can be shown simple puppets representing tall and short characters from the Panchtantra. Encourage them to identify which of them are tall and short.
- Place standees of Lina, Sam, Jas, Maria and Ryan for the students to see and say who is more or less in height. Next, guide them to open the book at page 32. Let them observe the pictures given and share their thoughts. Then, read and explain the conversation between the teacher and the students in the story. Explain that the teacher is pointing at the 'tall' cupboard and a 'short' chair. Give examples of tall and short objects such as a tall boy and a short boy, a tall lamp and a short lamp and so on. Help them frame their thoughts. Encourage them to point at more tall and short objects they see around them in the classroom.
- Next, guide them to open the book at page 33. Point at the tall and the short tree and explain how they differ in height. Then, ask them to name the objects shown and colour the tall objects with a green crayon and the short objects with a red crayon.

**COULD DO**



**SHOULD DO**



**SHOULD DO**



**MUST DO**





**Animated Activities** can be shown to the students for reinforcing the concepts in the lesson.

**COULD DO**

10 MIN.



**Animation** could be shown to explain the concepts taught in the lesson.

### Additional Suggested Activity

- The students can be given manipulatives (building blocks). Ask them to build a tall tower and a short tower.

### Home Task

- The parents can take the child out for a walk. Help him/her to identify tall and short objects around them.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• hold writing tools firmly</li> <li>• exhibit fine motor skills, eye-hand coordination and muscle strength in simple activities such as free hand colouring</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• observe and sort objects into groups based on their height as tall or short</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• use the vocabulary learnt to identify tall and short objects</li> <li>• understand non-verbal instructions through CRM signs</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• innovate and work imaginatively to express their ideas</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus attention</li> </ul>

# Lesson 14: Big-Small

Theme 4:  
Best Buddies

 1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, flashcards, beads, balls, toys



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop interpersonal skills with respect to peers
- understand pre-number concepts
- develop knowledge and skills related to comparison and classification
- develop positive learning habits
- develop communication skills through oral math talk

## Methodology

### Period 1

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

- The students can be shown CRM sign Shh...and accompanied to the music room in a queue. Encourage the students to recite a rhyme they have learnt recently. They may enact as well. **COULD DO** 
- The students can be shown beads and balls of small and big sizes. Ask them to identify which one is big and which one is small. **COULD DO** 
- The students can be given toys of different sizes. Encourage them to arrange the toys from the smallest to the biggest. Give assistance when needed. Next, ask them to open the book at page 34. Let them point at the big and small animal – the dinosaur. Engage them in a brief discussion on how big the dinosaurs were. Then guide them to do the exercise 1. Let them identify the big and the small bird. Ask them to colour the box red for the big bird. **SHOULD DO** 
- Next, guide to do the activity 3 and 4 given on page 34. Let them colour the box green for the small fish and red for the big teddy bear. Then, ask them to look at the bicycles given in exercise 4. Let them point the big and small bicycles. Guide them to colour the box green for the small bicycle. **MUST DO** 



**Infographic** could be shown to provide more information to the students.

**Slideshow** could be shown to explain the concepts in the lesson. **COULD DO** 

### Additional Suggested Activity

- The students can be asked to draw a big circle and a small circle on a white sheet of paper. Let them colour it with two different colours.

### Home Task

- Parents can guide the child to identify the big and small objects in their house.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold crayons with thumb and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• observe and sort objects into groups based on their size – big and small</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to describe objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li><li>• observe minute details, explore and ask questions</li></ul>

# Lesson 15: Heavy-Light

Theme 4:  
Best Buddies

 1 Period (40 minutes)



CRM signs of Learning Kit, flashcards, sticks/ blocks, beads, balls, pebbles, cotton, building blocks, dry leaves, pencils, ribbons, white sheet of paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop interpersonal skills with respect to peers
- understand pre-number concepts
- develop knowledge and skills related to comparison and classification
- develop positive learning habits
- develop communication skills through oral math talk

## Methodology

### Period 1

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

- Manage the class using CRM signs. Greet the students with a handshake. Do not forget to address by their names.
- Divide the class into small groups. Each group can be given objects such as pebbles, cotton, dry leaves and building blocks. Let them hold and sort the objects into heavy and light categories based on weight. **COULD DO**   
**10 MIN.**
- Next, ask them to open the book at page 35. Let them observe the picture of the weighing machine. Ask them if they have ever seen it. Let them describe it using existing vocabulary. Then, teach them that a weighing machine is used to know which object is heavy and which object is light. Tell them that one object is placed on each side. The side that goes up has the light object and the side that goes down has the heavy object. Help them frame their thoughts. Encourage them to name the heavy and light objects they see around. **SHOULD DO**   
**15 MIN.**
- Then, guide them to do the exercise given on page 35. Read and explain the statement given. Tell them to identify the heavier and lighter objects. Guide them to colour the box with the heavier object green and the lighter object red. **MUST DO**   
**15 MIN.**



**Animation** could be shown to explain the concepts taught in the lesson.

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

### Additional Suggested Activity

COULD DO



- The students can be given two bottles, one filled with water and the other empty. Ask them to take both of them and identify the heavy and light bottle.

### Home Task

- Parents can take the child out to go for a walk. Let them collect objects such as stones, leaves, feathers, etc. Ask them to sort it as heavy and light objects.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold writing tools firmly</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• observe and sort objects into groups based on their mass or weight</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to classify objects</li><li>• understand non-verbal instructions using CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li><li>• observe minute details, explore and ask questions</li></ul>



# Lesson 16: Long-Short

Theme 4:  
Best Buddies

 1 Period (40 minutes)



CRM signs of Learning Kit, flashcards, sticks/ blocks, beads, balls, pebbles, cotton, building blocks, dry leaves, pencils, ribbons, white sheet of paper



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

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop strength and coordination of motor skills
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers
- understand pre-number concepts
- develop knowledge and skills related to comparing and classification

## Methodology

### Period 1

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

- The students can be taken to the projector room in a queue. Manage the class using CRM signs. **COULD DO**  
- The students can be shown flashcards of long and short objects. Ask them to identify the long and short ones.
- Then, the class can be divided into two groups. They can be given objects such as pencils and ribbons of different lengths. Ask them to sort the long and short objects. Next, ask them to open the book at page 36. Let them observe the picture of long and short rulers. You may ask a few questions such as:
- Have you ever noticed that some things are longer than others?
- Can you think of something long?
- Can you think of something short?
- Wait for their responses. Help them frame their thoughts about long and short things. **SHOULD DO**  
- Then, guide them to do the exercise given on page 36. Read and explain the statement given. Ask them to point out long and short objects. Then guide them to colour the long objects with a yellow crayon and colour the short objects with a red crayon. **MUST DO**  



**Animated Activities** can be shown to the students for reinforcing the concepts in the lesson.

**COULD DO**

10 MIN.



**eBook** could be used to teach the concepts taken up in the lesson.

### Additional Suggested Activity

- The students can be asked to draw a long and short line on a white sheet of paper.

### Home Task

- Parents can help the child to find long and short objects in the house.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• hold writing tools firmly</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• observe and sort objects into groups based on their length</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• use the vocabulary learnt to count the number of objects</li> <li>• understand non-verbal instructions through CRM signs</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• innovate and work imaginatively to express their ideas</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus attention</li> </ul>

# Lesson 17: Number 0

Theme 5:  
Play Power

 1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kits, beads, balls, pebbles, white sheet of paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of motor skills
- develop various number concepts
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers
- develop knowledge and skills related to comparing and classification

## Methodology

### Period 1

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

- Take the students to the playground in a queue. Let them play with their favourite sports equipment for a few minutes.
- Draw square grid lines writing numbers 1 to 9. Ask the students to jump on each square by counting the numbers.
- Then, ask the students to open the book at page 37. Read and explain the conversation between the teacher and the students. Help them frame their thoughts. Encourage them to count numbers from 1 to 9 aloud in the class.
- The students can be shown two bowls. One full of beads and other with no beads to identify the bowl with zero quantity. Then, ask them to count the number of birds on the branches. Tell them that there are zero birds on the third branch. Explain that we say zero when there is nothing.
- Teach the students that zero represents nothing or emptiness. Then, guide them to open the book at page 38. Let them trace the number zero. Encourage them to say aloud.

**COULD DO**   
05 MIN.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

**SHOULD DO**   
05 MIN.

**MUST DO**   
10 MIN.



**Animated activities** can be shown to the students for reinforcing the concept of zero.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- Ask the students to keep their books, water bottles and crayons in their school bag. Now there is zero things on the table.

### Home Task

- Parents can help the child cut out a large number 0 from one of the colourful papers or old newspaper.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• hold writing tools firmly</li> <li>• hold crayons with thumb and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand the concept of 0</li> <li>• use manipulatives to understand the number concepts</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• use the vocabulary learnt to count the number of objects</li> <li>• understand non-verbal instructions through CRM signs</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• innovate and work imaginatively to express their ideas</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus attention</li> <li>• observe minute details, explore and ask questions</li> </ul>

# Lesson 18: Ordering Numbers

Theme 5:  
Play Power

 1 Period (40 minutes)



CRM signs of Learning Kit, beads, balls, pebbles, white sheet of paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of motor skills
- develop various number concepts
- display emergent literary skills
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers

## Methodology

### Period 1

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

- Use CRM signs and take the class to the music room. Let them listen to the music and dance.
- Divide the class into small groups. Let the students form a square for the activity. They can be given number cards from 0 to 9 and read after you in order. Then ask them to arrange them in order. Encourage each student to come in front of the class and say the numbers 0 to 9 in order.
- Next, ask them to open the book at page 39. Let them look at the number tree. Tell them that some numbers are missing. Guide them to write the missing numbers from 0 to 9. Ask them to colour the oranges.



**Animated activities** can be shown to the students for reinforcing the concepts in the lesson.

**Animation** could be shown to explain the concepts taught in the lesson.

**COULD DO**

05 MIN.

**SHOULD DO**

20 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given number cards 0 to 9. Guide them to glue the numbers in order on a chart paper. Give assistance when needed.

## Home Task

- Parents can guide the child to draw circles that represents 0 to 9 in order. Let them colour it.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold writing tools firmly</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• observe and sort objects into groups based on their number</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to count the number of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 19: Number 10

Theme 5:  
Play Power

 1 Period (40 minutes)



CRM signs of Learning Kit, beads, balls, pebbles, white sheet of paper



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

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop strength and coordination of motor skills
- develop various number concepts
- display emergent literary skills
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers
- develop knowledge and skills related to comparing and classification

## Methodology

### Period 1

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

- Manage the class using CRM signs. Greet the students warmly. Gather them together and ask them to sit in a circle. The students can be shown 10 balls. Ask them to count and say the number of balls. Then, tell the students that the number that comes after nine is 10. **COULD DO**   

- The students can be shown the number card 10. Ask them to identify the number. Then, guide them to open the book at page 40. Let them have a look at the number 10. Ask them to count the number of flowers. Explain to the students that number 10 is made up of two digits, 1 and 0. Encourage them to count to 10. **SHOULD DO**   

- Next, ask them to trace the number 10 in exercise 1 given on page 40. Encourage them to say it aloud. Then, guide them to count the number of fingers given on page number 41 in exercise 2. Ask them to colour it. **MUST DO**   




**Infographic** could be shown to provide more information to the students.

**Slideshows** could be shown to explain the concepts in the lesson.

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

**COULD DO**



### Additional Suggested Activity

- The students can be asked to trace their both hand fingers on a chart paper.
- They can be encouraged to dip their both hands in a washable paint and imprint it on a white cloth.


### Home Task

- Parents can guide the child to complete the exercise 3 given on page number 41. Guide them to count the stars given in the boxes and ask them to colour it.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold writing tools firmly</li><li>• strengthen hand and finger movement</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• observe and group objects based on their number</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to count the number of objects</li><li>• understand non-verbal instructions through CRM signs</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• innovate and work imaginatively to express their ideas</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

 1 Period (40 minutes)



CRM signs of Learning Kit, beads, balls, pebbles, white sheet of paper



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

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop strength and coordination of motor skills
- develop various number concepts
- display emergent literary skills and love for reading
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers
- understand the pre-number concepts
- develop knowledge and skills related to comparing and classification


## Methodology

### Period 1

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

- Manage the class using CRM Signs. Greet the students with a warm smile. The students can be asked to say their favourite numbers. **COULD DO** 
- Next, ask them to open the book at page 42. Let them air trace the numbers 6 to 10. Now guide them to trace the numbers 6 to 10 in exercise 1. Encourage them to say the numbers aloud. **SHOULD DO** 
- The students can be shown number cards 0 to 10. Let them say the number names. Then, guide them to trace the number names six to ten in exercise 2. Ask them to say their names aloud. **SHOULD DO** 

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

- Guide the students to open the book at page number 43. Ask them to read the numbers given. Let them air trace the numbers. Guide them to colour the boxes with their correct number names in exercise 3. **MUST DO** 



**eBook** can be shown to the students for revising the numbers from 0 to 10.

**COULD DO**

10 MIN.



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

### Additional Suggested Activity

- The students can be given small pieces of square papers. Let them write the numbers 0 to 10 on the paper in order. Help them to connect the papers in a string to make a number line.

### Home Task

- Parents can help the child to revise the numbers and their number names from 0 to 10.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• hold crayons with thumb and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• observe and sort objects into groups based on their number</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• use the vocabulary learnt to count the number of objects</li> <li>• understand non-verbal instructions through CRM signs</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• innovate and work imaginatively to express their ideas</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus attention</li> <li>• observe minute details, explore and ask questions</li> </ul>

# Lesson 20: Rectangle

Theme 6:  
Fun and  
Learn

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, newspaper



Animation, Animated Activities

## Curricular Goals and Objectives (ECCE)



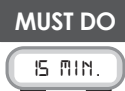
### To enable the students:

- develop fine and gross motor skills
- develop various pre-number concepts
- develop mathematical ideas through concrete experiences, spoken language and pictures
- develop effective verbal and non-verbal communication skills

## Methodology

### Period 1

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

- Create an open space before the class begins and draw a big rectangle with chalk or paste a tape. Show CRM sign 'Stand in a Line' to the students and guide them to form a line. Let them hold hands and tip toe on the rectangle drawn on the floor. Point at the shape and tell them that it is a rectangle. **COULD DO** 
- Then, ask them to return to their seats and open the book at page 44. Instruct them to listen attentively as you read the story of Aita and Lina. You may ask a few more questions to test their understanding of the story. The questions could be
  - Who is hungry?
  - What has Aita made for breakfast?
  - What does Lina's brother say?
  - What shapes can the paranthas be?
- Engage them in a class talk on the shapes of paranthas they have. Show them flashcards and explain that it is a rectangle. Let them identify the object and its shape. Ask them to hold the coursebook, move their index finger on its edges and say that it is a rectangle. Guide them to trace the shapes—squares and rectangles on page 44 with their fingers. Let them name the shape as rectangle. **SHOULD DO** 
- Ask them to name the objects on page 45 and identify their shape which is a rectangle. Guide them to trace the rectangles using crayons of their choice. **MUST DO** 



**Animation** could be shown to explain the concepts taught in the lesson.

**COULD DO**

10 MIN.



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

### Additional Suggested Activity

- The students can be given a sheet of paper and tape to paste so as to form a rectangle.

### Home Task

- Parents can help the child fold the newspaper and form a rectangle.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show balance, coordination and flexibility in various physical activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work in collaboration with peers</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand CRM signs and follow teacher's instructions</li> <li>• identify the shapes of objects</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• narrate/retell the short story in simple words or their home language</li> <li>• describe the rectangle shape of objects</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• observe minute details and explore the physical environment around them to learn more about rectangle shape</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• engage in class activities</li> <li>• adopt and follow the class norms</li> </ul>

# Lesson 21: Square

Theme 6:  
Fun and  
Learn

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs of Learning Kit, Rubik's cube, dice



eBook, Infographic

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of small motor skills
- develop various pre-number concepts
- display emergent literary skills
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop interpersonal skills with respect to peers

## Methodology

### Period 1

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

- Use CRM signs— 'Shh....., Wait, Stand in a line' to manage the students and form a square. Ask them to form a square with hands.
- Tell them that we can see many things that are square in shape around us. Let them look around the class and name the objects that are square in shape. It could be a Rubik's cube, dice, a slice of bread, etc. Then show them a square on the board and ask them to trace it with their fingers.
- Next, ask them to open the book at page 46 and identify the shapes of objects. Then tell them to pick a crayon and trace the squares.



**eBook** could be used to teach the concepts taken up in the lesson.

**Infographic** could be shown to provide more information to the students.

**COULD DO**

5 MIN.

**SHOULD DO**

20 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given square pieces of paper. Tell them that squares are smiling and guide them to draw a smiley and paste them on a sheet.

## Home Task

- Parents can guide the child to identify the square objects at home.
- Make a square cookie with wheat flour and enjoy eating together with the child.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold writing tools firmly; eye-hand coordination</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work in collaboration with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• identify the shapes of objects</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• narrate/retell the short story in simple words or their home language</li><li>• use the vocabulary learnt to describe the shape of objects</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• observe minute details and explore the physical environment around them to learn more about square shape</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 22: Colours

Theme 6:  
Fun and  
Learn

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs of Learning Kit, buttons/beads, disposable cups in red, blue, green and black colours



Slideshow, Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop various pre-number concepts
- display emergent literary skills
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers

## Methodology

### Period 1

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

- Manage the class using CRM signs. Divide the class into four groups. Give each group a different activity to perform. For example, group 1 can clap. Group 2 can hop, group 3 can skip and group 4 can jump. Repeat with the activity being swapped between the groups.

**COULD DO**

10 MIN.

- The students can be shown the flashcards with colours to identify. Then, give them bowls with red, blue, green and black hand paints. Ask them to dip their hands in colours one by one and print on the sheet.

**SHOULD DO**

15 MIN.

- Next, read the short story on page 47. Ask them to listen attentively and answer questions like,
  - Who is wearing a blue t-shirt?
  - Who is wearing a red t-shirt?
  - Who is wearing a green t-shirt?
  - Who is wearing a black t-shirt?

Engage them in a class talk and help them to identify colours of the objects. Instruct them to pick a black crayon and trace the sleeping lines on page 47. Then they can be asked to trace the standing lines with a blue crayon.

**MUST DO**

15 MIN.



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

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Form groups of four students each. Give a bowl of colour and a sheet of paper to each group. Ask them to dip their index finger and draw three sleeping lines. After they have drawn the lines, ask them to draw three standing lines with paints on the sheet.

### Home Task

- Parents can help the child to colour a table mat. Give four bowls with red, blue, green and black hand paints. Show them how to paint by dipping thumbs in paints and printing them onto the mat. Leave it for drying. Get the mat laminated. Later, use the mat while having meals.
- Sit with the child and show standing and sleeping lines in different objects in the room. Guide them to trace more lines on a blank sheet of paper.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination of fine motor muscles</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to the peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• observe and identify sleeping and standing lines in their surroundings</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• identify and describe the colour of the objects in 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 explore the physical environment around them</li><li>• display creativity and inventiveness in using different materials and create a table mat</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 23: Number 11

Theme 7:  
Helping  
Hands

 1 Period (40 minutes)



Main Coursebook, CRM signs of Learning Kit, flashcards, beads, abacus



Animation

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop strength and coordination of fine motor skills
- develop various number concepts
- use expressive and receptive communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols



## Methodology

### Period 1

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

- Ask the students to form a semi-circle and balance on one leg for a little while. Ensure that they do not fall on each other. They may count while standing and see for how many counts they could balance. Show CRM signs 'Please Wait' and 'Shh..' to instruct the students and get them ready for the lesson. **COULD DO** 
- Then, ask the students to open the book at page 48. Point at each character and ask them to describe it in short phrases or their home language. Read and explain the conversation between the driver and Lina. Discuss how important it is to help others in need just like Lina helped the driver by offering him water. **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 stories to them. If they pick up words, they should be appreciated and encouraged.

- Next, ask them to show their index finger and trace the numbers in the direction of the arrows in the book. While tracing they may say the numbers 11, 12, 13, 14 and 15. **MUST DO** 
- Show flashcards and ask them to identify the numbers. Then ask them to count the number of books on page 49 and trace the number 11. **COULD DO** 



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

### Additional Suggested Activity

- Ask the students to use abacus to learn counting up to 11. Guide them to put 10 beads in the first rod and 1 bead in the second rod.

### Home Task

- Parents can help the child count eleven number of vehicles in the parking lot.
- Help the child open the book at page 50 and count the number of birthday caps. Then colour 11 caps with their favourite crayons.

## 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>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• use manipulatives to understand the concept of numbers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to count the number of objects</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details and explore using various senses</li></ul>

# Lesson 24: Number 12

Theme 7:  
Helping  
Hands

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, buttons



Animated Activities

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk
- develop interpersonal skills with respect to peers
- develop coordination of fine muscles with dexterity
- develop effective verbal and non-verbal communication skills

## Methodology

### Period 1

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

- The students can be accompanied to the craft room using the CRM signs—'Eyes on Me, Stand in a Line, please Wait'. Ask them to hop-skip-jump 12 times.
- Divide the class into small groups. Give them buttons to count up to 11 plus 1 that is 12.
- Next, ask them to open the book at page 51. They can be guided to count the number of pencils shown. Then trace the number 12 in the direction of the arrows.



**Animated Activities** could be shown to explain the concepts taught in the lesson.

**COULD DO**

5 MIN.

**SHOULD DO**

20 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards with numbers to be arranged in order from 1 to 12.

### Home Task

- Parents can guide the child to count the number of kites on page 52 and colour 12 kites with the crayons of their choice.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show 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>• communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• use manipulatives to understand the concept of numbers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to count the number of objects</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with a variety of objects</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details, explore and ask questions</li></ul>

# Lesson 25: Number 13

Theme 7:  
Helping  
Hands

 1 Period (40 minutes)



Main Coursebook, CRM signs, mats with numbers, masks



eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine and gross motor skills
- develop various number concepts
- display emergent literary skills
- develop effective verbal and non-verbal communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk

## Methodology

### Period 1

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

- Place 13 mats with numbers on the floor. Ask the students to jump the number of times as written on the mat. For example, the students will come one by one and jump one time on the mat with the number 1, twice on the mat with number 2 and so on.
- They can be asked to open the book at page 53 and count the number of masks. Let them count and say the number aloud.
- Next, ask them to trace the number 13 given on page 53. Guide them to follow the direction of the arrow shown in the book. Encourage them to say the number while tracing.



**eBook** can be shown to the students for revising the numbers.

**COULD DO**

15 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given masks to wear and role-play numbers from 1 to 13. Prompt them to speak short phrases or simple sentences as numbers.

## Home Task

- Parents can guide the child to count the number of caps in exercise 2 on page 54. Then colour thirteen caps with the crayons of their choice.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination and balance in body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• use manipulatives to understand the concept of numbers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• role-play as numbers using simple words or their home language</li><li>• learn to count the number of objects up to the number 13</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in artwork</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow the class norms</li><li>• observe minute details, explore and ask questions</li></ul>

# Lesson 26: Number 14

Theme 7:  
Helping  
Hands

 1 Period (40 minutes)



Main Coursebook, CRM signs, cut-outs of flowers, crayons, sheets of paper



Infographic

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills, make predictions and ask questions
- develop the number concept
- develop mathematical ideas through concrete experiences
- develop communication skills using oral math talk

## Methodology

### Period 1

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

- Organize the class using CRM signs. Show the sign 'Stand in a Line' and wait for the students to form a line. Then show CRM sign for green and signal them to move to the play area. Ask them to count the number of flowers in the school garden. **COULD DO** 
- Form five groups of students. Give the cut-outs of 14 flowers to each group. Instruct them to count the flowers and put them in a box. Let them tell the number of flowers each group has collected. **SHOULD DO** 
- Guide the students to open the book at page number 55. Ask them to read the numbers given. Let them air trace the number 14. Then trace the number in the direction of the arrows in the book with the crayon of their choice. **MUST DO** 



**Infographic** could be shown to provide more information to the students on numbers. **COULD DO** 

### Additional Suggested Activity

- Ask the students to draw fourteen balls on the sheet of paper and colour them all.

### Home Task

- Parents can help the child to count and colour the number of cherries on page 56.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination of fine motor muscles</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities and regulate their emotions</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• use manipulatives to learn to count numbers up to 14</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the number vocabulary learnt to count the given objects</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details, explore and ask questions</li></ul>

# Lesson 27: Number 15

Theme 7:  
Helping  
Hands

 1 Period (40 minutes)



Main Coursebook, CRM signs, circles, crayons, dice, buttons



Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine motor skills
- develop various number concepts
- use expressive and receptive communication skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

## Methodology

### Period 1

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

- The students can be seated in a semi-circle such that three groups of five students are formed. Ask them to clap group wise and count from 1-15.
- Continue with the same groups and give them circles cut out of paper and crayons. Ask them to draw a smiley on the circles given to them. Then count the number of smileys on page 57 in the book.
- Next, write the number 15 on the board and call a few students to trace the number. Then ask them to trace the number 15 on page 57 in the book. Remind them to follow the direction of the arrow.



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

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given three dice. Ask them to show five dots on each and count them. Then tell the total number of dots, that is, 15. Repeat the activity.

### Home Task

- Parents can help the child to open the book at page 58. Count and colour fifteen pumpkins.
- Give buttons to the child and help in counting 15 buttons.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold crayon with thumb and fingers</li><li>• exhibit fine motor skills</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• demonstrate comfort in staying in classroom without familiar adults and prefer to play with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• use manipulatives to understand the concept of numbers</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to count the number of objects</li><li>• listen attentively and speak in short sentences with peers and teacher</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow the class norms</li><li>• observe minute details, explore and ask questions</li></ul>

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, manipulatives (blocks, beads, buttons, ice-cream sticks)



Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop balance and coordination of fine motor skills
- develop the number concepts
- develop mathematical ideas through spoken language and written symbols
- develop positive learning habits

## Methodology

### Period 1

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

- Use CRM signs to manage the class. Ask the students to 'Stand in a Line' and walk three steps backwards. Then move five steps to their left and clap. **COULD DO**   
**10 MIN.**
- Ask them to say the number count from 1-15. Then hold flashcards for them to identify the numbers and say it loudly. Ask them to trace the numbers 11 to 15 in exercise 1 on page 59 in the book. Remind them to follow the direction of number formation. **SHOULD DO**   
**15 MIN.**
- Next, they can be guided through exercise 2 and given practice in tracing the number names from 11-15. **MUST DO**   
**15 MIN.**



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

### Additional Suggested Activity

- The students can be given flashcards with numbers 11-15 and their number names to match.

### Home Task

- Parents can help the child to trace the numbers and identify the correct number names in exercise 3 on page 60.
- Give manipulatives (blocks, beads, buttons, ice-cream sticks) and ask the child to count them. The number could be from 1-15.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold the writing tools firmly, eye-hand coordination</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• participate in everyday activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• revise the numbers and number names from 11-15</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen attentively and speak in short sentences with peers and teacher</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>• engage in class activities</li></ul>

# Lesson 28: Up-Down

Theme 8:  
Joy and Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs, Lina's standee, ruler, eraser



Animations

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop strength and coordination of fine motor skills
- develop various pre-number concepts
- use expressive and receptive communication skills

## Methodology

### Period 1

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

- Ask the students to 'Stand in a Line' and move to the playground. Ask them to hold their hands and form a circle. Then try to stand on one leg till they can. Let them see who stays for a longer duration. 
- Point at the branches of a tree or a plant and ask them, 'where do the birds sit?' Expected response is 'up in the tree'. Repeat and emphasize 'up' and explain the position. Then put an object such as pencil, on the ground and ask where it is. Expected response is down on the ground. They can be explained the concept of up and down with more such examples. If possible, they can be asked to play on a see-saw and understand the concept of up-down in a better way. 
- Next, place Lina's standee at the centre for them to see. Then ask them to observe the picture on page 61 and describe it in simple words or their home language. Read and tell them that Lina has a dance competition. Continue reading the text for them to listen carefully and comprehend. A few questions may be asked to assess their comprehension of the lesson. The questions could be
  - Where is Lina?
  - What is she practising for?
  - What does Lina tell her Mama?
  - What does Lina forget before the competition?
  - What has Mama got for Lina?

Encourage the students to express their thoughts on dance competition and discuss.

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

- Then ask them to open the book at page 62 and observe the pictures. Elicit response from the students for the pictures and talk to them about the child going up and the child coming 'down' with mother. Ask them if they also go alone and come down with elders.
- Ask them to identify the picture with a kite going 'up' by colouring the box red and green for the picture with the kite 'down'.

**MUST DO**

10 MIN.

**MUST DO**

10 MIN.



**Animations** can be shown to the students for reinforcing the concept taught.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to place a scale on an eraser and point at the end that is 'up' and the one that is 'down'. Repeat the activity.

### Home Task

- Parents can take the child to the park. Let them play on the swings and explain the position words 'up' and 'down' as the swing goes 'up' and comes 'down'.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show coordination between sensorial perceptions and body movements in various activities</li> <li>• hold the crayons with thumb and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• participate and enjoy activities with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand CRM signs and follow teacher's instructions</li> <li>• understand the pre-number concepts through concrete experiences</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• describe the objects using position words 'up' and 'down'</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe minute details and ask questions</li> </ul>

# Lesson 29: More-Less

Theme 8:  
Joy and Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs, an anchor chart, pebbles, marbles, bowls, newspaper, peanut shells



Animated Activities

## Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine motor skills
- develop various pre-number concepts
- develop emergent literary skills

## Methodology

### Period 1

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

- The students can be asked to raise their arms and clap. Ask them to hop, skip and jump on the spot. Repeat the activity and see if they follow the pattern.
- Show them CRM sign 'Eyes on Me' and instruct them to form three groups. Give them bowls with pebbles and marbles to identify the one with more marbles and pebbles.
- Also, show them an anchor chart with pictures for more and less number of objects. Ask them to say which is more and which is less. Discuss and explain that things can be more or less in number.
- Then ask them to open the book at page 63. Instruct them to observe the number of flowers and point at more number of flowers.
- They can be asked to observe objects kept in the two cupboards. Mark the cupboard with more number of objects green and colour the box for less number of things 'red'.



**Animated Activities** could be shown to explain the concepts taught in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

5 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Ask the students to tear and crumple small pieces of newspaper to form tiny balls. Then paste them on a sheet to form a flower. Then count and compare it with their partner to find who has pasted more paper balls.

## Home Task

- Parents can help the child explore the quantity of objects like sugar, pulses, rice etc. Identify more-less quantity of things.
- Help the child paste peanut shells to form pictures of a tortoise and a mouse. Then identify the picture with more shells.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between body movements in various activities</li><li>• eye-hand coordination</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to the situation during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• understand the pre-number concepts through concrete experiences</li><li>• observe and assess the quantity of objects as 'more or less'</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt to compare the quantity of objects</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with a variety of objects to learn the concept of 'more or less'</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details and ask questions</li></ul>

# Lesson 30: Same-Different

Theme 8:  
Joy and Fun

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, pictures of cats and flowers



eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine muscles
- develop cognitive skills and explore the physical and natural environment
- develop various pre-number concepts
- develop emergent literary skills

## Methodology

### Period 1

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

- The students can be asked to form a circle using CRM signs. Ask them to raise their palms, close their eyes and hold their breath for the count of 3. Then ask them to open their eyes, bring their hands down and release their breath slowly.
- Show them two pictures of cats and flowers to identify the ones that look the same and the ones that look different. Encourage them to speak about things they see that are same or different.
- Next, ask them to open the book at page 64. Instruct them to observe the t-shirts and say what makes them look similar or different.
- They can be asked to observe pictures in the exercise given on page 64. Identify the objects apple, kite and capsicum that look different from the one on the left. Then circle the one that is different with a crayon.



**eBook** can be shown to the students for revising the pre-number concepts.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Ask the students to look at the flashcards and identify the ones that are same and the ones that are different.

## Home Task

- Parents can help the child pick clothes that are same and help in arranging them in the cupboard.
- Help the child differentiate the fruits and vegetables and keep them in separate baskets.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold the writing tools and develop fine motor muscles</li><li>• sort their clothes and keep them in the cupboard</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• understand the pre-number concepts of same or different</li><li>• identify the objects as same or different</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the objects using the vocabulary learnt for things as same or different</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• learn the concept of 'same or different'</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt and follow class norms</li></ul>

# Lesson 31: Inside-Outside

Theme 8:  
Joy and Fun

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, carton, balls, chair, a tree on a chart



Infographic

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine and gross motor skills
- develop cognitive skills and explore the physical environment
- develop various pre-number concepts
- develop effective communication skills

## Methodology

### Period 1

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

- The students can be accompanied to the playground. Hold a CRM sign 'Stand in a Line' and wait for them. Let them jump twice, sit and then jump again. Repeat the activity and observe them.
- Place an old carton, a few balls and a chair on the ground. Let them play with balls. Then they can put them in the carton. Show flashcard for Inside and explain that balls are inside the carton. Then hold flashcard for the Outside and say that chair is outside the carton.
- The students can be asked to look at the pictures on page 65 and describe them. Next, instruct them to listen and circle the correct pictures. For example, first picture is 'Ball inside the box' so they will circle the picture with a ball in the box. Similarly, they can circle the correct pictures for the rest.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Infographic** could be shown to provide more information to the students.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Place a tree drawn on a chart on the wall. Give sheets of paper and crayons to the students. Ask them to draw a bird and a basket. Then pin the bird in the tree and basket outside the tree.

## Home Task

- Parents can play with the child and guide them in putting the toys lying around, inside a box.
- Ask the child to go outside and play in the park. Discuss the concept of inside and outside with more such examples with the child.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• pick and hold the ball with hands</li><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• show cooperative behaviour with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• understand the pre-number concepts of place—inside and outside</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the objects that are inside or outside in short phrases or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and comprehend the concept of space in the surroundings</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• engage in class activities</li></ul>

# Lesson 32: Left-Right

Theme 8:  
Joy and Fun

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs



Slideshow

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine and gross motor skills
- develop cognitive skills and explore the physical environment
- develop various pre-number concepts
- develop emergent literary skills

## Methodology

### Period 1

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

- Show CRM sign 'Stand in a Line' and ask the students to form two lines. Let them look to their right and then to the left. Then both the lines move and sit on the right and the left side of the classroom. Ask them to raise their right hands when you say 'right' and left hands when you say 'left'. 
- Ask the students to open the book at page 66. Instruct them to imitate the children shown and stretch their right and left arms accordingly. 
- Then ask them to look at the birds in exercise 1 on page 66. Put their index finger on the bird on the right. Colour it green and the bird on the left, yellow. Similarly, they can be asked to colour the flowers. 



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

### Home Task

- Parents can guide the child to colour the fish as per the colour code given in exercise 2 on page 66.

## Learning Outcomes


The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and flexibility during physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend the right and left directions through concrete experiences</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the vocabulary learnt in daily conversation</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• comprehend the concept of left and right directions in the surroundings</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• explore and engage in class activities</li></ul>



# Lesson 33: Number 16

Theme 9:  
Forever Best

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, ice-cream sticks, Lina's standee



Animations

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop fine and gross motor skills
- develop cognitive skills and explore the physical environment
- develop various number concepts
- develop emergent literary skills

## Methodology

### Period 1

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

- The students can be asked to jump and count up to 15. Then hop once and say after 15 comes the number 16. Give them flashcard for the number 16. **COULD DO** 
- They may be shown CRM sign 'Please Wait' before they enter the craft room. Then guide them to sit in a semi-circle. Place Lina's standee for the students to see. Then ask them to listen attentively and ask questions. Show them the pictures on page 67 and let them describe using the vocabulary they have learnt till now. Read the story with proper intonation. Ask and answer questions put up by the class and discuss the storyline and characters.
- Write the numbers 16 to 20 on board. Guide them to first air trace the numbers and then trace the numbers on page 68 following the direction of arrows. **SHOULD DO** 
- Ask them to name a thing that protects them from getting wet in the rain. Accept all the responses that are relevant and focus on the word 'umbrella'. Tell them to open the book at page 68 and count the number of umbrellas. Point at the number 16 and read the number name and ask the students to repeat after you. Then guide them to pick a crayon of their choice and trace the number 16 following the directional arrows. **MUST DO** 



**Animations** can be shown to the students for reinforcing the concept taught.

**COULD DO**



### Additional Suggested Activity

- Ask the students to count ice-cream sticks and keep sixteen a box.

### Home Task

- Parents can guide the child to open the book at page 69. Count and colour sixteen crayons.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• differentiate the number of objects</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• identify the number and number name for 16</li><li>• count 16 objects</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use the number vocabulary learnt in daily conversation</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and comprehend the number concepts</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 34: Number 17

Theme 9:  
Forever Best

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, music instrument-drums, chart, cut-outs of balls



Animated Activities

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of small motor skills
- develop cognitive skills and explore the physical environment
- develop number concepts through concrete experiences
- develop emergent literary skills

## Methodology

### Period 1

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

- Use CRM signs—'Eyes on Me, Stand in a Line, Shh...', 'Please Wait' and accompany the students to the music room. Let them enjoy music and dance for a while. Talk to them about musical instruments kept in the room. Then ask them which musical instrument they like the most.
- Ask them to open the book at page 70. Identify the musical instrument and count the number of drums. Let them pretend to play the drums seventeen times. Then write the number 17 on board and call the students to air trace the number with fingers.
- Next, ask them to trace 17 in the book with their index finger following the direction of the arrows. Then ask them to trace the number 17 with a crayon of their choice.



**Animated Activities** could be shown to explain the concepts taught in the lesson.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a chart paper to paste seventeen balls of paper. Help them paste neatly with glue.

### Home Task

- Parents can help the child count and colour the number of strawberries in exercise 2 on page 71.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold crayon with thumb and fingers</li><li>• show 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>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• identify the number and number name 17</li><li>• observe and sort objects into groups</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• speak in short sentences about the number of objects</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and comprehend the number concepts</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 35: Number 18

Theme 9:  
Forever Best

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, ice-cream sticks, buttons



eBook

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop various number concepts
- develop coordination of fine muscles with dexterity
- develop cognitive skills, make predictions and ask questions

## Methodology

### Period 1

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

- Manage the class using CRM signs 'Eyes on Me, Please Wait and Sit Down'. Instruct the students to clap their hands, snap their fingers and tap their nose. **COULD DO** 
- They are given old newspaper and demonstrated how to make a hat. Make them wear the hat and enjoy. **SHOULD DO** 
- The students can be asked to open the book at page 72. Help them count the number of hats and air trace the number 18. Then ask them to trace the number 18 in the book with their index finger. Once they have practised, ask them to pick a crayon of their choice and trace the number 18. **MUST DO** 



**eBook** can be shown to the students for revising numbers.

**COULD DO**



### Additional Suggested Activity

- The students can be given ice-cream sticks to count ten sticks and eight buttons. Then ask them to count total number of sticks and buttons and see if it is 18 or not.

### Home Task

- Parents can guide the child to open the book at page 73. Count and colour eighteen frocks in exercise 2.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• Show balance and control in hands movements</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work with peers collaboratively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• learn the number count up to 18 using manipulatives</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use simple sentences and number vocabulary to converse</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• demonstrate creativity and inventiveness with materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt classroom norms</li></ul>

# Lesson 36: Number 19

Theme 9:  
Forever Best

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, caryons, cotton, cut-outs of rabbit, bottle cap, hand paints



Infographic

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop various number concepts and emergent literary skills
- develop coordination of fine muscles with dexterity
- develop cognitive skills, make predictions and ask questions

## Methodology

### Period 1

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

- Use CRM signs 'Eyes on Me, Please Wait and Sit Down' to organise the class in a circle. Guide them to play 'Fire in the jungle, Run! Run! Run!' and enjoy. Talk to them about the animals found in the jungle and how we should be careful about not destroying their homes.
- Give each student a cut-out of a rabbit to stick cotton and make its fur. Then display 19 of them on the board in class..
- Show the students flashcards with numbers to count from 1 to 19. Ask them to open the book at page 74. Ask them to name the animal that is very fond of eating carrots, that is a rabbit. Point at their art work. Then tell them to count the number of carrots in the book, they could give the rabbit. Confirm the correct number of 19 carrots. Next, tell them to trace the number 19 in the direction of the arrows. While tracing they can be asked to say the number 19. Give them a set of crayons to choose from and trace the number 19.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



**Infographic** could be shown to provide more information on numbers to the students.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a bottle cap and hand paint. Demonstrate how to make nineteen imprints on a sheet of paper.

## Home Task

- Parents can help the child make 19 finger impressions in exercise 2. Encourage them to use different colours.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li><li>• hold crayon with thumb and fingers</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>• learn the number count up to 19 using manipulatives</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use simple sentences the number vocabulary to converse</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 classroom norms</li></ul>

# Lesson 37: Number 20

Theme 9:  
Forever Best

 1 Period (40 minutes)



Main Coursebook, flashcards, CRM signs, caryons, buttons, bottle caps



Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop various number concepts
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop positive learning habits

## Methodology

### Period 1

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

- Manage the class using CRM signs. Show them signs—green for GO and red for STOP. Then hold the green card and ask them to walk nineteen steps. Show red card and signal them to stop and take one more step thus making it twenty steps.
- Ask them to count the number 20 on fingers. Ask them how many rounds did they go to make it 20. Confirm the correct answer, 2 rounds of ten fingers.
- The students can be shown flashcards with numbers to count up to 20. Ask them to count and find the number of buttons on page 76. Next, guide them to air trace the number 20. Then trace it with fingers following the direction of arrows, in the book. Lastly, they can pick a crayon of their choice to trace the number 20.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given bottle caps and buttons to count and arrange in groups of ten each. Explain that two tens make it twenty.


## Home Task

- Parents can help the child count the number of pots in exercise 2 on page 77 and colour them neatly.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• eye-hand coordination and movement</li><li>• show strength and endurance in physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li><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>• learn the number count up to 20 using manipulatives</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use simple sentences with number vocabulary to converse</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• observe minute details and explore using various senses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt classroom norms</li><li>• participate in class activities</li></ul>

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, manipulatives (blocks, beads, buttons, ice-cream sticks)



Test Generator

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop balance and coordination of fine motor skills
- develop the number concepts
- develop mathematical ideas through spoken language and written symbols
- develop positive learning habits

## Methodology

### Period 1

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

- Use CRM signs to manage the class. Show them the sign 'Eyes on Me' and swing your arms, they will follow. Then raise your arms and clap twenty times. Finally, guide them to move their neck left to right five times.
- The students can be given blocks to count up to 20 and make a tower.
- The students can be asked to open the book at page 78 and trace the numbers 16 to 20 with crayons of different colours.
- Then help them trace the number names from sixteen to twenty. Lastly tell them to read each number and number name

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be shown flashcards with number names to air trace the corresponding number.

## Home Task

- Parents can help the child to trace the numbers and identify the correct number names in exercise 3 on page 79.
- The child can be given manipulatives (blocks, beads, buttons, ice-cream sticks) and asked to count them. The number could be from 1-20.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• hold the writing tools firmly</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• demonstrate comfort in staying in classroom without familiar adults and prefer to play with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• understand CRM signs and follow teacher's instructions</li><li>• revise the numbers and number names from 16 -20</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen attentively and speak in short sentences with peers and teacher</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>• participate in class activities</li></ul>