

Yearly Scheme of Work

Time Taken: 18 Periods (each period of 40 minutes duration)

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

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

Class Nursery

Scheme of Lessons – Micro Schedule – Numbers = 18 periods

Theme/ Lesson No. & Name	Suggested Allocation of Periods
Theme 1: Special Me	2
Theme 2: Family Fun	2
Theme 3: School is Cool	2
Theme 4: Best Buddies	2
Theme 5: Play Power	2
Theme 6: Fun and Learn	2
Theme 7: Helping Hands	2
Theme 8: Joy and Fun	2
Theme 9: Forever Best	2

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

Theme 1: Special Me



2 Periods (40 minutes each)



Main Coursebook, flashcards, number cards, CRM signs of Learning Kit, beads



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop motor skills while drawing and colouring
- develop cognitive skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop effective communication skills using oral math talk

Methodology

Period 1

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

Numbers Book

- Show CRM sign 'Eyes on Me' to the students. As they look at you, show another CRM sign 'Stand in a Line'. As they assemble and form a line, show CRM sign 'Shh...' and take them to the play area. On reaching the play area, they can be asked to jog on the spot and stretch their body. **COULD DO**
5 MIN.
- Place Sam's standee in front of the class and ask them to identify her. Tell them she is also three years old like them. She is standing alone showing number 1. Urge them to come forward and stand with her. As a student comes forward, give her one bead and ask to tell the number of beads in hand. Then explain that now there is one in number. Ask them to look around and see things that are 1 or 2 in number such as two flowers, one bird and so on. Wait for their response. They may add to the list of numbers. **SHOULD DO**
15 MIN.
- Ask the students to air trace number 1. Then they can be shown tracing number 1 on the grass. Also, show them the picture on page 6 and talk about Sam going to play with a bat and a ball. Ask them to tell the number of bats and balls Sam has. Explain that she has one bat and one ball and two toys in all to play with. Show them number 2 on the board and tell them to air trace 2. Point at their two eyes to see and one nose to smell.
- Read the story with proper intonation and ask questions like,
- What is Sam doing?
- Name her favourite colour.
- What is she wearing?

- What does she love to play with?
- Encourage the students to express their thoughts about things that they like to do.

MUST DO

20 MIN.



Animation can be shown to generate an interest in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to make a collage of things they like the most or the things that make them so special. At the centre, ask them to paste their picture in an outline of number 1.

Home Task

- Parents can sit comfortably with the child. Then help him/her point at number 1 in exercise 1, on page 7 and circle them with a pink crayon.
- Similarly the child can trace number 2 with the help of an adult. Then ask him/her to find number 2 in the box on page 7 and circle it with a pink crayon.

Period 2

Place: The lesson can be conducted in the classroom.

- Organise the class in a semicircle using CRM signs. The students can be given flashcards from the learning kit and asked to find the ones with one object like 1 pencil or 1 ball.
- Show CRM sign 'Please Wait' and ask them to wait till you get them their Calyx Numbers Book. Then help them open the book at page 8. Point at the pictures shown in exercise 3. Let them identify and name the objects. Then ask them to colour the objects with number 1 in red and objects with number 2 in yellow.
- Similarly, the students can be asked to identify and name the objects in exercise 4. They may be encouraged to describe them in their own words or home language. Next, tell them to find the windows with 2 birds and colour the boxes.
- The students can be guided through the exercise 5 by asking them to look at the picture and weave a story around it. Then find all 1s and 2s and circle them.
- In exercise 6, ask them to move their index finger on the number 2. Then, they can be asked to name the objects and match the ones with two objects to the number 2. Repeat the correct answers for them to know.

COULD DO

5 MIN.

SHOULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

MUST DO

5 MIN.



eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Draw any two objects from the picture in exercise 10 on a sheet of paper. Colour them neatly along the lines.

Home Task

- Parents can sit comfortably with the child. Open the book at page 10 and do the exercises 7 and 8. Talk to the child about the pictures and ask him/her to colour the objects.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw, colour pictures• learn to hold the writing tools• develop balance and coordination of small motor muscles
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• identify self as an individual and a part of the family or community• learn to interact with peers
Cognitive Development	<ul style="list-style-type: none">• know, read and write numerals 1 and 2• identify and count one or two objects
Language and Literacy Development	<ul style="list-style-type: none">• listen attentively for specific information• weave a story in short words and phrases around the given picture• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw or paste picture for the given numbers
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopt and follow class norms

Theme 2: Family Fun



2 Periods (40 minutes each)



Main Coursebook, flashcards, number cards, CRM signs of Learning Kit, old newspaper, glue, manipulatives (shapes)



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop motor skills while drawing and colouring
- develop cognitive skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using simple words or their home language

Methodology

Period 1

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

Numbers Book

- The students can be accompanied to the craft room using CRM signs (Please Wait, Eyes on Me, Stand in Line). Guide them to follow non-verbal communication. **COULD DO**
5 MIN.
- Place Sam's standee in front of the class and narrate the story to the students. Ask them to open the book on page 11. Point at each character in the story and ask the students to identify them. Tell them that Sam is taking us to meet her family Mum and Baba, Nani and Nana. Elicit response from the students and support them with the vocabulary required. Talk to them about the pictures. **SHOULD DO**
15 MIN.
- Form a circle with the students and place a sand tub in the centre of the circle. Write three on the board and ask them to air trace number 3. Guide them to trace number three in the sand tub. Mention that the number 3 comes after the number 2. Then show them flashcards to identify the number 3. In the exercise 1 on page 12, ask the students to name each object and number in the grid. Then find number 3 and circle all the boxes with number 3. **MUST DO**
10 MIN.
- Next, ask the students to look at the trolleys in exercise 2. Count the number of objects in each trolley and find the one with 3 objects and colour the correct box. **MUST DO**
10 MIN.





Animation can be shown to generate an interest in the lesson.

COULD DO

10 MIN.

Slideshow could be shown to the students to reinforce the concepts taught in the class.

Additional Suggested Activity

- Give a collection of objects and ask the students to make groups of three objects each.

Home Task

- Parents can guide the child through the exercise 5 on page 14. Ask them to trace the circles with their index finger and then with a crayon of their choice. Place three bowls with different colours. Ask him/her to look at the picture and describe it in the home language. Then help him/her dip thumb in the paints and put their thumb impression on the balloons. Leave it for drying.

Period 2

Place: The lesson can be conducted in the classroom.

- The class can be shown the CRM sign 'Stand in a Line'. Once they form a line, they can be taken on a round of the class and pretend to be a train. Then ask them to hop, skip and jump on the spot and get ready for the class.
- Ask them to open the book at page 13. Point at the pictures shown in exercise 3. Let them identify and count the objects. Then ask them to show their index finger and trace the number 1, 2 and 3. Repeat the activity and ask them to pick an orange crayon to trace number 1, pink crayon for 2 and a blue crayon for the number 3.
- The students can be guided through the exercise 4 on page 13. Ask them to trace the circles with their index finger and then with a crayon of their choice. Then ask them to identify the circles with number 3 and colour them.
- Give them manipulatives and ask them identify the circle shapes. Then they can be asked to look at the objects in exercise 6 on page 14 and name them. Talk to them about the use of each object. Then tell them to colour the boxes with objects that are circle in shape.

COULD DO

5 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

MUST DO

15 MIN.



eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

COULD DO

10 MIN.

Infographics could be shown to the students for giving more information relevant to the topic taken up in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

Additional Suggested Activity

- Give students sheets of old newspaper. Roll them like a rope. Then paste them on a sheet in the shape of number three. They would need adult supervision while pasting them.

Home Task

- Take the child out for a walk in the park. Point at the plants or trees with three leaves.
- Help the child assemble his/her toys in groups of three each.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• trace, draw and colour pictures• learn to hold the writing tools• develop balance and coordination of small motor muscles while rolling the sheets of newspaper• develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• identify self as an individual and a part of the family or community• learn to interact with peers
Cognitive Development	<ul style="list-style-type: none">• know, read and write numeral 3• identify and count three objects• recognise the objects in the surroundings that are circles
Language and Literacy Development	<ul style="list-style-type: none">• weave a story in short words and phrases around the given picture• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form number three with rolled newspaper
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopt and follow class norms

Theme 3: School is Cool



2 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards, number cards, Sam's and Lina's standee, CRM signs of Learning Kit, play dough, hand paints, crayons, manipulatives (shapes)



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- develop cognitive skills and understand numbers in the surroundings
- 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 play area.

Numbers Book

- Use CRM signs to conduct physical activities and organise the students in a circle. Demonstrate exercises for them to stretch their arms and legs. Guide them to run around the play area in a circle. After two rounds, they can be settled for the lesson. **COULD DO**
10 MIN.
- Place Sam's and Lina's standee in front of the class and tell them they have come to meet them. Instruct them to listen attentively using CRM signs 'Shh...' and 'Eyes on Me'. Then read the story with proper intonation and pauses. After the storytelling, you may ask a few questions like:
 - Who have come to school?
 - What are the names of the girls?
 - Which class are Sam and Lina in?
- Show them pictures on page 15 and encourage them to talk about it in simple and short phrases or their home language. **SHOULD DO**
20 MIN.
- You may ask them to look at picture in exercise 2 on page 16 and count the number of children playing. Ask them if they also go to the park and play in the evening. Wait for their response and engage them in class discussion. **MUST DO**
10 MIN.



Animation can be shown to generate an interest in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Give manipulatives (blocks) to count and arrange in groups of 4.

Home Task

- Parents can guide the child through the exercises 4 and 5 on pages 17 and 18 respectively. Also, help in tracing the correct number of children playing in the park.

Period 2

Place: The lesson can be conducted in the classroom.

- Show flashcards with objects to the students. Ask them to clap when they see the cards with 4 objects. Then write number 4 on the board and ask them to come and trace it with their index finger. Place a sand tub and ask them to trace number 4.

COULD DO

5 MIN.
- Ask them to open the book at page 16. Then ask them to find number 4 in the grid. Then circle all 4s with a crayon.

SHOULD DO

10 MIN.
- The students can be guided through the exercise 4 on page 17. Ask them to observe the shirts and find the ones with the number 4. Then pick a crayon of their choice and colour it.

MUST DO

10 MIN.
- Then ask them to open the book at page 18 and observe the picture in exercise 6. You may have to supply vocabulary needed to describe it. Then they can be asked to pick a crayon and circle all 4s in the picture.

SHOULD DO

5 MIN.
- Give them manipulatives and ask to identify the square shapes. Then they can be asked to look at the square in exercise 3 on page 17 and say how it looks. Yes, it looks happy. Show the expression cards to choose from. Then ask them to touch the square shape and tell the number of sides it has. Also, they can trace the square on the dotted line with their index fingers and tell the number of sides once more. Ask them to pick a crayon of their choice. First, trace and then draw the square.

MUST DO

10 MIN.



Fun Practice could be used to enable the students practise concepts taught.

Infographic could be shown to the students for giving more information relevant to the topic taken up in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given play dough to make square shapes.
- Give a sheet and hand paint to the students. Guide them to dip their index finger and trace number 4 on the old newspapers.

Home Task

- Parents can guide the child through the exercises 7 and 8 on page 19. Ask him/her to identify and colour the square boxes. Also, trace the correct number of square boxes.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• trace, draw and colour pictures• learn to hold the writing tools• develop balance and coordination of small motor muscles while forming shapes with play dough• develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn to interact and work with peers
Cognitive Development	<ul style="list-style-type: none">• know, read and write numeral 4• identify and count four objects• recognise the square objects in the surroundings
Language and Literacy Development	<ul style="list-style-type: none">• describe the picture story in short words and phrases• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form square shapes with play dough
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopts and follow class norms• learn to play outdoors

Theme 4: Best Buddies



2 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards, number cards, Sam's and Lina's standee, CRM signs of Learning Kit, play dough, hand paints, crayons, manipulatives (shapes), coloured chalks, ribbons or ropes, ice-cream sticks



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

Curricular Goals and Objectives (ECCE)

To enable the students:


- develop fine and gross motor skills
- develop cognitive skills and understand numbers in the surroundings
- display emergent literary skills and love for reading
- 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 craft room.

Numbers Book

- Instruct the students to move to the craft room using CRM signs 'Stand in a Line, Shh... and Please Wait'. This will get them into the habit of understanding non-verbal communication. On reaching the craft room, they can be asked to pick the bowls with ice-cream sticks. Ask them to sing rhyme 'This Old Man, he played one, he played...' after you, while picking the sticks. When it comes to the number 5, stop and ask them to look at their palms. Then count the number of fingers they have. Confirm the responses and asks for other things that are 5 in number. Give them example of the five senses—eyes, ears, nose, smell and touch. 
- Place Sam's, Jas's and Lina's standee in the class at different places. Allow the students to observe and discuss. Also, show them pictures on page 20. Point at each character and encourage them to talk about it in simple and short phrases or in their home language. Then read the story for them to listen attentively and comprehend. Then ask a few questions such as
 - Where are the children?
 - What is the teacher saying?
 - What is long and short in the story?

- What time is it in picture 2?
- What has Sam got for lunch?
- What has Lina got for lunch?
- What has Jas got for lunch?
- Who asks to exchange their lunch?

• Engage the students in a discussion on food and how they must eat healthy and nutritious diet. Also, ask them to give examples of long and short things they see around. Explain that things measured along the length are long or short using two ribbons or ropes to compare their length.

SHOULD DO

20 MIN.

• The students can be shown how to write the number 5 on the board. Then keep coloured chalks and ask them to come one by one and trace the number 5. Ask the students to open the book at page 21. Point at the numbers in the grid one by one and ask them to identify. Then ask them to put their index finger on the number 5 and circle all the boxes in exercise 1.


MUST DO

5 MIN.

• Next, ask them to count the number of balloons in exercise 2 at page 21 and trace the numbers first with index finger and then with a crayon.

MUST DO

5 MIN.

 **Slideshow** could be shown to the students to reinforce the concepts taught in the class.

Animation can be shown to generate an interest in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

• Give the students a sheet and bowls with hand paint. Ask them to dip their palms and put the print on a sheet. Let it dry. Then count and tell the number of fingers.

Home Task

- Parents can guide the child through the exercise 6 on page 23. Also, help in tracing the numbers and match them with the correct number of objects.
- Help the child through the exercise 8 on page 24. Talk about the pictures of children and the numbers on their t-shirts. Then explain the colour code given to be used to colour the t-shirts.

Period 2

Place: The lesson can be conducted in the classroom.

• The students can be given ice-cream sticks to pick and count up to the number 5. Then see how they can join three sticks to form a shape. Explain that it is a triangle. Then show them pictures of things that are triangle in shape such as a birthday cap, slice of watermelon and so on. Let them identify and name them.

COULD DO

10 MIN.

• Place the flashcards with objects on the table. Ask the students to pick one card and identify the shape of the objects. They can be given manipulatives (shapes) to identify and understand triangle by moving fingers along its three sides. Then ask them to open the book at page 24 and circle all the shapes that look like a triangle in exercise 7.

SHOULD DO

15 MIN.

- Ask the students to open the book at page 22 and observe the shapes of houses in exercise 3. Then tick the ones that are triangle-shaped houses and colour the boxes below them.
- Show a triangle, a square and a circle to the students to name them. Then ask them to colour shapes with the colour code given in exercise 4 on page 22.

MUST DO

10 MIN.

SHOULD DO

5 MIN.



Fun Practice could be used to enable the students practise concepts taught.

Infographic could be shown to the students for giving more information relevant to the topic taken up in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Form groups of three students. Give them a sheet of old newspaper. Guide them to fold it and form a triangle. Then draw a smiley using crayons and put it up for display.

Home Task

- Parents can guide the child through the exercise 5 on page 23. Ask him/her to identify the given picture and colour the picture using the colour code. Appreciate him/her for the effort made while colouring.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop balance and coordination of small motor muscles while tracing or colouring • develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • responds positively to the situations and people
Cognitive Development	<ul style="list-style-type: none"> • know, read and write numeral 5 • identify and count five objects • recognise the triangle-shaped objects in the surroundings • understand the concept of long and short objects
Language and Literacy Development	<ul style="list-style-type: none"> • describe the picture story in short words and phrases • get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • know about dishes prepared in India
Positive Learning Habits	<ul style="list-style-type: none"> • observe and explore the objects in the surrounding • adopt and follow class norms • learn to play outdoors

Theme 5: Play Power



2 Periods (40 minutes each)



Main Coursebook, flashcards, number cards, Sam's standee, CRM signs of Learning Kit, crayons, coloured chalks, empty peanut shells, ice-cream sticks



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of small 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

Methodology

Period 1

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

- The students can be accompanied to the sports room to visit and see the equipment. Show CRM signs to manage them and display various equipment used—ball, shuttlecock and so on. Engage them in playing a game 'Dodge the ball'. Ask them how they feel after playing the game and discuss the benefits of playing outdoors. Then bring them back to the classroom. **COULD DO** **10 MIN.**
- Place Sam's standee in front of the students. Ask them to listen attentively. Show them the pictures on page 25 and point at each object for them to describe in simple and short sentences. Then read the story.
- Speak loud and explain about Sam and her Nani. A few questions based on the story could be asked to test their comprehension. The questions could be
- What does Sam want to do?
- What does Nani ask her to bring?
- Where does Sam go to play with her Nani?
- What does Nani ask her to do?
- Engage the students in a discussion about the story and tell them the benefits of playing outdoors. Also, talk to them about playing with their grandparents. **SHOULD DO** **15 MIN.**

- The students are shown number 6 on the board. Ask them to count the number of pencils Lina is pointing at, in exercise 2 on page 26. Then tell them to identify the number cards on the table and match them with the number of pencils correctly. Go around the class and see if they match correctly.
- Then ask them to describe the picture and read the numbers in exercise 1 after you and match the balls with the correct nets.
- Next, ask them to describe the children and count the number of balloons in exercise 5. Then tell them to colour the balloons with the crayons of their choice.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

MUST DO

5 MIN.

COULD DO

10 MIN.



Fun practice could be used to engage the students in activities related to the number concepts taught.

Additional Suggested Activity

- The students can be given flashcards with numbers to identify the number 1-6.

Home Task

- Parents can guide the child through the exercise 4 on page 28. Identify all the numbers in the grid and circle all the number 6.
- Help the child through the exercise 7 on page 29. Talk about the pictures of trees and how they are good for us. Then let him/her count the number of trees and colour them.

Period 2

Place: The lesson can be conducted in the classroom.

- Ask the students if they like playing in the park. Also, ask them about the things, people or birds they see there. Have a brief discussion with them. Let them make a bird with their hands by joining thumbs and move their fingers like wings.
- Ask the students to sit in a circle and open the book at page 27. Point at each object in exercise 3 and ask them to describe it in simple words. Also, tell them to count the number of each object. Then trace the correct numbers first with fingers and then with crayons.
- The students can look at the picture in exercise 6 on page 29 and talk about Ryan and Lina playing and making bubbles. The bubbles have the numbers. Let them colour all the bubble with the number 6.

COULD DO

10 MIN.

MUST DO

20 MIN.

SHOULD DO

10 MIN.



eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to count the number of beads in the bowl. Then take out 6 beads. Repeat the activity with crayons or pencils.

Home Task

- Parents can guide the child to make six birds using empty peanut shells on a paper. Help him/her paste the shells and draw its beak and feet with crayons.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop balance and coordination of small motor muscles while tracing or colouring• develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• responds positively to the situations and people
Cognitive Development	<ul style="list-style-type: none">• know, read and write numeral 5• identify and count five objects• recognise the circle-shaped or rectangle-shaped objects in the surroundings• understand the concept of long and short objects
Language and Literacy Development	<ul style="list-style-type: none">• listen to Read Alouds and respond to the questions put up by the teacher• describe the picture story in short words and phrases• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• create forms and imprints by mixing materials – birds using empty peanut shells
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopt and follow class norms• learn to play outdoors

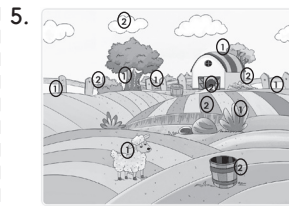
Answers

Theme 1: Special Me


1. 

2. 

3. Guide the students to colour the parachute with number 1 red and colour the parachute with number 2 yellow.
4. Guide the students to find the windows with 2 birds and colour the correct boxes.



7. Guide the students to colour the pictures.
8. Guide the students to colour the pictures by code.

6. 

Guide the students to colour pictures which have 2 objects.

Theme 2: Family Fun

1. 

2. Guide the students to colour the trolley which has 3 objects.

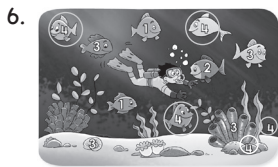
3. Guide the students to count and trace the correct number:
4. Guide the students to trace the circles and colour the circles that show number 3.
5. Guide the students to trace the circle and put their thumb impression in the balloons with different colours.
6. Guide the students to identify the objects that look like a circle and colour the correct boxes.

Theme 3: School is Cool

1. 

2. Guide the students to count the number of children playing in the park and trace the correct number:

3. Guide the student to colour, trace and draw.
4. Guide the students to find number 4 in the given pictures and colour them.



7. Guide the students to help the rabbit reach the carrot by jumping on all the square boxes and colour all the square boxes.

8. Guide the students to find the number of squares and trace the correct number. Also colour the squares.

Theme 4: Best Buddies

1. 

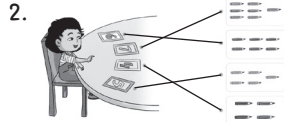
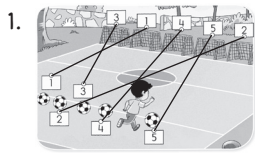
2. Guide the students to count the number of balloons in each cart and trace the number:

3. Guide the students to find all the triangle-shaped houses and colour the correct boxes.
4. Guide the students to count the number of balloons in each cart and colour by code.
5. Guide the students to colour the picture by code.
6. Guide the students to trace and match.

7. 

8. Guide the students to colour the t-shirts using the colour code.

Theme 5: Play Power



3. Guide the students to count and trace the correct numbers.

4. 

5. Guide the students to count the balloons and colour them.
6. Guide the students to find all the number 6 and colour them.
7. Guide the students to colour the trees.

Theme 6: Fun and Learn



2 Periods (40 minutes each)



Main Coursebook, flashcards, number cards, Jas's standee, CRM signs of Learning Kit, crayons, hand paints



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- develop various pre-number and number concepts
- develop knowledge and skills related to comparing and classification of objects
- 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 play area.

Numbers Book

- The students are shown CRM sign 'Stands in a Line' and green card to move to the play area. On reaching the play area, show them red card to stop. Then form groups of four students each. Give them flashcards for four colours. Ask them to identify each colour and say its name. Let them count each colour and tell the total number, that is, four or 4. **COULD DO**
10 MIN.
- Place Jas's standee at the centre and ask the students to get ready for the story time. Show them the pictures on page 30 and encourage them to describe it in simple words, phrases or their home language. Narrate the story loud and clear for them to listen and comprehend. Then talk to them about watering the plants just like Jas. Let them express their views on the characters and the storyline. Also, they can be asked to answer the questions like,
 - What does Jas want to do?
 - What does Daarji tell him?
 - What does Ammi ask Jas?
 - How many pots does Jas count?**SHOULD DO**
15 MIN.

Engage the students in a discussion about the story and tell them the benefits of watering the plants.

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.

- Write the number 7 on board and call the students one by one to come and trace it with their fingers. Then guide them to air trace the number 7.
- Ask the students to open the book at page 31 and identify number 7 in exercise 1. Then pick a crayon of their choice to circle all 7s.
- Show the picture of a flower with butterflies and engage them in a discussion on how they are important for plant life. Then tell them to identify and count the number of butterflies. Next, tell them to trace the correct number in the box.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

MUST DO

5 MIN.



eBook can be shown to the students for explaining the concept taught.

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

COULD DO

10 MIN.

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

Additional Suggested Activity

- The students can be asked to dip their hands in seven different coloured hand paints and print them on a sheet.

Home Task

- Parents can guide the child through the exercise 3 on page 32. Colour the rainbow with the seven colours.
- Help the child colour the balloons using colour codes 1, 5 and 7 in exercise 4 on page 32. The child can associate the colours with the given numbers and colour the balloons accordingly.

Period 2

Place: The lesson can be conducted in the classroom.

- The students can be shown flashcards or pictures of animals. Ask them to differentiate the animals based on their size. Let them assemble big and small animals in separate boxes. Then ask them to open the book at page 33 and talk about the fishes. Guide them to circle the big fish in exercise 5.
- Ask the students to look at the pictures in exercise 6 on page 34. Let them observe and differentiate the balls based on their size. Point at the balls and wait for them to identify as a big or a small ball. Then give them a set of crayons to pick red and green to colour big and small balls respectively.
- Show the picture in exercise 7 to the students. Support them with the vocabulary needed to describe the given picture. Let them identify the big and small trees and colour them as per the colour code given.

COULD DO

10 MIN.

MUST DO

20 MIN.

SHOULD DO

10 MIN.



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

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

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 pictures from old magazines or newspapers to identify big and small objects. Then paste them on a chart to form a collage.

Home Task

- Parents can take the child to the market. Identify big and small objects like a big car and a small car. Let them differentiate things based on their size.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• hold crayon with thumb and fingers• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively during class activities
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• observe and sort objects based on their size 'big' and 'small'
Language and Literacy Development	<ul style="list-style-type: none">• differentiate and sort the objects based on their size
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity and inventiveness with materials
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus attention

Theme 7: Helping Hands



2 Periods (40 minutes each)



Main Coursebook, flashcards, shapes, Jas's standee, CRM signs of Learning Kit, crayons



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

Curricular Goals and Objectives (ECCE)

To enable the students:


- develop cognitive skills, make predictions and ask questions
- develop shapes and 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 classroom.

Numbers Book

- Create space before the class. Show CRM sign 'Eyes on Me' and guide the students to swing their arms eight times. Then show CRM sign 'Stand in a Line' and wait for them. Also, help them form a rectangle and bend down to touch their toes. Repeat the activity eight times. **COULD DO** 
- Place Jas's standee at the centre and ask the students to observe and describe the pictures on page 35. They may use simple words, phrases or their home language. Narrate the story loud and clear for them to listen and comprehend. Talk to them about keeping their mother happy by doing small things for her just like Jas. Let them express their views on the characters and the storyline by answering the questions like,
 - What is Papaji doing?
 - What does Jas want to do?
 - What does Papaji ask him to do?
 - Why does Jas look so happy?

Engage the students in a discussion about the story and share their experience on Mother's Day. **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.

- The students can be given a flashcard with number 8 written on it. Then write the number 8 on board. Ask the students to come and trace it with their fingers. Then guide them to air trace number 8.
- Ask the students to open the book at page 36 and identify number 8 in exercise 1. Then pick a crayon of their choice to circle all 8s.
- Divide the class into groups of five. Give each group an assorted set of objects like beads, balls, ice-cream sticks, buttons to count. Ask them to find the set with eight objects and place it on the teacher's table. Then guide them through the exercise 2 on page 36 to count and colour the objects that are eight in number.

SHOULD DO
5 MIN.

MUST DO
5 MIN.

MUST DO
5 MIN.

 **eBook** can be shown to the students for explaining the concept taught.

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

COULD DO
10 MIN.

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

Additional Suggested Activity

- The students can be asked to dip their finger in paint and use it to trace 8 on a sheet of paper.

Home Task

- Parents can guide the child through the exercise 4 on page 37. Colour the rectangle boxes with the number 8.
- Help the child count and find 8 objects in the house.

Period 2

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

- The students can be shown CRM signs 'Stand in a Line, Please Wait, Shh...' and moved to the play area. Ask them to hop-skip-jump eight times. Repeat the activity.
- Ask the students to look at the picture and say 'I am a happy rectangle'. Tell them that a rectangle has four sides like a square. Then guide them to pick crayons of their choice to colour the rectangle. Next, they can trace and draw a rectangle by joining the dots in exercise 3 on page 37.
- Next, point at the objects in exercise 5 on page 38 for the students to identify. Ask them to look at the rectangle at the centre and describe it as a happy rectangle. Let them name each object and join the rectangular objects with the main rectangle using a crayon.

COULD DO
10 MIN.

MUST DO
20 MIN.

SHOULD DO
10 MIN.

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

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

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

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be given a newspaper to show the rectangle. Ask them to fold it further to make a small rectangle.

Home Task

- Parents can guide the child to identify things in the house that are like a rectangle such as the dining table, windows, etc. Then draw any one thing and cut it out in the rectangular shape.
- Help the child decode the colour code and colour the given picture in exercise 6 on page 38.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show balance and coordination in body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• demonstrate comfort in staying in classroom without familiar adults and prefer to play with peers
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• observe and sort objects based on rectangular shape
Language and Literacy Development	<ul style="list-style-type: none">• differentiate and sort the objects based on their shape
Aesthetic and Cultural Development	<ul style="list-style-type: none">• observe minute details and explore using various senses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus attention

Theme 8: Joy and Fun



2 Periods (40 minutes each)



Main Coursebook, flashcards, Jas's standee, CRM signs of Learning Kit, crayons, beads, buttons, sticky dots or bindis, bottle caps, a sand tub, a sheet of paper with an abacus drawn



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of small motor skills
- develop cognitive skills, make predictions and ask questions
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

Methodology

Period 1

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

Numbers Book

- Manage the students using CRM signs – green for GO and red for STOP and accompany them to the craft room. Give them an old sheet of newspaper to make a flower. Use them to decorate the craft room.

COULD DO

10 MIN.

- Use Jas's standee for the story session. Ask them to describe the picture in simple words or their home language. Then narrate the story on page 39 with proper intonation. Ask them few questions,

- What does Ammi show Jas?
- Why is Jas so excited?
- What is Jas ready for?

SHOULD DO

15 MIN.

Engage the students in a discussion about the story and share their experience if they have also performed on the stage.

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.

- The students can be given a flashcard with number 9 written on it to identify. Give them blocks to count.

SHOULD DO

5 MIN.

- Ask the students to open the book at page 41 and identify number from the given options in exercise 2. Then pick a red crayon to circle each answer.

MUST DO

5 MIN.

- The class can be divided into two teams. Give one group beads and the other group buttons to count. Tell them to keep nine each in the given box.

MUST DO

5 MIN.



eBook can be shown to the students for explaining the concept taught.

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

COULD DO

10 MIN.

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

Additional Suggested Activity

- The students can be asked to play number game of nine squares. Draw a nine square grid on the floor or use tape to form the grid. Then ask them to hop or skip the number announced by the teacher.

Home Task

- Parents can help the child decode and colour the given picture in exercise 1 on page 40.

Period 2

Place: The lesson can be conducted in the classroom.

- The students can be asked to follow the instructions given through CRM signs. Let them stand in a line and raise their arms to clap nine times.
- The students are asked to look at their fingers and count them. Then they can observe and count the number of animals shown in exercise 4. Then let them count the number of fingers given on the left. Ask them to match the fingers with the same number of animals that is, 9.
- Give sticky dots or bindis and a sheet with abacus drawn, to the students. Tell them to paste and count nine sticky dots on the abacus.

COULD DO

10 MIN.

MUST DO

20 MIN.

SHOULD DO

10 MIN.



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

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

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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given bottle caps and a sand tub. Ask them to make nine impressions of the bottle cap in sand.

Home Task

- Parents can guide the child to count and colour the number of objects in exercise 5 on page 42.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• exhibit fine motor skills
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• work collaboratively in art work
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• observe and explore the objects in the surrounding• recognise the number 9 and count objects
Language and Literacy Development	<ul style="list-style-type: none">• listen to the story and respond to the questions put up by the teacher
Aesthetic and Cultural Development	<ul style="list-style-type: none">• observe minute details and explore using various senses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus attention

Theme 9: Forever Best



2 Periods (40 minutes each)



Main Coursebook, flashcards, Sam's standee, CRM signs of Learning Kit, crayons, black oval chart paper, a white oval chart paper, googly eyes and yellow triangle, playdough, cut-outs of birds



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills, make predictions and ask questions
- use expressive and receptive communication skills
- develop various number concepts
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols

Methodology

Period 1

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

Numbers Book

- The students can be accompanied to the craft room. Show CRM signs 'Stand in a line and Sit Down' to the students and wait for them to follow. Organise the class into groups of five each. Give them black oval chart paper, a white oval chart paper, googly eyes and a yellow triangle. Demonstrate and help them make a penguin with craft material. These can be displayed in the class or taken home for the parents to see and appreciate them. **COULD DO**
10 MIN.
- Place Sam's standee for the story session in front of the students. Instruct them to listen attentively and respond. Read the story on page 43 loud and clear for the students to comprehend.
- Engage them in a discussion about the birds and penguins in general. Encourage them to reflect on the storyline and characters in simple words or their home language. A few questions based on the story could be
 - What does Sam want to watch?
 - Which movie are they going to watch?
 - What is a penguin?
 - Can a penguin fly?

Confirm the correct responses and encourage them to express their thoughts in simple words or phrases. **SHOULD DO**
15 MIN.

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

- The students can be given flashcards with objects to count. Keep one with number 0 written on it and explain that it is 0 as it does not have any number. Then ask them to open the book at page 44 and observe the given pictures. Let them count the number of apples and slices of watermelon. Elicit response from them regarding the first picture and say the boy has 0 means 'nothing'.
- Ask the students to identify number 0 in the grid and air trace it. Then circle all 0s with the crayon of their choice.

SHOULD DO

10 MIN.

MUST DO

5 MIN.



eBook can be shown to the students for explaining the concept taught.

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

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

COULD DO

10 MIN.

Additional Suggested Activity

- Each student can be given a sheet and playdough to make 0 on it.

Home Task

- Parents can help the child count the number of ducks in exercise 2 on page 45. Then trace the number of ducks left in the second picture.

Period 2

Place: The lesson can be conducted in the classroom.

- The students can be asked to follow the instructions given through CRM signs. Let them walk like a penguin holding the ones they had made in previous class. Tell them to count up to 9 as they walk and halt. Once they have walked 9 steps and are about to take one more step. Say it will be their 10th step.
- Next, the students can be shown pictures of birds to identify. Tell them about birds in brief that apart from flightless penguins, there are birds that can fly real high like an eagle.
- Ask the students to count the number of birds in exercise 5 on page 46. Then circle the ones that are equal to ten in number. Let them air trace number 10.

COULD DO

10 MIN.

MUST DO

20 MIN.

SHOULD DO

10 MIN.



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

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

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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to arrange the cut-outs of birds in groups of 10.

Home Task

- Parents can guide the child to count and colour ten objects.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• exhibit fine motor skills• develop visual memory for symbols and representations
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• understand the concept of 0 or 'nothing'• recognise number 10 and count the objects• know about penguins, flightless birds
Language and Literacy Development	<ul style="list-style-type: none">• know and use number vocabulary in daily conversations
Aesthetic and Cultural Development	<ul style="list-style-type: none">• observe minute details and explore using various senses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus attention