

Yearly Scheme of Work

Time Taken: 25 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 – Rhymes and Stories = 25 periods

Lesson No. & Name	Suggested Allocation of Periods
1. I Have a Little Nose	1
2. Twinkle, Twinkle, Little Star	1
3. Good Morning	1
4. Ranu's Toys	2
5. Rain on the Grass	1
6. I like the Ocean	1
7. Early to Bed	1
8. The ABC Song	1
9. Billi and Choocha	2
10. Birdie, Birdie	1
11. Monkey	1
12. Hello! Mr Bunny Rabbit	1
13. Jojo's Shiny Red Car	2
14. Hickory Dickory Dock	1
15. What's the Weather	1
16. The Wheels on the Bus	1
17. Vegetables	1
18. Hari's Birthday	1
19. Brother John	1
20. When You're Happy	1
21. The Apple	1
22. Zoomba and Boomba go to Animal Land	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.

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16. The Wheels on the Bus	1
17. Vegetables	1
18. Hari's Birthday	1
19. Brother John	1
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22. Zoomba and Boomba go to Animal Land	1

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Each activity is marked with


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

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

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

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

1. I Have a Little Nose

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop an interest in their surroundings through rhymes
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in school garden or playground.

- Use CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students by showing the cards. Wait for them to follow instructions.
- Ask the students to form a circle and hold their partner's hands. Then, leave their hands and jump on the spot. **COULD DO**
15 MIN.
- The students can be asked to touch their nose, chin and mouth and say how they use them. Listen to them intently. Then, tell them to recite the poem after you. **SHOULD DO**
10 MIN.
- Let the students recite the poem and enact the same. They may jump and dance. Let them enjoy the rhyme. **MUST DO**
15 MIN.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students. **COULD DO**
10 MIN.

Additional Suggested Activity

- Draw and colour the face mask. Then wear it.

Home Task

- Parents can help the child draw her face and colour it.
- Help the child learn the rhyme and enact it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing and colouring)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour towards other children
Cognitive Development	<ul style="list-style-type: none">• engage in the class activities actively• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• sing the poem with proper intonation• describe the pictures in simple words or their home language• speak about their face
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw the face mask and wear it
Positive Learning Habits	<ul style="list-style-type: none">• play outside• act in collaboration with their peers



2. Twinkle, Twinkle, Little Star

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, jute string, glitter, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop an interest in their surroundings through rhymes
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in school garden or playground.

- The students can be managed by using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down). They will follow instructions through cards. They can be guided to form different shapes in the play area.
- The students can be asked to stand in a circle and recite the poem after you. You may sing or play an audio for the rhyme 'Twinkle, Twinkle Little Star'.
- Let the students recite the poem and enact as they enjoy the rhyme. Talk to them about the night sky and how the stars shine through the sky on a clear night. Also, the stars are very far off from the earth.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a star cut-out and glitter to paste on it. Then, they can be asked to write their first name on it. They can also string the stars with a jute string across the class.

Home Task

- Parents can help the child learn the rhyme and enact it.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing and colouring)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with the teacher and peers
Cognitive Development	<ul style="list-style-type: none">• engage actively in the class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• sing the poem with proper intonation• describe the pictures in simple words or their home language• talk about the night sky and how stars shine on a clear night
Aesthetic and Cultural Development	<ul style="list-style-type: none">• colour the glittery star and hang it
Positive Learning Habits	<ul style="list-style-type: none">• play outside



3. Good Morning

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

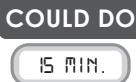


To enable the students:

- develop an interest in their surroundings through rhymes
- develop positive habits of learning that allow them to engage actively in class


Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- The students can be managed by using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down). Ask the students to clap their hands and tap their heads thrice. Then show the pictures of the rising sun, flowers and birds. Let the students talk about them in their home language or short phrases. **COULD DO** 
- The students can say at what time they wake up and what all they see in the morning. Encourage them to talk about their habits and the benefits of waking up early. **SHOULD DO** 
- Let the students recite the poem and enact as long as they enjoy the rhyme. **MUST DO** 

 **eBook** can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students. **COULD DO** 

Additional Suggested Activity

- The students can be guided to draw things they see early morning on a drawing sheet and colour them. The sheets can be displayed in the class.

Home Task

- Parents can help the child learn the rhyme and enact it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing and colouring)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their thoughts about the things they see in the morning
Cognitive Development	<ul style="list-style-type: none">• engage actively in the class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• sing the poem with proper intonation• describe the pictures in simple words or their home language• talk about the morning time and the things they see
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with a variety of materials to create 2D artworks
Positive Learning Habits	<ul style="list-style-type: none">• play outside• wake up early

4. Ranu's Toys

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- create awareness about their surroundings through stories
- develop positive habits of learning that allow them to engage actively in class
- develop sensorial perceptions

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Place the toys on the table and ask them to take one toy and play with it. They may be observed how they play and interact with their peers. Also, ask them to describe their favourite toy.
- The students can be asked to look at the pictures on page 8 and 9. Then, encourage them to describe the pictures in their own words or home language. Listen attentively, and then ask them to be attentive as you narrate the story.
- Then, read the story at a slow pace for the students to understand. Then, ask them few questions like,
 - Who is the little girl in the story?
 - What does she have?
 - What is the colour of the little car?
 - How is the dinosaur – big or small?
 - What is the colour of the elephant?
 - Let them answer in short phrases or their home language.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be guided to colour an elephant mask and wear it.

Home Task

- Help the child make their own toy with readily available things. Bring it to school for display.

Period 2

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

- The students can be shown the drums and asked to play (if possible).
- The students can be asked to name the toys Ranu had. Then, show the pictures on page 10 and tell them that Ranu also has drums. Then, ask if they like to play drums. Discuss.
- Then, ask them to describe the picture and how the drum sounds. Next, ask them to choose Ranu's drum from those given on page 11.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

Additional Suggested Activity

- Tell the names of the toys the students have and how they keep them.

Home Task


- Parents can play with the child and help them arrange the toys.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing and colouring)• develop visual memory for representation as they identify the drum Ranu had from the given options
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their feelings as they play with their toys
Cognitive Development	<ul style="list-style-type: none">• engage actively in the class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• sing the poem with proper intonation• describe the pictures in simple words or their home language• describe their favourite toy
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a toy with things available at home
Positive Learning Habits	<ul style="list-style-type: none">• arrange the toys

5. Rain on the Grass

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- create awareness about the rainy season through rhymes
- sing with proper rhythm and intonation
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Let them raise their arms and swing five times. Then, clap their hands and snap their fingers.
- Ask the students to say what happens when it rains, where rain falls, what they do on a rainy day, what they like to eat and wear if they have to go out. Encourage them to speak in simple words, short phrases or their home language.
- Then, ask the students to listen carefully and follow as you recite the rhyme. Let them sing the rhyme with rhythm, stress and intonation and enact.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Give the students things to match with a rainy scene.

Home Task

- Parents can make a collage with the child about a rainy day and the things used on such days. They may use old sheets of newspaper.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing and colouring)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their joy on a rainy day
Cognitive Development	<ul style="list-style-type: none">• identify change in season• recognise the objects used during rain• engage actively in the class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the pictures in simple words or their home language• describe rainy day and how they enjoy• sing the rhyme with proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a collage on a rainy day and things used, with old sheets of newspaper
Positive Learning Habits	<ul style="list-style-type: none">• use discarded things to make something useful

6. I like the Ocean

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Use CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Ask them to spread their arms and move like waves in the ocean. Let them enjoy and share their feelings about water in the ocean.
- Show flashcards/pictures and ask the students to identify the place, people and things found near the sea/ocean. Encourage them to talk about the pictures in simple words or their home language.
- Ask the students to listen carefully and follow as you recite the rhyme 'I Like the Ocean'. Let them sing the rhyme with rhythm, stress and intonation and enact.

 **eBook** can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a scenery to colour and paste the cut-outs of missing things on a beach.

Home Task


- Parents can show an animated movie on sea and sea animals to the child.
- Parents can help the child learn and recite the rhyme in front of the family members.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing and colouring)• develop visual memory of representations
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• responds positively
Cognitive Development	<ul style="list-style-type: none">• recognise the things seen near the sea/ocean• engage actively in the class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the pictures in simple words or their home language• describe how they enjoy water splashing on the beach• sing the rhyme with proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a collage on sea beach
Positive Learning Habits	<ul style="list-style-type: none">• follow the class rules and work in collaboration

7. Early to Bed

 1 Period (40 minutes)



Main Coursebook, drawing sheets, crayons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology


Period 1

Place: The lesson can be conducted in the playground.

- Using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) manage the students and take them to the school playground. Make them run, hop, skip and jump. Let them stretch their arms and jog on the spot. **COULD DO** 
- Show the picture of the rising sun and ask the students to identify the time of the day. Then, encourage them to talk about their morning routine in simple words or their home language. Discuss how waking up early helps in making us healthy and wise as we are able to do more and look after our well-being. **SHOULD DO** 
- Then, read the rhyme on page 14 with proper intonation. Ask the students to listen carefully and follow as you recite the rhyme. Let them sing the rhyme with rhythm, stress and intonation and enact. **MUST DO** 



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students. **COULD DO** 

Additional Suggested Activity

- Ask the students to tell five things they see after waking up early.

Home Task

- Parents can help the child learn the rhyme and recite in front of family and friends.
- Engage the child in activities during evening hours so as to regulate the routine of the child and put them to bed early. The next morning, take the child to the park and enjoy playing, walking and observing trees, birds, etc. Talk to the child about the benefits of going to bed early.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills• develop visual memory of representations
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• recognise the things they see in the morning• engage actively in the class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the pictures in simple words or their home language• describe things they see during an early morning walk• sing the rhyme with proper intonation
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• follow the class rules and work in collaboration• go to bed early

8. The ABC Song

 1 Period (40 minutes)



Main Coursebook, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

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

- Using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Show Stand in a Line sign to the students and wait for them to form a line. Then, take them to the music room. Play some music for the students to listen and dance. Let them enjoy music and movement.
- Put cards of alphabet A to Z on the table. Then, pick one card at a time and ask the students to repeat after you.
- Read the rhyme for the students. Let them sing the rhyme with rhythm, stress and intonation and enact.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to say the alphabet and arrange the cards in that order.

Home Task


- Parents can help the child learn the rhyme and recite in front of family and friends.
- Help the child recognise and arrange the letters of the alphabet.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills• develop visual memory of representations
Socio-Emotional and Ethical Development	
Cognitive Development	<ul style="list-style-type: none">• engage actively in class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the pictures in simple words or their home language• sing the rhyme with proper intonation
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• follow the class rules

9. Billi and Choocha

 1 Period (40 minutes)



Main Coursebook, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in the library.

- Using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Let them sit in a circle.
- Let them talk about their friends, their names, likes and dislikes, in simple words and phrases or their home language.
- Then show them pictures on pages 16-19 and have a class talk.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Give them Tom and Jerry cartoons to colour. Ask if they like watching it at home.

Home Task

- Parents can watch Tom & Jerry cartoon movie with the child and enjoy.
- Help the child make a list of friends he or she has.

Period 2

Place: The lesson can be conducted in the library.

- Arrange the students in a circle using CRM signs. They can be asked to raise their arms and clap their hands.
- Then, ask about the animals they see around them. Discuss, whether those animals are friends with other animals or not. Class talk on animal behaviour will enhance the students' knowledge.
- The students can be asked to listen attentively. Then, read the story Billi and Choocha with expression and voice modulation for the students to enjoy. Explain that they must be friends and help each other. Show them flashcards and ask:
 - Is Billi a big cat or a small one?
 - Who plays with Billi?
 - Where do Billi and Choocha run?
 - What do they do on the stairs?
 - Are they happy or sad?

COULD DO

05 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

Ask and discuss the questions so that the students feel comfortable and answer.

Additional Suggested Activity

- The students can be asked to sing a rhyme in their home language on Billi and Choocha.

Home Task

- Parents can help the child narrate the story in his or her own words.
- Help the child find the path for Billi to reach Choocha on page 20.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop visual memory of representations
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • respond positively
Cognitive Development	<ul style="list-style-type: none"> • engage actively in class activities • understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none"> • describe the pictures in simple words or their home language • retell the story in their own words
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none"> • learn to be friends with peers • enjoy family time while watching cartoons and animated movies

10. Birdie, Birdie

 1 Period (40 minutes)



Main Coursebook, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

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

- Using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Take them to the school playground and ask them to play hopscotch.
- Ask the students to look around and see if there is any birdie. Then, show them to flap their arms up and down like a bird and enjoy.
- Read the rhyme with proper intonation for the students. Let them sing the rhyme with rhythm, stress and intonation and enact. The activity can be repeated at least thrice so that they may enjoy.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

15 MIN.

Additional Suggested Activity

- The students can be given an old newspaper to outline and tear into the shape of a birdie. Then, hang their birdies in the class.

Home Task

- Parents can help the child learn the rhyme and recite it in front of family and friends.
- Help the child recognise types of birds through pictures. Show and tell the names of birds and ask him or her to repeat after you.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop gross motor skills
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interacts comfortably with peers
Cognitive Development	<ul style="list-style-type: none">• engage in class activities, understand CRM signs and follow teacher's instructions• recognise birds in their surroundings
Language and Literacy Development	<ul style="list-style-type: none">• describe the picture in simple words or their home language• sing the rhyme with proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with their body (arms)
Positive Learning Habits	<ul style="list-style-type: none">• follow the class rules



11. Monkey

 1 Period (40 minutes)



Main Coursebook, crayons, picture of mango, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

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

- Take the students to the play area using CRM signs. Divide the class into two groups. Let one group enact an animal and the other group will guess the animal.
- The students can be given a picture of a mango to colour. Then, talk about the health benefits of eating mangoes. Show them the picture and discuss how the monkeys are enjoying and climbing the mango tree.
- Read the rhyme with proper intonation for the students. Let them sing the rhyme with rhythm, stress and intonation and enact.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a mask of a monkey to colour.

Home Task

- Parents can help the child learn the rhyme with rhythm and enact the same.
- Sit comfortably with the child and enjoy mango shake or mango chaat.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (colouring)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with other children comfortably• understand and respond positively to other children's needs or preferences
Cognitive Development	<ul style="list-style-type: none">• engage actively in class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the picture in simple words or their home language• sing the rhyme with proper intonation
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• like to eat fruits



12. Hello! Mr Bunny Rabbit



1 Period (40 minutes)



Main Coursebook, crayons, sheet, cotton, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Ask the students to stand in the open space of the classroom using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down). The students can be asked to hop like a rabbit.
- Give each student a blank sheet and crayons to draw a carrot and colour it.
- Read the rhyme with proper intonation for the students. Let them sing the rhyme with rhythm, stress and intonation and enact.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a sheet with a drawing of a bunny rabbit to colour.

Home Task

- Parents can help the child learn the rhyme with rhythm and enact the same.
- The child can be given crayons to draw and colour a bunny. They can then paste cotton on its body for fur.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (colouring, pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with other children comfortably
Cognitive Development	<ul style="list-style-type: none">• engage actively in class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the picture in simple words or their home language• sing the rhyme with proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play while hopping like a bunny
Positive Learning Habits	<ul style="list-style-type: none">• like to eat green vegetables



13. Jojo's Shiny Red Car

 2 Periods (40 minutes each)



Main Coursebook, crayons, sheet, toy cars, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Take the students to the play area using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down). They can form small groups of four. Give them toy cars to play with.
- Ask the students if they like travelling by car. Let them say where they would go if they get a chance to travel by car.
- Ask the students to tell a short story about their toy car or any other toy. Encourage them to speak in short, simple sentences.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can draw a car they like and colour it. Then, display it by hanging the pictures with a jute string across the class.

Home Task

- Parents can help the child join the dots to complete Jojo's car and colour it on page number 28.

Period 2

Place: The lesson can be conducted in the classroom.

- Form small groups of students using CRM signs (Shh..., Red STOP, Green GO, -Wait) and ask them to clap their hands.
- Then, tell them they are going to listen to a story. Show them the pictures on page numbers 24 to 27 and elicit response from them about when and where one goes by car.
- Once the students are settled, they can listen to the story as you read with correct pronunciation and pauses. Let them repeat after you. Also, talk to them about the characters and storyline.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

Additional Suggested Activity

- The students can enact the story.

Home Task


- Parents can sit comfortably with the child and read the story. Then, the child can be asked to retell the story in their own words. Also, discuss that just like Jojo they must visit their grandparents and look after them.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills• develop memory for visual representations
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with other children comfortably
Cognitive Development	<ul style="list-style-type: none">• engage actively in class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the pictures in simple words or their home language• retell the story in their own words• describe their own experiences
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none">• learn more about family values and taking care of the elderly

14. Hickory Dickory Dock

 1 Period (40 minutes)



Main Coursebook, crayons, clock, picture of a mouse, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)




To enable the students:



- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Manage the class using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down). The students can be asked to act like a mouse. **COULD DO** 
- Show a clock to the students and ask them what a clock is used for. Then, show the picture of a mouse and ask them to think of what happens if a mouse goes inside the clock. Encourage them to speak in short, simple sentences or in their home language. **SHOULD DO** 
- Read the rhyme with proper intonation for the students. Let them enjoy singing the rhyme and enact. Repeat reciting the rhyme at least thrice. **MUST DO** 

 **eBook** can be used to generate an interest in the lesson. Animations could be shown to make the lesson enjoyable and informative for the students. **COULD DO** 

Additional Suggested Activity

- The students can be given a clock to colour. They can draw a mouse and colour it. Then paste it on the clock.

Home Task

- Parents can help the child learn the rhyme with rhythm and enact the same.
- The child can be asked to make a clock by sticking numbers on the face of a clock.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (drawing, colouring, pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with other children comfortably
Cognitive Development	<ul style="list-style-type: none">• engage actively in class activities• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the pictures in simple words or their home language• sing the rhyme with proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make their own clock by sticking numbers on the face of a clock
Positive Learning Habits	<ul style="list-style-type: none">• work according to the time shown by the clock

15. What's the Weather



1 Period (40 minutes)



Main Coursebook, crayons, pictures of seasons, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sensorial perceptions
- develop communication skills using simple words or their home language
- develop positive habits of learning that allow them to engage actively in class

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Manage the class using CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down). Ask them to look outside and say if it is sunny, windy or rainy.
- Let them share which weather they like, for example a sunny day, a rainy day or a windy day. Then, discuss how weather changes and we feel warm or cold. Let them listen to each other's preferences of the weather.
- Show them the picture on page 30. Ask them to describe it in their own words. Then, read the rhyme with proper intonation for the students. Let them enjoy singing and enact the rhyme at least thrice.



eBook can be used to generate an interest in the lesson.

Animations could be shown to make the lesson enjoyable and informative for the students.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to make sounds of the wind and rain on a cloudy day.
- Draw the Sun on a sheet and paint it yellow with hand paint (paints intended for hands not the other type of paints). These can be displayed in the display corner of the class.

Home Task

- Parents can help the child learn the rhyme with rhythm and enact the same.
- The child can be asked to make a cloud on a sheet of paper and paste cotton on it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (drawing, colouring, pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with other children comfortably• understand and respond positively to other children's needs or preferences
Cognitive Development	<ul style="list-style-type: none">• engage activities actively in class• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• describe the picture in simple words or their home language• sing the rhyme with proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form clouds using cotton• paint the Sun with hand paint
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details (in the change of weather)

16. The Wheels on the Bus



1 Period (40 minutes)



Main Coursebook, crayons, picture of a bus, CRM signs, craft material



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop physical motor skills and sensorial perceptions
- develop cognitive skills and explore the physical world around
- develop verbal and non-verbal communication skills
- develop positive habits of learning

Methodology

Period 1

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

- Organise the class in a circle using CRM signs "Please Wait, Stand in a Line'. Ask the students to jog on the spot, breathe deeply and shake their hands and legs. **COULD DO** 10 MIN.
- They can be given a sheet with a bus drawn on it and cut-outs of wheels to be pasted on the bus with the glue. Once they have completed the task, ask them a few things about a bus and engage them in a brief discussion. **SHOULD DO** 15 MIN.
- Stand at the centre of the circle formed by the students. Sing the rhyme with rhythm and proper intonation for them to follow and enact it. **MUST DO** 15 MIN.

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



eBook can be shown to the students to recapitulate the rhyme taught.

Animations could be shown to generate an interest in the rhyme.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to name three places that begin with the letters—B, U and S. Ask them to name the places they would travel to by bus.

Home Task


- Parents can help the child learn the rhyme with rhythm and enact the same.
- The child can be guided to make a toy bus using an empty juice tetra pack. Paste coloured paper, draw windows and fix round circles cut out of a cardboard for wheels. Then bring it to class for display.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (drawing, colouring, pasting)• eyes and hand movement
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively to the situations• interact comfortably with the teacher and peers
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about the bus as a mode of travel through the rhyme
Language and Literacy Development	<ul style="list-style-type: none">• express their thoughts in simple words or their home language• sing the rhyme with rhythm and proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a bus using an empty juice box and other craft material• display creativity and inventiveness with different materials
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details• explore and ask questions

17. Vegetables

 1 Period (40 minutes)



Main Coursebook, crayons, an anchor chart, pictures of vegetables, CRM signs



eBook, Animations

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop physical motor skills and sensorial perceptions
- develop cognitive skills
- develop verbal and non-verbal communication skills
- develop positive habits of learning

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- The students can be shown CRM signs 'Stand in a Line, Sit Down, Shh..., Please Wait' and organised to form groups of five each. Guide them to sit and breathe deeply and meditate. Talk to them about the benefits of meditation and eating healthy for good health. **COULD DO** 
- They can be asked to name a few vegetables. Then show them an anchor chart for vegetables. Ask them to name each vegetable and identify their favourite vegetable. Give them a sheet of paper to draw and colour one of their favourite vegetables. **SHOULD DO** 
- Sing the rhyme on page 32 with rhythm and proper intonation for the students to follow and enact. Repeat the activity at least thrice. **MUST DO** 

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

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

Animations could be shown to generate an interest in the rhyme.

Additional Suggested Activity

- The students can be asked to name the vegetables and colour their pictures. Then make a collage group-wise to be put up for display.

Home Task

- Parents can encourage the child to learn the rhyme with rhythm and enact the same during family time.
- The child can be helped to make a salad using vegetables, such as tomatoes, onions, cucumbers, carrots and so on.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (drawing, colouring, pasting)• show a liking for healthy and nutritious food• show balance and coordination in physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with the teacher and peers
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about benefits of meditation and healthy food for maintaining good health
Language and Literacy Development	<ul style="list-style-type: none">• express their thoughts in simple words or their home language• sing the rhyme with rhythm and proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details• explore and ask questions

18. Hari's Birthday



1 Period (40 minutes)



Main Coursebook, crayons, CRM signs, picture of a birthday celebration, birthday cap, buntings, flowers, a toy car on a sheet and balloons



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of small motor muscles
- develop cognitive skills and make sense of the world around through observation and logical thinking
- develop verbal and non-verbal communication skills
- develop positive habits of learning

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Show CRM signs 'Stand in a Line, Sit Down, Shh..., Please Wait' and organise the students in a semi-circle. Stand at the centre such that they can observe and follow you. Then guide them for physical exercises, such as hop, skip and jump. Then ask them to raise their arms and move them, clap their hands and get ready for the lesson. **COULD DO**
10 MIN.
- The students can be divided into groups of four and given birthday caps, balloons, flowers and a toy car drawn on a sheet to colour. Ask them how they feel when they wear birthday caps. They can be engaged in a conversation and encouraged to share their thoughts in simple words or their home language. **SHOULD DO**
15 MIN.
- Next, ask them to listen attentively as you read the story 'Hari's Birthday'. Show the pictures and ask them to describe the characters and objects in simple words or their home language. Read the story aloud for them to listen and comprehend the storyline. Repeat the story emphasising the words, such as decorate, twists and turns, around his head, dinosaur, balloon, pocket, a butterfly, flowers and snail and so on to add to their vocabulary. Then ask a few questions to test their comprehension. The questions could be:
 - Whose birthday is it?
 - How old is Hari?
 - What do Ma and Baba do?
 - Who enters with Nana and Nani?
 - Why are the children happy?
 - What does Mr Woof Woof give Hari?

- What does Mr Woof Woof give the children?
- What do the children do as they leave the party?
- Encourage them to express their thoughts in simple words, phrases or their home language. Discuss the characters and storyline with the students.

MUST DO

15 MIN.



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



eBook can be shown to the students to recapitulate the lesson taught.

COULD DO

10 MIN.



Animations could be shown to generate an interest in the lesson.

Additional Suggested Activity

- The students can be asked to paste buntings and balloons on the sheet with a birthday scene and make a collage.

Home Task

- Parents can encourage the child to recite the story in his/her own words using the newly learnt vocabulary in the story.
- The child can be helped to make a birthday cap using coloured paper. They can wear it and enjoy.
- Guide the child in colouring the balloon on page 39 with the crayons of their choice. Help them in using neat strokes along the outline.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (drawing, colouring, pasting) • show balance and coordination in physical activities • eye and hand coordination
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact comfortably with the teacher and peers
Cognitive Development	<ul style="list-style-type: none"> • understand CRM signs and follow teacher's instructions • develop an understanding of the storyline and characters of the story • understand and share thoughts about birthday celebrations
Language and Literacy Development	<ul style="list-style-type: none"> • recite the story in simple words or their home language • learn new vocabulary related to birthday celebrations
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • communicate a variety of responses • display creativity and inventiveness with a variety of materials
Positive Learning Habits	<ul style="list-style-type: none"> • observe and explore the surroundings • adopt and follow classroom norms

19. Brother John



1 Period (40 minutes)



Main Coursebook, flashcards, crayons, CRM signs, cut-out of a bell



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop physical motor skills and sensorial perceptions
- develop cognitive skills related to sequential thinking
- develop verbal and non-verbal communication skills
- develop positive habits of learning

Methodology

Period 1

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

- The students can be taken out to the play area for the rhyme. Ask them to look at the CRM signs 'Eyes on Me' and take a round of the play area. Next, ask them to jog on the spot for a minute. **COULD DO**
10 MIN.
- Organise the class into two teams. Give flashcards for actions like sleep, run, dance and so on, to each team. Instruct them to show one flashcard to the other team to identify the action and enact it. Let each team get the chance to ask and enact. Then talk to them about the benefits of waking up early. **SHOULD DO**
15 MIN.
- Sing the poem on page 40 with rhythm and proper intonation for the students to follow and enact. Repeat the activity at least thrice. **MUST DO**
15 MIN.

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

 **eBook** can be shown to the students to recapitulate the rhyme taught.

Animations could be shown to generate an interest in the rhyme. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be asked to colour and decorate the cut-out of a bell. Then hang it in the classroom using a jute string.

Home Task

- Parents can encourage the child to sing the rhyme with rhythm and enact the same during family time.
- The child can be helped to sing another rhyme 'Early to bed' and learn the importance of waking up early.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (drawing, colouring, pasting)• show balance, coordination and flexibility in physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively to the class discussion
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• comprehend the rhyme and practise waking up early
Language and Literacy Development	<ul style="list-style-type: none">• listen to and appreciate poetry• express their thoughts in simple words or their home language• sing the rhyme with rhythm and proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate a variety of responses• display creativity by using a variety of materials
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details, explore and ask questions about the rhyme

20. When You're Happy



1 Period (40 minutes)



Main Coursebook, crayons, CRM signs, expression cards



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop physical motor skills and sensorial perceptions
- develop self concept and life skills
- develop verbal and non-verbal communication skills
- develop positive habits of learning

Methodology

Period 1

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

- Organise the students using the CRM signs 'Please Wait, Eyes on Me, Shh...' and ask them to say if they are happy. Ask them to clap if they are happy. Then show them a few steps for the aerobics and guide them to follow. **COULD DO**
10 MIN.
- Ask them to show the expression cards when they are happy or sad. Read a few cue cards for them to respond. The cues could be:
 - ♦ you feel happy or sad
 - ♦ you get a gift
 - ♦ you meet your friend
 - ♦ mummy scolds you**SHOULD DO**
15 MIN.

Let them show the relevant expression cards and add to the list. They may express in simple words or their home language.

- Show the pictures on page 41 to the students and ask them to describe each one. They may talk about the children looking happy, the number of children and so on. Sing the poem with rhythm and proper intonation for the students to follow and enact. Guide them to clap in rhythm of three after the line '...and you know it.' Repeat the activity at least thrice. **MUST DO**
15 MIN.

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



eBook can be shown to the students to recapitulate the rhyme taught.

Animations could be shown to generate an interest in the rhyme.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to colour masks showing happy and sad faces on either sides of the sheet. Encourage them to talk about the same.

Home Task

- Parents can encourage the child to sing and enact the rhyme with rhythm and proper intonation.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show balance, coordination and flexibility in physical activities• modulate sound by changing their pitch and tempo
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively and interact comfortably• express and regulate their emotions
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• understand the right way to show their emotions
Language and Literacy Development	<ul style="list-style-type: none">• listen to and appreciate poetry• sing the rhyme with rhythm and proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• participate actively and regulate emotions during class activities

21. The Apple



1 Period (40 minutes)



Main Coursebook, crayons, CRM signs, blank sheets



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop physical motor skills and sensorial perceptions
- develop verbal and non-verbal communication skills
- develop positive habits of learning

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- The students can be asked to stand on the shape of an apple drawn on the floor. Ask them to describe an apple using simple words. They may be encouraged to express their likes or dislike for an apple. Talk to them about the benefits of eating an apple. Use CRM signs to manage the class so that they can comprehend non-verbal communication, too. **COULD DO**
10 MIN.
- Give each student a blank sheet to draw and colour an apple. Then, display it on the board. **SHOULD DO**
15 MIN.
- Ask the students to open the book at page 42 and observe the picture. Then, describe it using previous knowledge and vocabulary. Next, ask them to listen attentively as you read the poem. Tell them to sing along and enact the rhyme with proper intonation. **MUST DO**
15 MIN.

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



eBook can be shown to the students to recapitulate the rhyme taught.

Animations could be shown to generate an interest in the rhyme.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given the cut-outs of apples to colour, to be pasted on an apple tree.

Home Task

- Parents can encourage the child to sing and enact the rhyme with rhythm and proper intonation.
- Help the child prepare fruit chaat with lots of apples and enjoy it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• differentiate sounds and sound patterns by their pitch and tempo
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively and interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• understand the health benefits of eating fruits, especially apples
Language and Literacy Development	<ul style="list-style-type: none">• listen to and appreciate poetry• sing the rhyme with rhythm and proper intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity with craft material
Positive Learning Habits	<ul style="list-style-type: none">• participate actively in class activities

22. Zoomba and Boomba go to Animal Land



1 Period (40 minutes)



Main Coursebook, crayons, CRM signs, masks of animals, ice-cream sticks, paper and crayons



eBook, Animations

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sharpness in sensorial perceptions
- develop knowledge of relationship between animals and people
- develop verbal and non-verbal communication skills
- use expressive and receptive communication skills
- develop positive habits of learning

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- Show CRM signs 'Please Wait, Stand in a Line' to the students. Show them the masks of different animals, such as a lion, an elephant, a monkey and so on. Ask them to name the animal and make its sound. They can be given masks to wear and enact. **COULD DO**
10 MIN.
- They can be asked to look at the pictures on pages 43 and 44. Talk to them about the boys giggling and running, point at the hats they are wearing, the smile on their faces showing how happy they are and so on. Next, you may ask them to look at the pictures of the animals and describe them using appropriate vocabulary. Similarly, discuss the pictures on pages 45 to 47. Let them visualise the characters in the story in their mind. **SHOULD DO**
15 MIN.
- Instruct them to listen attentively as you read the story 'Zoomba and Boomba go to Animal Land'. You may wear the masks according to the characters in the story. Read the story with proper pronunciation and pauses for them to comprehend the storyline. Then ask them a few questions based on the story. The questions could be:
 - Who are Zoomba and Boomba?
 - Where do they go?
 - What do they see?
 - What does Boomba love?
 - What does Zoomba want?
 - What do Mummy and Daddy say?**MUST DO**
15 MIN.

Discuss the characters and storyline with the students. Let them express their thoughts about keeping the animals as pets in simple words and phrases or their home language.

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



eBook can be shown to the students to recapitulate the story taught.

COULD DO



Animations could be shown to generate an interest in the story.

10 MIN.

Additional Suggested Activity

- The students can be asked to colour the animal masks.

Home Task

- Parents can encourage the child to make stick puppets of Zoomba and Boomba using ice-cream sticks, paper and crayons. Give them cut-outs to be coloured and pasted on the sticks. Then, narrate the story in their own words using stick puppets.
- Help the child identify the scene relevant to the story on page 48 and tick the correct answer with a crayon.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> develop fine motor skills (drawing, colouring, pasting) develop visual memory for symbols and representations
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> interact comfortably with the teacher show care for and joy in engaging with all life forms
Cognitive Development	<ul style="list-style-type: none"> understand CRM signs and follow teacher's instructions develop an understanding of the storyline and characters of the story learn about animals and their relation with people
Language and Literacy Development	<ul style="list-style-type: none"> recite the story in simple words or their home language learn animal vocabulary and use it to describe their experience
Aesthetic and Cultural Development	<ul style="list-style-type: none"> communicate and appreciate a variety of responses display creativity with a variety of materials
Positive Learning Habits	<ul style="list-style-type: none"> observe and explore using various senses and ask questions adopt and follow classroom norms