

Yearly Scheme of Work

Time Taken: 15 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 – Sounds = 15 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods
Theme 1: Special Me	
1. A, B and C	3
Theme 2: Family Fun	
2. D, E and F	3
Theme 3: School is Cool	
3. G, H and I	3
Theme 4: Best Buddies	
4. J, K and L	3
Theme 5: Play Power	
5. M, N and O	3

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

Lesson 1: A, B and C

Theme 1:
Special Me

 3 Periods (40 minutes each)



Main Coursebook, expression cards and CRM signs, Ryan's standee



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- recognise things/objects that begin with the sounds of letters a, b and c
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits




Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Click on 'Lessons' under Reading Eggs tab. Click on 'Preview' to open the lesson.
- Adjacent to 'Preview' tab, you may find 'Resources' tab, which will give you access to worksheets for the selected lesson.

Methodology

Period 1: A, B and C

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

- Greet the students with a 'Hi Five!' They can be shown the CRM sign 'Shh..., Stand in a Line' and form a circle in the play area. Stand in the middle and guide them to bend and touch their toes. Then they can raise their hands up and clap five times. **COULD DO**

- Show them flashcards/pictures of objects that begin with the sound of letter a and pronounce their names. Point out the different sounds of letter a to the students. Ask them to repeat after you. **SHOULD DO**

- **P.S.** Encourage them to speak either in short phrases or their home language. **MUST DO**

- The students can sit comfortably and get ready for the story session. Show Ryan's standee and tell them that Ryan likes many things and if they would like to know about him. Then read the story and tell the students about Ryan. While reading the story ask the students to clap when they hear the word beginning with the sound of letter a. Read the story at least twice and talk about it.



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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given three flashcards and asked to identify the one with sound of letter a.

Home Task

P.S. Teacher can mention the home task in the child's diary.

- Parents can help the child narrate the story in simple words or home language and say what Ryan likes.
- Parents can guide the child to find six things that begin with the sound of letter a on page 7 in the book.

Period 2

Place: The lesson can be conducted in the classroom.

- Use the CRM sign 'Shh..., Stand in a Line' and guide the students to nod their head three times. Then they can clap as the class begins.
- Show a ball to the students and ask them to tell what is it called. Then, ask the sound it begins with the sound of letter b.
- Read the story once again and encourage the students to talk about Ryan and things he likes. Then they can be asked to listen attentively and touch their head when they hear the words that begin with the sound of letter b (books, birds). Have an oral drill for the words beginning with that sound.

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



Animated Activities can be shown to the students for reinforcing the words beginning with the sounds of letters a and b.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a ball and a book to draw and colour.

Home Task

- Parents can help the child identify the objects that begin with the sound of letter b.
- Help the child complete the exercise on page 8 by colouring the letter B, b and solve the maze.

Period 3

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

- Show CRM signs to the students and accompany them to the school garden. Sing the rhyme 'Camels, camels, one, two, three..' for them to sing and enact with you. Prompt them to make a camel's hump with their hands.
- Show flashcards with the objects that begin with the sound of letter c as k in cat to the students. Ask them to identify and name the objects.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

- Ask the students to curve their palms and form the shape of letter c.. Let them tell the words that begin with the sound of letter c as k in cat. Then they can be asked to open the book at page 9. Look at the pictures and name them one by one.

MUST DO

15 MIN.

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



Animation can be shown to the students for reinforcing the words with a, b and c sounds.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can speak about at least two objects/animals that begin with the sound of letter c as k in 'cat.'
- The students can be given paint to trace letter c on a white sheet.

Home Task

- Parents can help the child collect pictures of objects that begin with c sound and paste them in their scrapbook.
- Help the child complete the exercise on page 9 and tick the objects that begin with the sound of letter c.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop motor skills in holding the crayon and writing the letters a, b and c
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • listen to the teacher and respond actively
Cognitive Development	<ul style="list-style-type: none"> • solve a maze and colour letter B • recognise the words that begin with the sounds of letters a, b, and c
Language and Literacy Development	<ul style="list-style-type: none"> • mimic and reproduce syllabic sounds
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • form a collage using pictures • use paint to trace the letters
Positive Learning Habits	<ul style="list-style-type: none"> • handle book with care and arrange them back in the shelf

Lesson 2: D, E and F

Theme 2: Family Fun



3 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards and CRM signs, Ryan's standee, sand tub, mask, old cardboard boxes



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- recognise things/objects that begin with the sounds of d, e and f
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Methodology

Period 1: D, E and F

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

- Show the CRM sign 'Shh..., Stand in a Line' and accompany the students to the art room. Ask them to look around and say what they like. Encourage them to speak in simple, short words. Ask them to stand in a semi-circle, raise their hands and snap their fingers. Settle the class. **COULD DO**
10 MIN.
- Ask the students to look at the pictures or standees of Ryan, his father, Aditya, his mother, Praya, grandfather, Niran, aunt, Bhumi, and uncle, Joe. Point at each character of the story and tell them about it. Also, tell them that Ryan calls his father and mother Appa and Mummy respectively. They all live together and care for each other. Initiate the discussion and ask the students to share who all are there in their family.
- P.S. Encourage them to speak whether in short phrases or their home language. They must be made comfortable to express their thoughts.

A Note to the Teacher: The students are not supposed/required to read the text. If they pick up words, encourage and appreciate them.

- Instruct the students to draw Ryan on a sheet and colour the picture. They may draw stick figures. Appreciate their effort and help them put up the pictures on a class display board. **SHOULD DO**
05 MIN.
- Next, the students must be guided for the story session and they must listen attentively. Tell them they are going to listen to Ryan's story now. Read the story loud and clear with the correct pronunciation and pauses for them to understand. Then ask them a few questions, such as:
 - Whose family have the students met?
 - Who all are there in Ryan's family?**SHOULD DO**
10 MIN.

- What is Ryan's father's name?
- What does he call his mother and father?
- What does he call his grandfather?
- Who is Ryan's aunt?
- What does he call his aunt?
- What does he call his uncle?

- Wait and listen to their answers. Encourage them to retell the story in their own words.
- Show flashcards for the pictures on page 10 in the book to the students. Let them identify each picture and say the beginning sound of each one. Then guide them to air trace the letters. They may also be asked to guess the letters as you air trace them.

MUST DO

10 MIN.

MUST DO

05 MIN.

COULD DO

10 MIN.



eBook can be shown to the students for introducing the letters D, E and F.

Additional Suggested Activity

- The students can be given a sand tub to trace the letters D, E and F. Let them practise and enjoy.

Home Task

P.S. Teacher can mention the home task in the child's diary.

- Parents can help the child narrate the story in simple words and tell what Ryan likes.
- Guide her/him to solve the maze on page 11. Help them trace the path for the deer by following letter D.
- Help the child find things that begin with the sound of letter d and draw one of their favourite things.
- Oral drill for words that begin with the sound of letter d. You may repeat the words with her/him rhythmically.

Period 2

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

- Take the class to the play area of the school. Organise the class in an oval shape (it can be drawn before taking the class there). Guide them to stand on the line and hop, skip and jump on the spot. Sing or play the rhyme 'Humpty, Dumpty sat on a wall' for the students to sing, enact and enjoy.
- Show them flashcards or pictures of an egg, an emu, an elephant, an elf or an eagle to identify the words that begin with the sound of e. They may be asked to step forward and say a word that begins with the e sound of letter e. Ask the students to draw an egg and colour it. Also, they can share their observations of birds' eggs, if they have seen one. Tell them that birds lay eggs and an egg begins with the sound the letter e. Show them the picture of an eagle and explain that 'e' has two different sounds, 'e' as in egg and 'ee' as in emu and eagle. Give them more words to practise the two sounds of letter e, such as 'equal', 'elephant' and so on.
- Help the students open the book at page 12. Point at each picture for the students to recognise and identify the sound it begins with. Explain that the letter e can have different sounds and let them pronounce the names correctly. They can be asked to clap once they hear different sounds of e. Then ask them to circle the pictures that are the same in the second box. Go around the class and correct them subtly in case of incorrect answers.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

- Give them a sheet to draw any one of the pictures given. Display it on the class board.

MUST DO

15 MIN.

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



Animated Activities can be shown to the students and practise words with the sound of letter d and e.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a chart cut out in the shape of E and a few pictures to sort and paste.

Home Task

- Parents can help the child prepare an elephant mask. Then enjoy acting like an elephant.
- Sit comfortably with the child and make a list of words with different sound of e. Make her/him recite the words and enjoy.

Period 3

Place: The lesson can be conducted in the classroom.

- Use the CRM sign 'Shh..., Stand in a Line' and guide the students to roll their arms five times forward and five times backward. Then ask them to say 'RELAXX'
- Show the flashcards with words beginning with f for the students to identify. Have an oral drill for them to practise the words. Encourage them to describe them in simple phrases.
- Guide the students to open the book at page 13 and describe it. Point at each object and encourage them to talk about it using the words they already know. Emphasise words starting with f and ask them to circle them with a crayon of their choice.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

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



Animation can be shown to the students for reinforcing the words with d, e and f sounds.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can play 'Simon Says' and ask them to hop like a frog, play a flute, play football or draw flowers. Ask them to name the letter they all begin with.

P.S. Create space in the class or conduct it in the play area.

Home Task

- Parents can help the child collect pictures of objects that they have learnt. Then paste them on pieces of old cardboard boxes. Cut them out and use them to play 'show-n-tell' activity.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop motor skills in holding the crayon and writing the letters D, E and F• draw stick figures based on their understanding of the characters in the story
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• listen to the teacher and respond actively• express their thoughts
Cognitive Development	<ul style="list-style-type: none">• solve a maze and colour the letter D• recognise the words that begin with the sounds of letters d, e and f• play games to develop vocabulary
Language and Literacy Development	<ul style="list-style-type: none">• mimic and reproduce syllabic sounds• listen and appreciate simple rhymes
Aesthetic and Cultural Development	<ul style="list-style-type: none">• collect pictures for show-and-tell• make an elephant mask
Positive Learning Habits	<ul style="list-style-type: none">• learn family values of caring and sharing

Lesson 3: G, H and I

Theme 3:
School is Cool



3 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards and CRM signs, Ryan's standee, a pair of gloves, a Pictionary



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness and recognise things/objects that begin with the sounds of letters g, h and i
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Methodology

Period 1: G, H and I

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

- Accompany the students to the school play area. Use CRM signs 'Shh..., Stand in a Line, Wait, Eyes on Me) to manage them. Organise the class into small circles. Demonstrate aerobics for the students to follow. **COULD DO**
10 MIN.
- Place Ryan's standee at the centre and ask the students to come forward and say 'Hi'. Point at the beginning sound of h. The teacher may speak as Ryan and respond to them. Inform them that Ryan has come to meet them and play a game. Divide the class into two teams. One team says a word for the other team to identify its beginning sound. Then the other team gets a chance. Repeat the activity so that each one gets a chance. **SHOULD DO**
05 MIN.
- Organise the class in a circle and ask them if they like coming to school. Encourage them to tell things they like about the school. Then instruct them to listen attentively to Ryan's story. Read the story on page 14 loud and clear for them to understand. Then ask them to answer a few questions like,
 - Why is Ryan excited?
 - Who does Ryan see at the gate?
 - Who are in the same class?
 - What do they say to each other?
 - Where do they go?
 - Who has come to drop Ryan to school?
 - What do the children say to Ryan's parents?

- Encourage them to retell the story and share their experiences at school.

P.S. Encourage them to speak in short phrases or their home language. They must be made comfortable to express their thoughts.

MUST DO

10 MIN.

A Note to the Teacher: Kindly read the text for the students and promote picture reading. If they pick up words, encourage and appreciate them.

- The students can be shown a pair of gloves and asked to identify. Then show them more pictures of words with the sound of letter g, such as girl, grapes, gate and so on. Let them recognise the objects and explain that they begin with the sound of letter g as in 'grapes'. Ask them to do the exercise on page 14 in the book. Next, guide them to open their books at page 15 and observe the two pictures. Point at each object mentioned in the box for them to identify and mark the differences in the second picture.

MUST DO

15 MIN.



eBook can be shown to the students for introducing the sounds of letters g.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a sheet to draw grapes and identify the beginning sound of the word.

Home Task

- Parents can help the child retell the story on page 14 in her own words.
- Arrange ten objects and help the child recognise the ones that begin with the sound of g.

Period 2

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

- Use CRM signs to instruct the students and take them to the theatre room. Form three teams and give them small cue cards to come and enact. They may be shown expression cards (learning kit) for their performance.
- Keep the flashcards with h-letter words on the table. Ask them to come one by one and pick a card. Then turn around and show it to their team to identify and name the object on the card. The team that gives the correct answer gets a star. Point at the words beginning with 'h' sound and make them repeat the words after you. The team to add maximum words with h gets a Smiley.

COULD DO

10 MIN.

MUST DO

15 MIN.

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

- Guide the students to air trace the letter H and h. Then help them open the book at page 16 and look for H and h in the given maze. Give them a bowl of crayons to pick an orange crayon and colour the boxes to solve the maze.

SHOULD DO

15 MIN.



Animated Activities can be shown to the students and practise sound of letter h.

COULD DO

10 MIN.

Additional Suggested Activity

- The students are given a box with assorted pictures. Then guided to sort them according to the beginning sounds of letter h. Paste them to form a collage.

Home Task

- Parents can take the child to an animal farm. Discuss animals and point at the 'goats' and 'hens' that begin with 'g' and 'h' sounds.
- Practise 'g' and 'h' words using a Pictionary.

Period 3

Place: The lesson can be conducted in the classroom.

- Use the CRM sign 'Shh..., Stand in a Line' and guide the students to form a line and raise their hands to clap five times.
- Show the flashcards with words with i to the students. Let them identify and name the objects. Point at the beginning sound of i. Explain the difference in sounds of letter i to the students. Ask them to repeat after you. Give them a word list to repeat and practise.
- Ask the students to open their books at page 17 and look at the pictures. Let them describe the pictures in simple words and identify the beginning sound of i. Ask them to circle the starting letter of each picture. They can air trace letter i and repeat the different sounds of 'i'.

Let's Trace

- The students can be guided through the pages for the correct letter formation. Ask them to use pink and green crayons to trace the patterns on page 18.

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



Animation can be shown to the students for reinforcing the words taught in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to form two teams. Give pictures of objects to Team A and letters to Team B. As Team A shows the picture, Team B will have to show the letter it begins with and vice-versa.

Home Task

- Parents can help the child make an igloo or an island using old, discarded material. Paint it.
- Enjoy an ice cream with the child and repeat words with different sounds of letter i.
- Help the child trace the letters on page 19 and say their sounds.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• hold crayons or writing tools• move their limbs during aerobics
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher effectively
Cognitive Development	<ul style="list-style-type: none">• colour the letters H, h to solve the maze• recognise the words that begin with the sounds of letters g, h, and i• differentiate between the sounds of i
Language and Literacy Development	<ul style="list-style-type: none">• mimic and reproduce phonemes• describe the pictures
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make an igloo or an island using old, discarded material
Positive Learning Habits	<ul style="list-style-type: none">• learn greetings to be used when meeting someone or seeing them off

Lesson 4: J, K and L

Theme 4: Best Buddies

 3 Periods (40 minutes each)



Main Coursebook, flashcards, charts, expression cards and CRM signs, Ryan's, Lina's, Sam's, Jas's and Maria's standees, a Pictionary, old newspaper



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop phonological awareness and recognise things/objects that begin with the sounds of letters j, k and l
- develop fine motor skills and fit and flexible body
- develop cognitive skills
- develop positive learning habits

Methodology

Period 1: J, K and L

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

- The students can be managed for the class using CRM signs. Show them the card when you want to instruct them to 'Stand in a line' or 'Eyes on Me'. Wait for them to respond. Then arrange the class in a semi-circle formation. Demonstrate arms exercises for the students to follow. They may swing back and forth, up and down. **COULD DO** 
- Arrange Ryan's, Lina's, Sam's, Jas's and Maria's standees in front of the class. Enact a scene where they introduce themselves. Then ask the students to introduce themselves. Encourage them to tell more about themselves, such as, their name, about their hobbies and so on. **SHOULD DO** 
- Instruct them to listen attentively as you read the story on page 20. Keep pointing at the characters' standees as you read the dialogues so that the students can relate to them. Ensure that the lesson is read with the correct pronunciation and intonation. Once the story has been read twice, ask them a few questions like, **MUST DO** 
 - Who enters the class?
 - What does she tell everyone to do?
 - What happens when they tell their names?
- After the discussion, ask them to open their books at page 20. Then observe the picture given for the story and describe it using short and simple phrases. Encourage them to talk about the story they have just listened to and share their experiences with their class buddies.

P.S. Encourage them to speak in short phrases or their home language. They must be made comfortable to express their thoughts.

A Note to the Teacher: Kindly read the text for the students and promote picture reading. If they pick up words, encourage and appreciate them.

- Give a sheet with a jug drawn to each student to colour. Ask them to tell how they use the jug. Then point at the jug and say that it begins with a 'j' sound just as jam, jellyfish, joy, and so on. Elicit response from them and add to the list of 'j' words.

MUST DO

10 MIN.



eBook can be shown to the students for introducing the letters J, K and L.

COULD DO

10 MIN.

Additional Suggested Activity

- Give a sheet with a jellyfish drawn to the students. Ask them to tear the sheets of newspaper into thin strips. Then paste them on the jellyfish such that its oral arms and tentacles can be formed. Ask the students to colour the bell shaped body and eyes to complete their jellyfish. Help them string their sheets across the class using a jute string.

Home Task

- **P.S.** Teacher can mention the home task in the child's diary.
- Parents can help the child prepare a toast with jam and point at the 'j' sound it begins with.
- Help the child match 'j' words to their pictures on page 21.

Period 2

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

- The students can be accompanied to the play area of the school. You may manage the class using CRM signs. Ask them to hop like a kangaroo. Let them hop, skip and jump.
- Show the flashcards with 'k' words to the students. They can arrange the cards on the grass and say the sound they begin with. Encourage them to add more words to the list.

COULD DO

10 MIN.

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

MUST DO

15 MIN.

- Paste a chart on the wall. Give crayons to the students and ask them to draw one picture of 'k' sound word. Then paste it on the chart on the wall, one by one. They can be asked to read each picture and say 'k' word it begins with. Next, ask them to open the book at page 22. Point at each object and ask them to name it. Also, ask them to recognise the sound they all begin with, that is, 'k'.

SHOULD DO

15 MIN.



Animated Activities can be shown to the students to recapitulate words with the sound of letter k.

COULD DO

10 MIN.

Additional Suggested Activity

- Divide the class into two teams. Ask the students to make a list of words beginning with the sound of letter k, orally. The teacher may write the words for both the teams on the board. Compare the list and have an oral drill by the students to enrich their vocabulary.

Home Task


- Parents can help the child trace the letter 'k' on page 22.
- Guide the child to make a Koala with used paper craft and hand paints.
- Repeat and practise words with 'k' with the child.

Period 3

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

- Use the CRM sign 'Shh..., Stand in a Line' and take the students to the art room. Give them a box with a lid to open and close. Then point at the lid and focus on the beginning sound of 'l'. Ask them to say the 'l' sound in a sing song manner.
- Show the flashcards or real objects with 'l' words to the students. Let them identify and name the objects, such as lemon, lion, Ludo, log, loofah and so on.
- Show the pictures of objects beginning with an 'l' sound on page 20 to the students. Let them name the objects and practise 'l' sound. Draw 'L' on the board and explain the letter formation to them. Ask them to air trace the letter.
- The students can have fun forming letter 'L' with their fingers. They can add more words to the word list as they form the letter.

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

 **Animation** can be shown to the students for reinforcing words with the sound of letter l.

COULD DO
10 MIN.

SHOULD DO
10 MIN.

MUST DO
15 MIN.

COULD DO
05 MIN.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to form a collage with pictures of words with the sound of letter l. Then display it in the class.

Home Task

- Parents can help the child make lemonade and enjoy drinking it together.
- Help the child trace and follow letter L on page 23 to help the lion reach his den. Discuss more 'l' words with the child and use them in daily conversation.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • hold crayons or writing tools • swing their arms back and forth and develop flexible and fit body
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact with peers and teacher effectively
Cognitive Development	<ul style="list-style-type: none"> • colour letter L to solve the maze • recognise the words that begin with the sounds j, k, and l
Language and Literacy Development	<ul style="list-style-type: none"> • mimic and reproduce phonemes • describe pictures in simple words or their home language • identify the objects that begin with the sounds of letters j, k and l
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make a jellyfish using old newspaper and crayons
Positive Learning Habits	<ul style="list-style-type: none"> • prepare and enjoy lemonade and develop healthy eating habits