

Yearly Scheme of Work

Time Taken: 26 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 = 26 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
Theme 6: Fun and Learn	
6. P, Q, R	3
Theme 7: Helping Hands	
7. S, T, U	3
Theme 8: Joy and Fun	
8. V, W, X	3
Theme 9: Forever Best	
9. Y, Z	2

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

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



Animation, Animated Activities, eBook

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:

- **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.
- 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.

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

- 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.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



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**

- 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. **SHOULD DO**


- 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**

- 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?



- 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.

MUST DO

10 MIN.

• 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

05 MIN.



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

COULD DO

10 MIN.

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.

COULD DO

15 MIN.

• 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.

SHOULD DO

10 MIN.

• 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.

- 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** 
- 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** 
- 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.



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.

- 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'.

MUST DO

15 MIN.

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

Lesson 5: M, N and O

Theme 5:
Play Power

 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 m, n and o
- develop fine motor skills and fit and flexible body
- develop cognitive skills
- develop positive learning habits

Methodology

Period 1: M, N and O

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

- Accompany the students to the school play area. Draw the pattern for the game hopscotch beforehand. Guide them to play in groups. **COULD DO**

- Place Ryan's standee in front of the class. Show them the flashcard for park and ask what they do in the park. Tell them that Ryan also plays hopscotch with his aunt and uncle in the park. Then read the story for them to listen carefully. Show them the CRM sign 'Eyes on Me' and read the story loud and clear for them to comprehend. Discuss and encourage them to share if they also play with their family. Let them enjoy expressing their thoughts about the family time they have. Meanwhile, ask them a few questions based on the story like,
 - Who is with Ryan?
 - What is in the society?
 - What does Ryan say?
 - What does Uncle Joe say?
 - Who teaches the game to Ryan?
 - What does Ryan enjoy?

P.S. The students may answer in simple, short words or phrases or their home language. Encourage them to express their thoughts and ideas effectively. Let them feel comfortable in communicating by listening to them and showing approval through face expressions. **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 to them. If they pick up words, they should be appreciated and encouraged.

- Play 'Hide-n-Seek' with the class. They can be asked to find the things, such as a map, the moon, a motorcycle, a mango and so on. Then help them name each object and point at the beginning sound of m. They can be asked to add more words to the list and air trace the letter m.

SHOULD DO
10 MIN.

 **eBook** can be shown to the students for introducing the letters M, N and O.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to draw a mushroom and say the sound it begins with, that is, 'm'. Next, they can colour it and display in the class. Also, they can add more words to the list as you show them sound cards with m.

Home Task

- **P.S.** Teacher can mention the home task in the child's diary.
- Parents can help the child play Pictionary. Draw the picture of a mango and ask her to name it. If the answer is 'mango', confirm the correct response and lay emphasis on the sound m, it begins with. Likewise, repeat the activity and this time ask her to draw more objects, name them and identify their beginning sound m.
- Help the child open the book at page 25. Read the words and ask her to circle the letter m in the given words.

Period 2

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

- Engage the students in 'show and tell' activity. They can be asked to choose toys or pictures from a collection of a mat, the moon, mango, mushroom, man and so on. They will pick one and say a few sentences about it. Recapitulate m sound words. Use CRM sign 'Wait' to instruct the students to wait for their turn. Show green card to start the activity.
- The students can be shown flashcards with the pictures of a net, a nest, a nose, a nurse, number nine and asked to name the objects. Let them identify the beginning sound n and add more words to the list. Tell them the correct pronunciation of n sound words on page 24. Ask them to air trace the letter n and stand in the letter formation (already drawn on the floor for the students to stand). Ask them to take turns and say a word that begins with n sound.

COULD DO
10 MIN.


P.S. The students might come up with n sound words in their home language. Gently correct them and ask for another n word.

MUST DO
15 MIN.

- Ask them to open the book at page 26, look at the pictures and name them. Identify and clap once for the words that begin with n sound. Read the statement and ask them to help Neha reach the letter N. Guide them to follow letter N by joining the pictures that begin with N- nest, net, noodles, napkin, nail, noodles, nib, nurse, needle and nut

SHOULD DO
15 MIN.

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

 **Animated Activities** can be shown to the students to recapitulate 'n' words.

COULD DO
10 MIN.

Additional Suggested Activity

- The class can be organised in N shape seating arrangement. Ask them to draw one object that begins with n sound. Display their art work in N shape on the board.

Home Task

- Parents can help the child trace the letter 'n' on a sheet.
- Help her find objects that begin with n sound in the house.
- Play word game using sound cards in the learning kit. Show the card and ask her if it begins with n sound.

Period 3

Place: The lesson can be conducted in the classroom.

- Use CRM signs (Eyes on Me, Shh..., Wait) to organise the class in o formation. Let them form the shape of o by joining both hands and say o sound as in an orange. Tell them to name one object that begins with an o sound. **COULD DO**
10 MIN.
- Ask the students to open the book at page 24 and name the objects that begin with an o sound. Then show them the picture of an owl and ask them to notice the difference between the sounds of letter o as in an orange and an owl. Give them flashcards with pictures of words with the different sounds of o. They can pick the cards one by one and say each word and identify the different sounds of letter o. Repeat the exercise and make them practise the different sounds of o with words, such as an ostrich, an oar, an ox, an orange and so on. **SHOULD DO**
10 MIN.
- Ask the students to air trace the letter o and open the book at page 27. Show the CRM sign - Eyes on Me and ask the students to read the words given after you. Instruct them to snap their fingers as they hear an o sound word. Repeat the oral drill for practise. Then ask them to colour the orange slices that have the words beginning with the letter O. **MUST DO**
15 MIN.
- Give each student a cut-out of an owl and coloured paper leaves to be pasted and form the wings of the owl. Guide them to write their names and display their art work in the display corner. **COULD DO**
05 MIN.

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

 **Animation** can be shown to the students to recapitulate words with o sound.

COULD DO

10 MIN.

Additional Suggested Activity

- Form two teams of the students. Ask them to make a list of o sound words orally. Then give them a collection of pictures to be sorted and pasted to form a collage for o sound.

Home Task

- Parents can help the child make an orange marmalade or buy one. Then enjoy eating with bread or a parantha.
- Play word game with the child. Give a picture card to identify and complete the word with o.

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">• solve the maze by following the letter N• recognise the words that begin with the sounds m, n and o• participate in 'show and tell' activity
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 m, n and o
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make an owl with paper
Positive Learning Habits	<ul style="list-style-type: none">• prepare and enjoy marmalade and develop healthy eating habits• enjoy spending time with the family

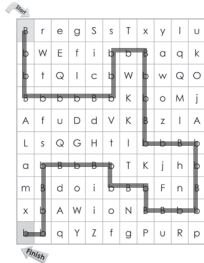
Answers

Theme 1: Special Me Chapter 1: A, B, C

A.



B. Guide the students to follow B and b through the maze and then colour correct path.



C.

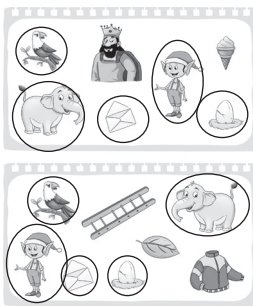


Theme 2: Family Fun Chapter 1: D, E, F

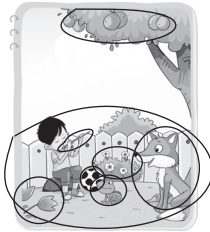
D. Guide the students to follow D through the maze to find the correct path.



E.



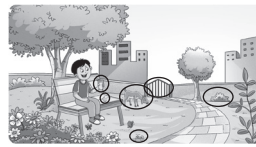
Accept all relevant responses.
Sample Responses: flute, fence, frog, fox, flowers, fruits, football



Theme 3: School is Cool

Chapter 3: G, H, I

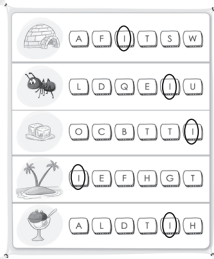
G.



H. Guide the students to follow H through the maze and then colour the correct path.



I. Igloo, Insect, Ice, Island, Ice cream



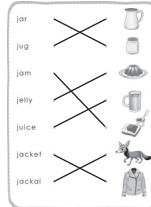
Let's Trace

Guide the students to trace the slanting, standing, spiral and curve lines. Then, guide the students to trace the letters A to I that follow.

Theme 4: Best Buddies

Chapter 4: J, K, L

J.



K.



Guide students to trace the letter K and complete the words.

1. Key
2. Kennel
3. Kite
4. King
5. Kettle
6. Kitten

L. Guide the students to follow L through the maze to find the correct path.

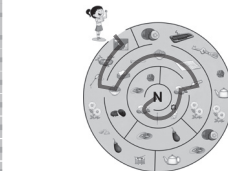


Theme 5: Play Power Chapter 5: M, N, O

M.



N. Guide the students to follow the pictures of N-letter words through the maze to find the correct path.



O. ox, owl, otter, octopus

Lesson 6: P, Q, R

Theme 6:
Fun and
Learn



3 Periods (40 minutes each)



Main Coursebook, flashcards, charts, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Ryan's, Lina's, Sam's, Jas's and Maria's standees, stick puppets of pigeons, red, green and white ribbons



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- make sense of world around through observation and logical thinking
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- display emergent literary skills and love for reading-- identify and differentiate sounds, phonological awareness, print awareness and concepts, recognition of letters, letter-sound correspondence

Methodology

Period 1: P, Q and R

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

- The students can be taken to the school garden. Use CRM signs—'Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down' to instruct non-verbally and manage the class. Sing the rhyme 'Ring a Ring a Roses' to engage and organise them in a circle. As they stand in a circle, demonstrate a few steps of aerobics for them to follow. You may stand straight, raise hands, bend down, swing your arms and so on. Ensure that the students follow the steps and enjoy.
- The students can be shown stick puppets of pigeons and character standees of Sam, Lina, Jas, Ryan and Maria to identify. Point at the picture on page 28. Then, tell them to listen attentively as you read the story aloud with proper intonation and pauses. Also, they can clap for the words that begin with the sound of letter p in the story. You may read the story, at least twice, for better comprehension of the story by the students. Then, ask a few questions to test their understanding of the story. The questions could be
- Who takes the children to the park?
- Where do the children sit?
- What does Ms Anu point at?
- Where are the pigeons sitting?
- What does Ryan say?
- What should we learn from the pigeons?
- Why do the children laugh?

Discuss the answers. Encourage them to think logically and give reason for their answers by asking questions.

COULD DO

10 MIN.



P.S. The students may answer in simple, short words or phrases or their home language. Listen to them patiently and confirm the answers with a gentle smile. This will enable the students to feel at ease in the formal environment of the classroom.

MUST DO

15 MIN.

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

- The students can be shown flashcards for the objects that begin with the sounds of letters P, Q and R. The objects could be a piano, a penguin, a pumpkin, a queen, a question mark, a ring, a robot and a rainbow. As they name each object, ask them to repeat the beginning sound to create phonological awareness. Then, ask them to open the book at page 28. Point at each object and let them read the letters and words after you.

SHOULD DO

15 MIN.



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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a box of assorted items. Let them work in pairs, picking and naming each item. Identify the sound they begin with and place it in the box marked for that sound. For example, they can have a box with a pen, a pencil, a rope, a quill and so on. Also, keep three boxes marked with P, Q and R for the students to sort the items according to the sound they begin with.

Home Task

- Parents can help the child name the objects at home. Then, pick the ones that begin with the sound of letter p.
- Help the child open the book at page 29. Read the statement and explain that Pari likes to play and is making bubbles for the words that begin with the sound of letter p. Then, guide them to read the words after you and draw bubbles for the ones that begin with the sound of letter p (pink, pan, pencil, pen, pet, pumpkin, panda).

Period 2

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

- Show CRM sign 'Stand in a Line' and ask the students to say that they are standing in a queue. Then, show them the flashcard for the letter Q and say the sound of letter q is kw as in quill, queue, queen. Encourage them to repeat the words after you and understand the beginning sound of q.
- Next, ask them to open the book at page 30 and observe the maze closely to find the letters Q and q. Then, hold the crayon between their thumb and fingers and colour the boxes with Q and q to find their way through the maze.
- The students can be asked to look at the pictures of a queen, a quilt and a quill. Identify and weave a short story around the three.

COULD DO

10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

P.S. You may need to support them with the required vocabulary for the story.

COULD DO

10 MIN.



Animation can be shown to the students to recapitulate the sounds of letters taught.

Additional Suggested Activity

- The students can be given a sheet with the picture of a queen and asked to colour her crown. Then they can tell a short story about a queen.

Home Task

- Parents may show the picture of a quill to the child. Then, share the information on the use of quill as an early writing tool with the child.
- Practise more words with the beginning sound of letter q with the child. Show pictures and ask them to name the objects and the sound each one begins with.

Period 3

Place: The lesson can be conducted in the classroom.

- Organise the class in a circle. Ask them to clap their hands thrice as they hear words with the sound of letter r. Then, read the word list aloud—pearl, rope, real, rose, bag, ruler, eraser, queen, pencil, road, quilt and so on.
- Form two groups of the students seated in a circle. Guide them to open the book at page 31. Ask them to look at the picture carefully. Point at each object for them to name it and identify the sound it begins with. Then, help them find five things beginning with the letter R in the picture and circle them with a crayon of their choice.
- Let them converse for a while with each other using words with the sound of letter r.



Animated Activities can be shown to the students to recapitulate the sounds of letters taught.

COULD DO

10 MIN.

MUST DO

25 MIN.

SHOULD DO

05 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given three ribbons – red, green and white - to weave and form a rope. Then, display their ropes in the class. They can identify the beginning sound of the letter r in 'rope' and also tell the uses of the rope in short phrases or their home language.

Home Task

- Parents can help the child trace the lines and letters on pages 32-33 in the book. Guide her/him pick a crayon they like and trace the lines neatly.
- The child can be given more blank sheets to practise tracing lines and letters J to R.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination of fingers and hand movement in tracing and colouring
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teachers

Cognitive Development	<ul style="list-style-type: none"> • identify the sounds of words beginning with the letters P, Q and R • match words with their correct pictures • solve maze by colouring the boxes with the letter Q and q
Language and Literacy Development	<ul style="list-style-type: none"> • listen and retell the story in their own words • use simple, short sentences with the words beginning with the letters P, Q and R • narrate short stories with the pictures shown with the help from the teacher
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • weave ribbons to make a rope • enjoy story telling with stick puppets and standees
Positive Learning Habits	<ul style="list-style-type: none"> • engage in group or pair activities in the formal environment of the classroom

Lesson 7: S, T, U

Theme 7: Helping Hands



3 Periods (40 minutes each)



Main Coursebook, flashcards, charts, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Ryan's standee, building blocks, mask of a tiger



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- display emergent literary skills and love for reading, identify and differentiate sounds, phonological awareness, print awareness and concepts, recognition of letters, letter-sound correspondence
- use effective verbal and non-verbal communication skills
- develop listening and comprehension skills
- demonstrate creativity and inventiveness with materials

Methodology

Period 1: S, T and U

Place: The lesson can be conducted in the classroom.

- The students are shown the CRM signs 'Stand in a Line and Please Wait'. Once they form a line, ask them to hop-skip-jump. Then, repeat the pattern at least five times. After the physical activity, show them the green sign to get ready for the lesson. **COULD DO**
10 MIN.
- Next, ask the students to open the book at page 34 and describe the picture in simple, short sentences or their home language. Instruct the students to listen attentively as you read the story loud and clear with proper intonation and pauses. They may also describe how they are helped by didis and bhaiyas. Ask a few questions such as
- Where are the children?
- Who comes in the class during lunchtime?
- What does Mina didi bring?
- What does Ryan ask?
- What does Ryan distribute to his class?
- Engage the students in the class discussion on being grateful to the people who help us. Let them speak in short, simple phrases or their home language. **MUST DO**
15 MIN.

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

- Ask the students to identify the objects on page 34 and recognise the beginning sound of each one. Let them repeat the words with stress on the beginning sound. For example, S says s...s Sun, strawberry, soap and so on. They can be shown the pictures on page 35 to recognise the objects that begin with the sound of letter s. Guide them to compare the two pictures and find five differences in the second picture.

SHOULD DO

15 MIN.



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

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to tell the names of didis and bhaiyas who help them in school. Then, give them small cards to draw and colour the Sun or a strawberry to be given to them. Once they have made the cards, you can ask them to give it to didis and bhaiyas with 'thanks' for all the help they provide.

Home Task

- Parents can help the child name the objects that begin with the sound of letter s. Encourage the child to doodle a few objects for the same.

Period 2

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

- The students can be taken to the play area using CRM signs for non-verbal instructions. Let them follow the signs green and red to start and stop moving, respectively. On reaching the play area, the students can be guided to sing and enact the rhyme 'I am a Little Teapot'.
- Show the cut-out or a real teapot to the students. Ask them to name it with stress on the beginning sound of letter t. Show them flashcards with the objects to identify and recognise the beginning sound of t.
- The students can be asked to look at the pictures of a tent, a train and a teapot on page 34 and repeat their names after you. They may like to share their experiences, let them speak. Next, tell them to open the book at page 36. Point at each object for them to recognise and circle five things that begin with the sound of letter t, such as a teapot, a train, a truck, a turtle, a tiger and so on.

COULD DO

10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.



Animation can be shown to the students to recapitulate the sounds of letters taught.

Additional Suggested Activity

- The students can be given building blocks to form a train. Enjoy playing with the train.
- Also, they can add more words to the list of words that begin with the sound of letter t.

Home Task

- Parents may help the child in making the mask of a tiger. Let the child identify and say that tiger begins with the sound of letter t.

Period 3

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

- The students can be asked to identify the sound of the letters their names begin with. Then, air trace the letter that their name begins with. You may also give them sound cards to recognise the sounds. **COULD DO**
10 MIN.
- Next, show them an umbrella and the picture of a unicorn to recognise and pronounce after you. Highlight the difference between the two sounds of u. Let them repeat the words umbrella and unicorn so as to differentiate the two sounds. Ask the students to open the book at page 37 and recognise the letters in the umbrellas. Then, join the similar letters with a crayon of their choice. **MUST DO**
25 MIN.
- Form pairs of students for the activity. Give each one of them a sheet with the outline of an umbrella. Then, give them coloured paper to be pasted on the umbrellas. They can display the umbrellas by pinning them on board. Encourage them to tell how and when they use an umbrella. **SHOULD DO**
05 MIN.



Animated Activities can be shown to the students to recapitulate the sounds of letters taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be given a blank sheet of paper and hand paints. Guide them to dip their index finger in the paint and trace U on it. They may go for rainbow tracing with paints and leave it for drying.

Home Task

- Parents can help the child prepare a collage with pictures for the objects that begin with the sounds of letters S, T and U. Take an A-4 size sheet. Divide it into three layers for the sky, the earth and under the water. Then, paste the pictures of the objects that begin with the sounds of letter s in the sky, t on the earth and u underwater, respectively.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact comfortably with peers and teachers
Cognitive Development	<ul style="list-style-type: none"> • identify the sounds of words beginning with the letters S, T and U • join the matching letters of the alphabet • recognise different objects and select the ones beginning with the sound of letter T

Language and Literacy Development	<ul style="list-style-type: none"> • listen and follow short instructions • use words beginning with the letters S, T and U • narrate short stories with the pictures shown with the help from the teacher • differentiate the two sounds of the letter U • enjoy reciting and enacting the rhyme 'I am a Little Teapot'
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • observe minute details and explore the surroundings • make a mask of a tiger
Positive Learning Habits	<ul style="list-style-type: none"> • adopt class norms and engage in class activities • learn to be thankful to the people who help them in their daily life

Lesson 8: V, W, X

Theme 8: Joy and Fun

 3 Periods (40 minutes each)



Main Coursebook, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Sam's, Jas's, Maria's, Ryan's and Lina's standees, chart paper, pictures



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)



To enable the students:

- display emergent literary skills and love for reading—identify and differentiate sounds, phonological awareness, print awareness and concepts, recognition of letters, letter-sound correspondence
- use effective verbal and non-verbal communication skills
- develop vocabulary and use language for a variety of purposes
- make sense of the world around through observation and logical thinking

Methodology

Period 1: V, W and X

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

- Organise the students in a V formation using CRM signs 'Eyes on Me, Stand in a Line, Please Wait'. Ask them to raise their arms and clap five times. They may swing their arms first clockwise, then anti-clockwise and get ready for the lesson. **COULD DO** 
- Place character standees strategically in the assembly area so that the students in V formation can see them easily. Tell them that the children in the story have a very special day at school. It is Annual Day. Ask them if they know what happens on Annual Day. Wait for their response and discuss that it is a special day for a school. On this day, children participate in different activities. Now they are going to listen to the story. Tell the students to listen attentively as you read the story and snap their fingers on hearing the words beginning with the sounds of letters V, W and X. After reading the story twice with proper intonation and pauses, they can be asked a few questions such as
- What is happening at the school?
- What do children do at the Annual Day?
- What do they sing?
- Encourage the students to observe the picture on page 38 of the book and talk about the Annual Day at school. Also, discuss the rhyme on water sung by the children.
- Write 'water' on the board and ask the students to pronounce it. Then write 'whale' and ask them to pronounce it after you. Explain the different sounds of w to the students. **MUST DO** 

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

- Ask the students to identify the pictures on page 38 and recognise the sounds of the letters they begin with, that is, V, W and X. Also, hold flashcards for the students to identify and name the objects beginning with the sounds of letters V, W and X. Let them repeat each word and their beginning sounds.

SHOULD DO

15 MIN.



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

Additional Suggested Activity

- Show the pictures to the students. Ask them to match the flashcards for letters V, W and X with the pictures they represent.

COULD DO

10 MIN.

Home Task

- Parents can help the child prepare a letter train. Help in making small letter cards with letters on one side and a relevant picture on the other side. Then, string them across the room. Use them often to learn vocabulary.

Period 2

Place: The lesson can be conducted in the classroom.

- The students can form a circle and recite the rhyme 'Water' they have learnt in the story.
- They can be shown pictures of a whale, watch, volcano, violin, xylophone and so on. Let them identify the sounds of the letters they begin with.
- Ask the students to open the book at page 39 and identify the objects shown in the left column. Read words on the right for them to repeat after you. Then, match the pictures to the words that define them.

COULD DO

10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.



Animation can be shown to the students to recapitulate the sounds of letters taught.

Additional Suggested Activity

- Form pairs of the students. Ask them to make a watch on a chart paper pasted on a cardboard. Use numbers and sticks to make a minute and an hour hand. Paste it on the face of the watch.


Home Task

- Parents may help the child in identifying the pictures on page 40. Read and explain the statement. Then, guide him/her to find the matching pictures in the second box.

Period 3

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

- Ask the students to form two lines using CRM signs 'Stand in a Line, Please Wait'. Let them walk from one corner to the other and make a cross. Then, put hands on their waist and swing their right leg, then left leg. Let them repeat and enjoy. Point out that they have formed an X, the 24th letter of the English alphabet. **COULD DO**
10 MIN.
- Show them pictures of a xylophone and an x-ray on page 41 to identify the two different beginning sounds of x. Read and explain the statement to the students that they have to trace the letter x. Then, read the words aloud for them to repeat after you. **MUST DO**
25 MIN.
- The students can be given the sound cards to identify the beginning sounds of the letters v, w and x and pronounce the words. **SHOULD DO**
05 MIN.

 **Animated Activities** can be shown to the students to recapitulate the sounds of letters taught. **COULD DO**
10 MIN.

Additional Suggested Activity

- Form groups of four students each. Give them a chart paper to draw and colour Xmas tree. They may paste cut-outs of holly leaves too.

Home Task

- Parent can use sound cards to play with the child. Spread the sound cards on the floor. Say a word and ask him/her to pick the sound card for the same. If the sound card picked is correct, give a pat on the back. If not, then give another chance to the child.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact comfortably with peers and teachers • participate in everyday activities
Cognitive Development	<ul style="list-style-type: none"> • identify the beginning sounds of letters such as V, W and X • recognise the words with two different sounds of w and x
Language and Literacy Development	<ul style="list-style-type: none"> • differentiate the two sounds of w and x • narrate short stories with support vocabulary from the teacher • listen and appreciate simple rhymes
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • express their needs and feelings through short and meaningful sentences
Positive Learning Habits	<ul style="list-style-type: none"> • engage in activities in the formal environment of the class

Lesson 9: Y, Z

Theme 9:
Forever Best

 2 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards and CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Ryan's standee, Yo-Yo



eBook, Animation, Animated Activities

Curricular Goals and Objectives (ECCE)



To enable the students:

- develop coordination of fine muscles with dexterity
- display emergent literary skills and love for reading—identify and differentiate sounds, phonological awareness, print awareness and concepts, recognition of letters, letter-sound correspondence
- develop sharpness in sensorial perceptions
- use effective verbal and non-verbal communication skills
- develop cognitive skills and explore the physical and natural environment
- develop listening and comprehension skills

Methodology

Period 1: Y and Z

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

- Use CRM signs 'Eyes on Me, Shh...' to get the students' attention. Give them a Yo-Yo to play with. Then, they can identify the object, describe its up and down movement and enjoy. Also, point at the beginning sound of Y as in Yo-Yo. **COULD DO** 
- Show Ryan's standee to the class. Inform them that they are going to read the story on page 42 when Ryan visits Dtaa. They must listen attentively and raise their hands on hearing the sound of the letter y. Read the story loud and clear with proper intonation and pauses. You may ask them a few questions based on the story such as
 - What does Ryan visit?
 - What does Dtaa show him?
 - What do they play with?
 - What does Ryan enjoy?
- Engage the students to describe the picture in simple words or their home language. Also, discuss the games they play with their grandparents just like Ryan. Let them talk about the beginning sounds of the letter y in words such as yacht, yellow and yo-yo and add more words to the list. **MUST DO** 

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

- Place objects like a yo-yo, yellow, zig-zag, zip and so on in the room. Form pairs of students and show them flashcards. Instruct them to search the objects they see on the flashcards in the classroom.

SHOULD DO

15 MIN.

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

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to match the pictures with the letters y or z.

Home Task

- Parents can help the child trace letter y on a blank sheet.
- Help the child open the book at page 43 and name the objects as you point out each one. Then, point at six things that begin with the sound of letter y.

Period 2

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

- Show CRM signs and ask the students to play the game 'Name the animal'. Instruct them to come one by one and pick a cue card with the picture of an animal. Then, he/she will have to enact like that animal.
- Ask them to look at the flashcards and name the objects that begin with the sound of letter z.
- The students can be asked to air trace the letter Z and z. Then, name a few objects that begin with the sound of letter z. You may ask them to name the animals in the zoo. Next, tell them to open the book at page 44 and point at the letter Z and z. Then, colour the boxes to find their way through the maze.

COULD DO


10 MIN.

MUST DO

15 MIN.

SHOULD DO

15 MIN.

 **Animation** can be shown to the students to generate interest in the lesson taught.

COULD DO

10 MIN.

Animated Activities can be shown to the students to recapitulate the sounds of letters taught.

Additional Suggested Activity

- The students can be given a picture card to identify the objects and trace the letters they begin with (Y and Z).

Home Task

- Parents may help the child in tracing the lines and letters from S to Z in Let's Trace, on pages 45-46 in the book.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• hold writing tools• trace the lines or letters with fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• feel comfortable in expressing their views during class discussion
Cognitive Development	<ul style="list-style-type: none">• identify the beginning sounds and recognise the words with the sounds of letters y and z
Language and Literacy Development	<ul style="list-style-type: none">• describe the animals in the zoo• listen attentively and narrate the story using prior knowledge and support vocabulary from the teacher
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus attention while performing an activity