

# Yearly Scheme of Work

**Time Taken:** 69 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 UKG

### Scheme of Lessons – Micro Schedule – English = 69 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods	Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 1: Winter Wow</b>		18. A Trip to Meghalaya	2
1. Colours	4	19. Sam in New Lands	2
2. Ants in the Park	2	20. Over the Root Bridge	2
3. Bee in the Garden	2	<b>Theme 6: Monsoon Magic</b>	
4. Cats and Us	2	21. Action Words	2
<b>Theme 2: Fab Feb</b>		22. Pyjama Party	2
5. Days and Months	2	23. Queenie and the Rose	2
6. A Day in the Garden	2	24. Rainy Nights	2
7. The Elephant and the Flowers	3	<b>Theme 7: Festival Fun</b>	
8. Study with Friends	2	25. This, That, These, Those	1
<b>Theme 3: Spring in Our Steps</b>		26. Gandhiji's Story	2
9. One and Many	1	27. Gandhiji and Truth	2
10. Jas Enjoys Gujiyas	2	28. The Umbrella Reading Class	2
11. Holi with Friends	2	<b>Theme 8: Sparkling November</b>	
12. Ice Popsicles	2	29. Wh Words	1
<b>Theme 4: Summer Splash</b>		30. The Vegetable Song	2
13. Letter M	4	31. Save Water	1
13. Baby Animals	2	32. X and Yes	1
14. Breakfast with Uncle Joe	2	<b>Theme 9: Ho, Ho, Ho!</b>	
15. Keep Playing	2	33. Position Words	1
16. Refreshing Lemonade	2	34. Yummy Yellow Fruits	1
<b>Theme 5: Happy Holidays</b>		35. The Zebra Ride	1
17. Opposites	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
<b>Morning Routine/Free Play/Corners Time</b>				
09:30	10:15	45 minutes	Circle time/Conversation	English/Phonics
10:15	10:30	15 minutes	Snack Break	Snack Hour
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement	Rhymes and Stories
10:45	11:45	1 hour	Concept Time/Pre-numeracy	Mathematics/Numbers
11:45	12:15	30 minutes	Arts/Craft/Free Play	Arts and Craft/Free Play
12:15	13:00	45 minutes	Corners Time	General Awareness
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)	Lunch Break
13:45	14:30	45 minutes	Emergent Literacy/Story Time	Sounds
14:30	15:00	30 minutes	Outdoor Play and Wind Up	Outdoor Play

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

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

# Lesson 1: Colours

Theme 1:  
Winter Wow

 4 Periods (40 minutes each)



Main Coursebook, Paper, crayons, glue, flashcards, CRM signs, Learning Kit, old newspapers, paints, strips of coloured paper, building blocks of different colours



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop communication skills and express themselves in simple, short phrases/sentences or home language
- develop fine motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge
- display/present their work

## Methodology

### Period 1

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

- Take the class out in the school playground. Show them CRM signs to form a circle. Ask them to look around and tell the colours of things, such as trees, grass, flowers, bench and so on.
- Organise the class with paints in four bowls. Then, students can be given chart papers and guided to form a collage with their hand prints.
- The students can be helped in displaying the charts with hand prints. Once it is dried and displayed, ask them to identify the colours and express their feelings on seeing colours.



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

**MUST DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to make patterns using colours.


### Home Task

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

- Parents can help the child identify different colours of objects they see in their surroundings.
- The child may be taken to a crafts museum or a crafts mela and where she/he may talk about the various colours they see.

## Period 2

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

- Use CRM signs (Shh..., Stand in a Line, wait and so on) to manage the students. They can be asked to sit in groups of four and clap their hands as they are going to begin their class. **COULD DO** 10 MIN.
- Show them flashcards with different colours to identify. Then, they can play with colour game in the learning kit. **SHOULD DO** 15 MIN.
- Ask the students to open their books at page 6. Encourage them to look at the picture and describe it in their own words using simple, short sentences. Then tell them to confirm by reading the story about children with Ms Rita in the park. After reading, you may ask questions, such as:
  - How is the day?
  - Who takes the children to the park?
  - What do the children start doing?
  - What does Ms Rita tell the children?
  - How do the children feel?
- Encourage them to tell the answers in simple, short sentences. **MUST DO** 15 MIN.
-  **Animation** could be shown to recapitulate the story introduced in the lesson. **COULD DO** 10 MIN.

### Additional Suggested Activity

- The students can be given building blocks of different colours to form shapes. Let them talk about the colours they use.

### Home Task

- Parents can help the child make a collage using colours of their choice on an old newspaper.
- Parents can have a story telling show by the child. Let her/him narrate the story they have read about the children and Ms Rita in the park. Also, talk about the colours shown in the picture.

## Period 3

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

- Organise the students in a big circle in the library using CRM signs from the learning kit. Put coloured sheets on the tables to help them recognise different colours. **COULD DO** 05 MIN.
- The students can be divided into two groups. Give each group flashcards to identify the objects and match them with the colours. **SHOULD DO** 15 MIN.
- Ask the students to open the book at page 7 and name the objects as you point them out. They may be encouraged to name the colours of each object also. Guide them to trace the names of the colours in the blanks provided. **MUST DO** 20 MIN.



**Animated Activities** could be used to give more practise on the concept taken up in the class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given coloured blocks to choose from and identify the colour. It can be written on the board for the students to read. Let them read the colour names at least thrice.

### Home Task

- Parents should sit with the child and match the objects in the study room with their colours.

## Period 4

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

- Use CRM signs to organise the students. Show them the sign 'Shh...' to make them quiet. Wait for their response. Then, show them the sign 'Sit Down'.
- Ask the students to form pairs. Give each pair of students few shapes in different colours. Show them the pattern and ask them to guess the shapes that is missing with a particular colour in the given pattern.
- Ask the students to open the book at page 8. Look at the balloons and tell their colours. Find the colour of the missing balloon. Then, draw and colour the missing balloon by applying their knowledge of colours and sequencing.
- The students can be given strips of rainbow colours. Ask them to pick and paste the strips on an old newspaper sheet such that they form a rainbow. You must repeat the sequence of colours in the rainbow. Then they can be asked to open the book at page 8 and colour the rainbow.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to draw and colour the rainbow on a sheet. Then write the name of their favourite colour on it. Display their rainbow in the display corner of the class.

### Home Task

- Parents can help the child collect things in various colours. Then arrange them in the sequence of rainbow colours.
- Make flashcards with colour names with the child. Take old business cards and write the names of colours on one side. Let her read the name and colour the other side of the card.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their feelings about the rainbow and seven colours</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the colours of the objects they see in their immediate surroundings</li><li>• listen, understand and follow the instructions by the teacher</li><li>• find the missing pattern in the given sequence</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• listen, comprehend and retell the story in simple, short sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form a collage using paints or colours</li><li>• make a rainbow with strips of coloured paper</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention to achieve the desired goals</li></ul>

# Lesson 2: Ants in the Park

Theme 1:  
Winter Wow



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, sentence strips



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge
- display/present their work

## Methodology

### Period 1

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

- Use CRM signs and take the class out in the school playground. Organise them to form a circle. Ask them to look around and see if they could see ants. Let them observe and describe things they find in the playground.

COULD DO

10 MIN.

- Tell them about the hard-working ants and engage them in a class discussion.

SHOULD DO

10 MIN.

- Next, show the CRM sign 'Eyes on Me' and tell them to be alert and attentive as they are going to have a story session. Read the story on page 9 and ask them to clap when they hear different sounds of letter 'a' as in arm, ant or apple. They must listen carefully and answer the questions, such as:

- Where are the children?
- What do they see?
- What were the ants carrying?
- What was Ryan surprised at?
- What does Lina want to be?

MUST DO

15 MIN.

- Encourage the students to express their thoughts in simple language or may be their home language. Then ask them to open their books at page 9 and look at the picture. They can be asked to describe it in simple words. Also, ask them to say the words that begin with the letter 'a' at least twice.

**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.

- The students can be asked to air trace letter A and a. Then guide them through tracing exercise on page 10.

**SHOULD DO**

15 MIN.

### Additional Suggested Activity

- The students can be asked to say a few more words that begin with letter 'a'.

### Home Task

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

- Parents can help the child identify different sounds of letter 'a' and paste pictures of objects that begin with the sound of letter a.
- Help the child trace letter a using crayons on a plain sheet of paper for practise.

## Period 2

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

- Use CRM signs (Shh..., Stand in a Line, wait and so on) and manage the students. Ask them to raise their arms and swing them.
- Show flashcards with the objects that begin with the letter a, to identify in exercise A. Then they can play show and tell game. Ask them to pick one flashcard and describe it. Rest of the class will guess the word for that object. After the oral discussion, ask them to open the book at page 12 and circle the object that is odd one out.
- Ask the students to open the book at page 11 and read the words after you. Tell them to repeat and observe the different sounds of letter a. Then they can be asked to pick crayons and trace the words neatly on the dotted lines.

**COULD DO**

05 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

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

 **Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given sentence strips to read after you and identify the different sounds of letter a.

### Home Task

- Parents can help the child in making a collage with pictures for letter a.
- Guide the child through the exercises B and C on pages 12 and 13 respectively. Ask her/him to identify the picture and name it. Then fill in the blanks.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their thought comfortably to their peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects that begin with different sounds of letter a.</li><li>• listen, understand and follow the instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• listen, comprehend and retell the story in simple, short sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form a collage using pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outdoors for physical fitness</li><li>• acquire skills to focus attention, mental flexibility and self-control</li></ul>

# Lesson 3: Bee in the Garden

Theme 1:  
Winter Wow



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, sentence strips, models of bees, a box, a bat, a ball



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge
- display/present their work

## Methodology

### Period 1

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

- Show CRM signs and take the class to the art room. Ask them to look around and say few things about the art work on display. Also, ask them to take their seats and clap five times. Then, snap their fingers thrice. **COULD DO**   
05 MIN.
- Place few objects, such as models of bees, a box, a bat, a ball on the table at the centre. Ask them to name each object as you pick them one by one. After they have named each one, ask them for the sound of the letter they all begin with. Confirm that they all begin with the letter b. **SHOULD DO**   
10 MIN.
- Next, ask them to get ready for the story session. Read the story on page 14 loud and clear for the students to comprehend. Ask them to raise their hand when they hear words with the sounds of letter b as in bat, ball or box. They must listen carefully and answer the questions, such as:
  - Where are the children?
  - What do they see?
  - What does Lina tell them about bee?
  - Where was the big butterfly flying?
  - How do the children enjoy?
- Encourage the students to express their thoughts in simple language or may be their home language. Then ask them to open their books at page 14 and look at the picture. They can be asked to describe it in simple words. Also, ask them to say the words that begin with the letter b, at least twice. **MUST DO**   
15 MIN.

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

- The students can be asked to air trace letter B and b. Then guide them through tracing exercise on page 15. Ask them to trace one line each for both – the uppercase and the lowercase.

**SHOULD DO**

15 MIN.

### Additional Suggested Activity

- The students can be asked to identify the words that begin with the letter B and draw any one object.

### Home Task

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

- Parents can help the child identify and paste pictures of objects that begin with the letter b.
- Help the child trace letter B and b on page 15 using crayons and practise.

## Period 2

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

- Create space in the classroom beforehand. Manage the students using CRM signs (Shh..., Stand in a Line, wait and so on). Ask them to hop, skip and jump before the lesson begins.
- Show the words and sentences on page 16 to the students. Read them slowly. Ask the students to say the words and sentences aloud and slowly after you. Repeat the exercise and ask the students to trace the words and sentences with the crayons of their choice.
- Ask the students to open the book at page 17. Read the words in exercise A for the students to follow. Tell them to repeat and write new words by replacing first letter of each word with the letter b. After writing, ask them to read the pictures.

**COULD DO**

05 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

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

 **Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be given sentence strips to match the words with letter b to their pictures.

### Home Task

- Parents can help the child in collecting pictures of different types of butterflies and make a scrapbook.
- Guide the child through the exercise B on page 17. Ask her/him to repeat the words after you, identify the correct picture and fill in the blanks.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li><li>• develop gross motor skills as they hop, skip and jump</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their thoughts comfortably to their peers and teacher using simple words or home language</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects that begin with the letter b</li><li>• listen, understand and follow the instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• listen, comprehend and retell the story in simple, short sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• form a scrapbook pictures of butterflies</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outdoors</li><li>• acquire skills to focus attention, mental flexibility and self-control</li></ul>

# Lesson 4: Cats and Us

Theme 1:  
Winter Wow



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, sentence strips, pictures of cat, cow, crow, cap, camel



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge
- display/present their work

## Methodology

### Period 1

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

- Ask the students to stand in a circle and play 'Fire in the jungle! Run! Run! Run! Let them play under constant supervision. **COULD DO**   
10 MIN.
- Show a cat (stuff toy) to the students and ask them to identify the letter it begins with, that is, c. Ask them to add to the word list. Guide them where needed. Write/Draw the word list on the board. A few examples are cup, cap, colour, crayon and so on. **SHOULD DO**   
10 MIN.
- After word building exercise, narrate the story on page 18 to the students. Also, tell them to identify the words that begin with the letter c in the story by holding the Smiley expression card. In order to recapitulate the story, ask them a few questions, such as:
  - Where do the children go?
  - What do they see?
  - What does Ryan do?
  - How do the children have fun?

Encourage the students to retell the story in simple language or may be their home language. Then ask them to open their books at page 18 and look at the picture. They can be asked to describe it in simple words. Also, ask them to say the words that begin with the letter c, at least twice. **MUST DO**   
15 MIN.

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

- The students can be asked to air trace letter C and c. Then guide them through tracing exercise on page 19. They can be asked to trace one line each for both – the uppercase and the lowercase.

**SHOULD DO**

05 MIN.

### Additional Suggested Activity

- The students can be asked to identify the words that begin with the letter C and draw an object with that letter.

### Home Task

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

- Parents can help the child identify and paste pictures of objects that begin with the letter c.
- Help the child read a picture book by supporting with simple words and sentences.

## Period 2

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

- Ask the students to colour a cat mask, wear it and role play a cat.
- The students can be guided through the word list and sentences on page 20. Pin the words on the display board for them to identify. Let them read after you. Repeat the activity. Then ask them to pick a crayon of their choice to trace the words and the sentences.
- Next, show a camera, candle, carrot and a clock to the class. Let them identify and frame a simple sentence, such as 'I eat carrot'. Engage the class into sentence formation. Then guide them to unscramble the words to form c words correctly. They can write the words in the space provided.

**COULD DO**

05 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

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



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given objects that begin with the letter c and guided to weave a short story.

### Home Task

- Parents can help the child in reading the rhyme in exercise B and circle the words that begin with the letter c.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li><li>• show balance, coordination and flexibility in various physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their thoughts comfortably to their peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects or words that begin with the sound of letter c.</li><li>• listen, understand and follow the instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• listen, comprehend and retell the story in simple, short sentences</li><li>• enjoy the rhyme with letter c</li><li>• use imagination and creativity to weave a short story around the given objects</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to focus attention, mental flexibility and self-control</li></ul>

# Lesson 5: Days and Months

Theme 2:  
Fab Feb

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, placards, pictures



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)


### To enable the students:


- develop effective communication skills
- develop fine motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge
- display/present their work

## Methodology

### Period 1


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

- Ask seven students to stand with the placards for the seven days in a week. Read the days and ask the students to repeat after you. Then they can be asked to step forward one by one and the rest of the students can identify the days on the placard. Ask them for their favourite days of the week. Let them give reason for the same. Possible reason could be the weekend, as they get family time. **COULD DO** 
- Ask the students to look at the picture on page 22 and describe it in their own words. Let them identify and discuss the characters in the story. Then ask them to listen attentively as you read the story loud and clear. Then they can be asked a few questions, such as:
  - Which day of the week it is?
  - What does Mumma want to do?
  - Why is Maria excited?
  - What does Mumma say for cleaning the house?
  - What does Maria want to do?

Encourage the students to retell the story in simple language or may be their home language. **MUST DO** 


**P.S.** Tell the students that Maria calls her mother, Mumma and father, Baba.

**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 it to them. If they pick up words, they should be appreciated and encouraged.

- Ask the students to open the book at page 23 and recite the rhyme in exercise A after you. Let them follow the rhythm and enjoy. They can be asked to enact too. **SHOULD DO** 

- Let the students say the names of the days of the week on page 23 aloud, after you.

**SHOULD DO**   
05 MIN.

 **Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be asked to identify the days of the week and match them with the order of the numbers they occur in.

### Home Task

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

- Parents can help the child trace the days of the week in exercise B on page 24. Let her/him repeat the names.

## Period 2

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

- Organise the class into groups of three each. Show them flashcards with the pictures of the seasons. Ask them to identify the season and the months they occur in. Let them repeat the names of the months after you.
- The students can be asked to sit in groups of three each. Give them the slips of paper with the names of the months. Guide them to read the names after you.
- Ask the students to trace the names of the month with the crayons of their choice in exercise C.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
20 MIN.

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

 **eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given the names of the twelve months in a year to arrange in order.

### Home Task

- Parents can help the child in composing a short rhyme with the names of the months in a year.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li><li>• show balance, coordination and flexibility in various physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their thoughts comfortably to their peers and teacher</li><li>• understand and respond positively to the social norms in the classroom and school</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the days of the week and names of months in a year</li><li>• listen, understand and follow the instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• listen, comprehend and retell the story in simple, short sentences</li><li>• enjoy the rhyme with the days of the week</li><li>• use imagination and creativity to compose a short rhyme with the help of an adult</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to focus attention, mental flexibility and self-control</li><li>• learn to organise their time according to the days of the week</li></ul>

# Lesson 6: A Day in the Garden

Theme 2:  
Fab Feb



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, pictures (flowers, birds, swings, benches), Maria's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge
- display/present their work

## Methodology

### Period 1

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

- Accompany the students to the school garden. You may use CRM signs 'Please Wait, Shh..., Eyes on Me' to instruct or manage them. Form three big groups of the students. Show them pictures (of flowers, birds, swings, benches) to identify and discuss. Assign each group the task of collecting leaves or wrappers from the garden and put them in the container. Then ask them to plant a sapling under supervision. Then bring them back to the classroom and ask how they feel after gardening. Let them share their thoughts. **COULD DO**   
20 MIN.
- Place Maria standee on the table and explain that she also wants to share the activity she did with her Mumma. Ask them to listen attentively and clap once for the word that begin with the sound of letter d. Then read and explain the story on page 25 with proper intonation for the students to comprehend and answer the questions, such as:
  - Who spends the day in the garden?
  - What does Mumma bring?
  - What does Mumma dig?
  - Where do they place the small plant?
  - How do they cover the roots?
  - What do they do together?

Engage the students in a class discussion on gardening with parents. Let them talk about the story and Maria's standee. **MUST DO**   
15 MIN.

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

- Write the letter D and d on the board and ask the students to trace it one by one using their index finger. Explain that these are letter D and d.

**SHOULD DO**

05 MIN.



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to identify the objects that begin with the letter D and draw any one of them.

### Home Task

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

- Parents can help the child trace the letter D and d on page 26.

## Period 2

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

- Ask the students to read words on the flashcards shown to them. Then guide them for tracing the words and sentences on page 27.
- Ask the students to pair up for the activity. Instruct them to open the book at page 28 and identify the objects in the picture. Read the words in the box in exercise A for the students to repeat after you. Then they can be guided to describe the picture in simple, short sentences or their home language. Encourage them to express their thoughts.

**SHOULD DO**

20 MIN.

**MUST DO**

20 MIN.

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

**P.S.** Point and name each object. Help the students frame their thoughts. Guide them to frame meaningful sentences



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be given pictures to sort and paste the ones that begin with the letter D on a chart pasted on the wall. Please ensure that the chart is pasted at the level of the height of the students.

### Home Task

- Parents can help the child do exercise B on page 28 by reading the words and supporting her/him in searching the words. You may write the words found in the word search on a paper to prepare the word bank for the child.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li><li>• show balance, coordination and flexibility in various physical activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their thoughts comfortably to their peers and teacher</li><li>• understand and respond positively to the social norms in the classroom and school</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects that begin with the letter D</li><li>• listen, understand and follow the instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• listen, comprehend and retell the story in simple, short sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to focus attention, mental flexibility and self-control</li><li>• learn to help their parents</li><li>• learn gardening</li></ul>



# Lesson 7: The Elephant and the Flowers

Theme 2:  
Fab Feb



3 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, elephant mask, Maria's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Ask the students to make flowers with their hands by joining them like a cup. Then they can draw flowers and colour them.
- Place Maria's standee and the elephant mask at the centre. Ask them to identify both and emphasise on the sound of the letter E as in an egg. Inform the students that they are going to listen to a story. During the story they will clap on hearing the words with the sound of letter e. Once the story is narrated answer their questions, if any. Then ask them to answer a few questions, such as:
  - What does Mumma tell Maria?
  - Who is walking in the forest?
  - Why are the little flowers scared?
  - Why does Mr Elephant stop?
  - What do the little flowers tell him?
  - What does he promise the flowers?

COULD DO

10 MIN.



MUST DO

15 MIN.



Encourage the students to reflect on the story and share their views about caring for others. Let them speak in simple sentences.

**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.

- Write the letter E and e on the board and ask the students to come and trace it one by one using their index finger. Explain that these are the letters E and e.

SHOULD DO

15 MIN.





**Animation** could be shown to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- The students can be asked to make a collage with the pictures of objects that begin with the letter e.

### Home Task

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

- Parents can help the child trace the letter E and e on page 30.

## Period 2

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

- Ask the students to sit in a circle in the art room. Use CRM signs for 'Please Wait, Shh... and Eyes on Me' to manage the class. Place the sand tubs for the students to trace the letter E and e learnt in the previous class. They can play and practise tracing the letters.
- Next, ask the students to say the words on page 31 after you. Then they can choose a green crayon and trace the words in the book.

**SHOULD DO**

20 MIN.

**MUST DO**

20 MIN.

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

**P.S.** Point and name each object. Help the students frame their thoughts. Guide them to frame meaningful sentences



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- Ask the students to form letter E using their arms. They can take turns to come in groups of three and perform the activity.

### Home Task

- Parents can help the child do exercise B on page 32 by reading the words and asking them to circle the odd one out.

## Period 3

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

- Ask the students to listen carefully as you read the listening text on page 141, aloud to the class. They must notice the different sounds of the letter e. They can be guided to solve the riddle and tick the correct answers in exercise A.

**SHOULD DO**

20 MIN.

- Show them flashcards for the pictures in exercise C on page 32 to identify and name them. Then they can be guided to unscramble the letters and read the words. Once they have identified the words, help them trace the words.

**MUST DO**

20 MIN.

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



**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Give sheets of old newspaper to the students to tear and make thin strips. Ask the students to form letter E with strips of old newspaper.

### Home Task

- Parents can help the child in recognising the objects in the house that begin with the letter e.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills while colouring, paper tearing and so on</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• express their thoughts comfortably to their peers and teacher</li> <li>• learn to be kind and caring</li> <li>• understand and respond positively to the social norms in the classroom and school</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the objects that begin with the letter E</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas using simple words or home language</li> <li>• listen, comprehend and retell the story in simple, short sentences</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to focus attention, mental flexibility and self-control</li> <li>• learn to help their parents</li> </ul>

# Lesson 8: Study with Friends

Theme 2:  
Fab Feb

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Maria's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology


### Period 1

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

- Show CRM signs to the students and ask them to form a semi-circle. Then give them old newspapers and demonstrate how to make a fan by folding it. Let them make a paper fan and enjoy. **COULD DO** 
- Place Maria's standee at the centre. Tell the students that they are going to listen to a story that Maria has to tell them. They must listen attentively and clap on hearing the words that begin with the letter f. Then read the story loud and clear for the students to listen and comprehend. Engage them in a class discussion on study with friends and ask questions, such as:
  - What have Maria and Mumma planted?
  - What do they hear?
  - Who have arrived?
  - Where do they all go?**MUST DO** 

Encourage the students to reflect on the story. Let them speak in simple sentences.

**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 to them. If the students pick up words, they should be appreciated and encouraged.

- Write the letter F and f on the board and ask the students to come and trace it one by one using their index finger. Then let them try tracing and writing both F and f on page 34. **SHOULD DO** 



**Animation** could be shown to recapitulate the story introduced in the lesson. **COULD DO** 

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given a chart and pictures to sort and paste to make a collage.

### Home Task

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

- Parents can help the child complete writing the letter F and f on page 34.

## Period 2

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

- Show flashcards of fig, fan, fox, farm, fish and frog to the students and ask them to name them and identify the letter the words begin with. Ask them to add more words to the list.
- Next, the students can be guided through the exercises on page 36. In exercise A, ask them to say words that rhyme with the given words. Inform them that they must replace their initial letter with f to form new words. Then ask them to say the pairs of words formed and enjoy.
- Ask them to look at the picture and name the object being pointed at. Later, they can be asked to describe the picture and tell their partner.

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

**P.S.** Point and name each object. Help the students frame their thoughts. Guide them to frame meaningful sentences



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

20 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to form groups of three and describe the given picture. Also, point at the objects that begin with the letter f.

### Home Task

- Parents can help the child in making a word list for the letter f and draw relevant pictures. Then read the pictures and words when the child wants to.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express their thoughts comfortably to their peers and teacher</li></ul>

<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the objects that begin with the letter f</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas using simple words or home language</li> <li>• listen and comprehend the story in simple, short sentences</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• make a fan using old newspaper</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to focus attention, mental flexibility and self-control</li> </ul>

# Lesson 9: One and Many

Theme 3:  
Spring in  
Our Steps



1 Period (40 minutes)



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



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- know about the festival 'Holi' in India
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Ask the students to form two circles. Give them cards with pictures, in exercise A on page 38. Explain them that one group will hold a card and the say if it has one or more than one objects. Then the other group will show the corresponding picture. Point at the cards matched and explain that when there are more than one object, it is called as 'many'. Repeat the activity to make them practise the concept of one and many. **COULD DO**   
10 MIN.
- Place Jas's standee at the centre. Tell them that Jas visits the market with his Papaji. Let us listen to the story and find out what he buys. Then read the story with proper intonation and pauses for them to comprehend. Ask a few questions, such as:
  - What is the next day?
  - What is in the market?
  - What is gulaal?
  - What does Jas buy? How many?

**P.S.** Tell the students that Jas calls his father 'Papaji'. Also, explain that Gulaal is coloured powder used during Holi.

Encourage the students to reflect on the story. Let them speak in simple sentences. **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 to them. If they pick up words, they should be appreciated and encouraged.

- Form two teams of the students. Ask them to look at the pictures on page 39 and point at the things that are one and many and colour the correct answers. Then cross check their answers as you discuss. **SHOULD DO**   
15 MIN.



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- The students can be given a collection of objects to sort them as one and many.
- Give them pictures of animals, birds and fish to be sorted as one and many.

### Home Task

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

- Parents can help the child in identifying things that are one and guide her to draw many form of the things on a chart.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills while colouring, paper tearing and so on</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with their peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the objects that are one and match them with their many forms</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen and comprehend the story in simple, short sentences</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• know about festival Holi celebrated in India using gulaal</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to focus attention, mental flexibility and self-control</li> </ul>

# Lesson 10: Jas Enjoys Gujiyas

Theme 3:  
Spring in  
Our Steps

 2 Periods (40 minutes each)



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



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)


### To enable the students:


- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- know about the festival 'Holi' in India
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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


- Ask the students to form a semi-circle. Using CRM signs (Stand in a line, Eyes on Me) manage the class. Ask them to raise their arms and clap five times. **COULD DO** 
- Place Jas's standee at the centre. Tell the students that Jas returns from the market and let us find out what he does do at home. Then ask them to listen attentively to the story. To test their comprehension, ask them a few questions, such as:
  - Who is in the kitchen?
  - What does he drink water from?
  - What does Daarji tell him?
  - What is a Gujiya?

Encourage the students to reflect on the story. Let them speak in simple sentences about the festival and sweet eaten during that time. **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 to them. If they pick up words, they should be appreciated and encouraged.

**P.S.** Tell the students that Jas calls his grandfather Daarji and grandmother Biji.

Also, explain them that gujiya is a sweet with a crispy, outer shell, usually eaten during Holi.

- Give a sheet and crayons to each student. Draw a gujiya on board. Ask them to draw and colour on the sheet. Then put up their art work on display. **SHOULD DO** 

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



**Animation** could be shown to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- Ask the students to complete the word web. Give them a sheet with the letter G in the centre and a few pictures to be sorted as the ones beginning with g and pasted. Let them complete and display in the class.

### Home Task

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

- Parents can help the child in making word cards with pictures on one side and the word on the other. Play guessing game with the child and add to the vocabulary.

## Period 2

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

- Show flashcards for the letter g to the students and ask them to tell the words they have learnt in previous period.
- Ask the students to trace the letter G and g on the table or sand tub. Then guide them through the tracing exercise on page 41 and 42. Show them the flashcards with pictures of a gem, goal, girl, gum and gift to identify and name them. Then they can be asked to trace the words on page 42.

**COULD DO**

10 MIN.

**SHOULD DO**

20 MIN.

- Ask them to look at the picture and name the object being pointed at. Later, they can be asked to describe the picture and tell their partner.

**MUST DO**

10 MIN.

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

**P.S.** Point and name each object. Help the students frame their thoughts. Guide them to frame meaningful sentences



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- Ask the students to form groups of three and draw three objects that begin with the letter g. Then ask the other group to guess the thing drawn after describing it.

### Home Task

- Parents can help the child in making a word list for the letter g.
- Guide the child through the exercises A and B. Point at the objects to be identified by her/him in exercise A. Then help in unscrambling the words and then writing them in the blanks. In exercise B, read the words for the child to repeat and say the words that rhyme together. Then colour the rhyming pair of words.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with their peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects that begin with the letter g</li><li>• listen, understand and follow the CRM signs and instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and comprehend the story in simple, short sentences</li><li>• know rhyming words and use them in daily interaction</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• know about the sweet 'gujyas' eaten during the festival Holi celebrated in India</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn to work together at home and respect the elders</li></ul>

# Lesson 11: Holi with Friends

Theme 3:  
Spring in  
Our Steps



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Sam's, Lina's, Ryan's, Maria's and Jas's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- know about the festival 'Holi' in India
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Ask the students to form a semi-circle. Using CRM signs (Stand in a line, Eyes on Me) to manage the class. Ask them to name the things they use on Holi such as gulaal, water guns, gujyas and so on. They can draw and colour the objects they use. **COULD DO** 10 MIN.
- Place Sam's, Lina's, Ryan's, Maria's and Jas's standee in the four corners of the classroom. Ask the students to identify the characters and introduce themselves to them. Then tell them that the five friends are playing Holi. Let us see what they are doing. Then read the story on page 44 loud and clear for them to comprehend. Then ask them a few questions, such as:
  - What do the children do?
  - Why are they excited?
  - Where do they run?
  - What do they play with?
  - How do they feel after Holi?

Encourage the students to share their experience of playing Holi. Then encourage them to look at the picture and talk about the story and understand that they must observe safety while playing Holi. **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 to them. If they pick up words, they should be appreciated and encouraged.

- Ask the students to identify the letter the festival Holi begins with. Confirm that it begins with the letter h. Guide them to first air trace the letter H and then in the book on page 45. **SHOULD DO** 15 MIN.

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



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class. **COULD DO 10 MIN.**

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to sit in pairs. Then draw one object that begins with the letter h. Then pin them up on display board.

### Home Task

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

- Parents can help the child in reading the poem in exercise B on page 47. Then help in circling the words that begin with the letter h.

## Period 2

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

- The students can be asked to play word marathon. Ask them to form four teams. Then tell words that begin with the letter h. Then team to say maximum number of h words will get a paper hat.
- Ask the students to trace the letter H and h on the table or sand tub.
- Then read the words and sentences on page 46 to be followed by the students. Then guide them to trace the words and sentences.

**COULD DO**

10 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

20 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to play detective and find the objects that begin with the letter h in the classroom.

### Home Task

- Parents can help the child in exercises A on page 47. Read and explain the statement. Then ask the child to read the words in the box after you. Next, help her/him to find the words in the word search.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with their peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the words that begin with letter h</li><li>• listen, understand and follow the CRM signs and instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and comprehend the story in simple, short sentences</li><li>• use the newly learnt vocabulary in daily interaction</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• know about the festival Holi celebrated in India</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe, explore things in their surroundings</li></ul>



# Lesson 12: Ice Popsicles

Theme 3:  
Spring in  
Our Steps



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Sam's, Lina's, Ryan's, Maria's and Jas's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Form a big circle of the students using CRM signs. Give them a sheet with the ice cream stick pasted on it. Demonstrate how to draw and ice pop on it. Let them draw and colour it with their favourite colour. **COULD DO**   
10 MIN.
- Place Sam's, Lina's, Ryan's, Maria's and Jas's standee in the centre of the circle. Ask the students to identify the characters and listen to the story carefully. Whenever they hear the different the letter i, they have to clap. Read the story with proper intonation and pauses. Explain the story to them and ask a few questions, such as:
  - Where do the children sit?
  - What does Ammi bring?
  - What did they make popsicles with?

Encourage the students to share their experience that how they enjoy having an ice popsicle. Let them talk about the story. **MUST DO**   
15 MIN.

**P.S.** Tell the students that Jas calls his mother Ammi.

Tell the students to listen carefully and notice the different sounds of i.

**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 to them. If they pick up words, they should be appreciated and encouraged.

- The students can be asked to air trace the letter i. Then give them crayons to trace on page 49. **SHOULD DO**   
15 MIN.

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



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

COULD DO

10 MIN.

### Additional Suggested Activity

- Form groups of three students each. Give them collection of pictures to pick and choose the ones that begin with the letter i.

### Home Task

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

- Parents can help the child in exercise A on page 51. Ask her/him to identify the pictures and complete their names with the letter i.

## Period 2

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

- Show them the pictures of objects like an ice cube, igloo, ice cream and so on. Ask them to notice the common i. and add to the word list.
- Ask the students to trace the letter I and i in a sand tub.
- Then read the words and sentences on page 49 to be followed by the students. Then guide them to trace the words and sentences.

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



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

### Additional Suggested Activity

- Ask the students to find the objects that begin with the letter i on the display board. Tell one use of each object in simple words.

### Home Task

- Parents can help the child do exercise B on page 51. Read and explain the rubric. Then ask the child to solve the riddles and enjoy.

## Learning Outcomes

The students will:

### Physical Development

- develop fine motor skills while colouring, paper tearing and so on

<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• communicate effectively with their peers and teacher</li> <li>• work with peers</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the words that begin with letter i</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> <li>• solve riddles and find the words</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen and comprehend the story in simple, short sentences</li> <li>• use the newly learnt vocabulary in daily interaction</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe, explore things in their surroundings</li> </ul>

# Lesson 13: Baby Animals

Theme 4:  
Summer  
Splash



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Ryan's standee, pictures of farm house and farm animals



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Play the rhyme 'Old MacDonald's had a farm' for the students to listen and enjoy dancing. **COULD DO**   
10 MIN.
- Place Ryan's standee on the table. Tell the class that he has come to meet them. Then pin the flashcards on the board and ask them to identify each animal. Confirm their responses and discuss the use of each farm animal. Next, tell them the story when Jas went to see the farm animals. Ask them to notice the sound of c as in cat, calf and of k as in kid and clap their hands. Read the story loud and clear for the students to comprehend and answer a few questions, such as:
  - Who does Jas visit?
  - What does Jas see on the farm?
  - What is young one of a cow/ a hen/ a goat called?

Encourage the students to talk about the story and the young ones of animals. Explain that we should be kind to animals. **MUST DO**   
15 MIN.

**P.S.** Tell the students that Ryan calls his grandfather Dtaa.

Tell the students to listen carefully and notice the different sounds of c and k.

**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 to them. If they pick up words, they should be appreciated and encouraged.

- The students can be asked to identify the animals in exercise A on page 53 and describe their own experiences. **SHOULD DO**   
15 MIN.

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



**Animation** could be shown to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- Form groups of three students each. Give them a collection of pictures to match the animals with their young ones.

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

- Parents can help the child in exercise A on page 53. Ask her/him to identify the pictures and trace their names.

## Period 2

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

- Show them the pictures of young ones of animals. Let them tell the name of the animals they belong to.

**COULD DO**

10 MIN.

- Ask the students to listen attentively for the details and solve the riddles for exercise B on page 54. They can tick the correct answers with an orange crayon.

**SHOULD DO**

10 MIN.

- Then read the statement in exercise C and ask them to name the babies of animals shown. Then guide them to write the names in the blanks.

**MUST DO**

20 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- Ask the students to match the pictures of young ones of animals to the food they eat.

### Home Task

- Parents can take the child for a visit to a farm and watch animals there. On returning home, ask for his/her experience.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills while colouring, paper tearing and so on</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>communicate effectively with their peers and teacher</li> <li>work with peers</li> </ul>

<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the animals and their babies</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> <li>• solve riddles</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• retell the story in simple, short sentences</li> <li>• describe the animals and their babies</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• explore and play with their own voice</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe, animals in their surroundings</li> <li>• be kind to animals</li> </ul>

# Lesson 14: Breakfast with Uncle Joe

Theme 4:  
Summer  
Splash



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Ryan's standee, pictures of jacket, jam, jelly, jar and jellyfish



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- The students could be taken to the craft room. Instruct them to form a line and move using CRM signs—'Please Wait, Stand in a Line'. Organise the class in a square seating arrangement. Ask them to identify the pictures of jacket, jam, jelly, jar and jellyfish. Then paste them in the shape of letter J on the sheet. **COULD DO**   
10 MIN.
- Place Ryan's standee on the table. Tell the class that he has breakfast at Dtaa's house. They are going to listen to a story so they must be attentive and alert to clap on hearing the words with j sound. Read the story loud and clear for the students to listen and comprehend. Ask a few questions, such as:
  - Who sits together for breakfast?
  - What do they have for breakfast?
  - Who comes to meet them?
  - What does Ryan do on seeing Uncle Joe?
  - What does Mummy tell Ryan to wear?

Encourage the students to retell the story in short and simple sentences.

**P.S.** Tell the students that Ryan calls his mother, Mummy; father, Appa and his uncle, Uncle Joe. **MUST DO**   
20 MIN.

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

- The students can be asked to trace only one row for letter J and j. **SHOULD DO**   
10 MIN.



**Animation** could be shown to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- Form groups of three students each. Let them draw any one object that begins with J and j. Put it up for display.

### Home Task

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

- Parents can help the child trace the letter J and j on page 56.
- Read the words in exercise A on page 58 to the child. Ask her/him to write the words and try to frame one sentence.

## Period 2

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

- Form groups of four students each. Give them a chart and a collection of pictures. Let them paste pictures and point at the ones that begin with the letter J. **COULD DO** 15 MIN.
- Ask them to open the book at page 57. Read the words and sentences for them to follow. Then guide them to trace the words and sentences neatly on the dotted lines. **MUST DO** 20 MIN.
- Read the statement in exercise C and ask them to name the objects shown. Then guide them to write in the blanks. **SHOULD DO** 05 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be given a sheet with pictures of objects that begin with the letter J to identify.

### Home Task

- Parents can help the child name the pictures in exercise B on page 58. Then unscramble the words and write them in the blanks.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring, paper tearing and so on.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• communicate effectively with their peers and teacher</li><li>• work with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects that begin with the letter J</li><li>• listen, understand and follow the CRM signs and instructions by the teacher</li><li>• solve riddles</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple, short sentences</li><li>• frame simple sentences with j words</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with their own voice</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe, explore their surroundings</li><li>• eat healthy breakfast regularly</li></ul>

# Lesson 15: Keep Playing

Theme 4:  
Summer  
Splash



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Ryan's standee, pictures of kite, kangaroo, football



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Accompany the students to the play area using CRM signs. Ask them to hop like a kangaroo. Let them enjoy and bring them back to the sitting area. **COULD DO**   
10 MIN.
- Place Ryan's standee in the centre along with a football. Ask the students if they play football. Let them show how they kick. Then tell them that they are going to listen to a story so they must be attentive and alert to clap on hearing the words with k sound. Read the story loud and clear for the students to listen and comprehend. Ask a few questions, such as:
  - Who goes to the park?
  - What does Uncle Joe bring?
  - Who comes to meet them?
  - What does Ryan do?
  - What does Uncle Joe tell Ryan?

Encourage the students to retell the story in short and simple sentences. Ask them to repeat k words used in the story after you. Then show letter k with their fingers. **MUST DO**   
20 MIN.

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

- The students can be asked to trace letter K and k. **SHOULD DO**   
10 MIN.



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- Form groups of three students each. Ask them to tell each other k words.

### Home Task

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

- Parents can help the child circle words that begin with the letter k in exercise B on page 62. Ask her/him to try to frame one sentence.

## Period 2

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

- Ask the students to air trace letter k. Then read the words after you.
- Ask them to open the book at page 61. Read the words and sentences for them to follow. Then guide them to trace the words and sentences neatly on the dotted lines.
- Read the statement in exercise A and ask them to name the objects shown. Then guide them to write in the blanks.

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



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**   
15 MIN.

**MUST DO**   
20 MIN.

**SHOULD DO**   
05 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given flashcards with pictures of objects that begin with the letter k. They can pick each card and name the object.

### Home Task

- Parents can help the child name the pictures in exercise C on page 62. Then write them in the blanks.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills while colouring, paper tearing and so on</li> <li>develop muscle strength as they hop like a kangaroo</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>communicate effectively with their peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify the objects that begin with the letter k</li> <li>listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>

<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple, short sentences</li><li>• frame simple sentences with k words</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe, explore their surroundings</li><li>• learn sharing toys with other children</li></ul>

# Lesson 16: Refreshing Lemonade

Theme 4:  
Summer  
Splash



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Ryan's standee, pictures of lion, lemonade



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1


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

- Accompany the students to the art room using CRM signs. Ask them to stand on the L shaped tape on the floor. Ask them to leap like a frog. Then tell them that leap begins with the letter L. Show them pictures of a lamp, lid and log to identify and name them. Explain that they all begin with letter L. **COULD DO**   
10 MIN.
- Place Ryan's standee in the centre. Ask the students to listen to a story attentively and clap on hearing the words with the letter L. Read the story loud and clear for the students to listen and comprehend. Ask a few questions, such as:
  - What does Ryan want to drink?
  - What does Mummy tell Ryan?
  - What does Ryan tell Mummy about the park?

Encourage the students to retell the story in short and simple sentences. Ask them to repeat words with the letter L used in the story after you. **MUST DO**   
20 MIN.

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

- The students can be asked to trace letter L and l on page 64. **SHOULD DO**   
10 MIN.

 **Animation** could be shown to recapitulate the story introduced in the lesson. **COULD DO**   
10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given jigsaw puzzles with 3-4 pieces to form objects with the letter L.

### Home Task

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

- Parents can help the child prepare lemonade and enjoy it together.

## Period 2

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

- Ask the students to form letter with their fingers. Then read the words after you.
- Ask them to open the book at page 65. Read the words and sentences for them to follow. Then guide them to trace the words and sentences neatly on the dotted lines.
- Read the statement in exercise A and ask them to name the objects shown. Then guide them to write in the blanks.

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



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**   
15 MIN.

**MUST DO**   
20 MIN.

**SHOULD DO**   
05 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given flashcards with pictures of objects that begin with the letter k. They can pick each card and name the object.

### Home Task

- Parents can guide the child through exercise B on page 66. Write the letters in matching shapes to form new words.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills while colouring, paper tearing and so on</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>communicate effectively with their peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify the objects that begin with the letter l</li> <li>listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>

<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple, short sentences</li><li>• enhance their vocabulary with I words</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe, explore their surroundings</li><li>• prepare lemonade with the help of an adult</li></ul>

# Lesson 17: Opposites

Theme 5:  
Happy  
Holidays



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Maria's and Sam's standee, tall and short sticks, models of the Sun and the Moon, day and night



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Accompany the students to the library using CRM signs. Ask them to look at the books kept and describe them. Help them with the vocabulary- big and small, thick and thin. Explain that these are opposites using tall and short sticks, models of the Sun and the Moon, day and night and so on. **COULD DO**   
10 MIN.
- Place Sam's standee in the centre. Ask the students to listen to a story attentively. Read the story loud and clear for the students to listen and comprehend. Ask a few questions, such as:
  - Where is Sam?
  - Where is Maria?
  - How is the weather in Meghalaya and Goa?
  - What is Sam wearing and why?
  - What is Maria wearing and why?

Encourage the students to retell the story in short and simple sentences. Discuss the variation in weather resulting in clothes people wear. Explain how things are opposite. Give them more examples. **MUST DO**   
20 MIN.

**P.S.** tell the students that Sam calls her mother 'Mum' and father 'Baba'.

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

- The students can be shown flashcards and asked to identify the opposites on page 68. **SHOULD DO**   
10 MIN.

**Animation** could be shown to recapitulate the story introduced in the lesson. **COULD DO**   
10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given cue cards to make pairs of the opposites.

### Home Task

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

- Parents can help the child observe the surroundings and find the things that are opposites. Help in drawing pictures or stick figures for the same.

## Period 2

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

- Form two groups of students. Each group will act and the other group will identify the word. Also, tell the opposite of that word. For example, one member sleeps and the other group member will wake up and so on.
- Ask them to open the book at page 70. Read the words and ask them to match the opposites in exercise A.
- Read the statement in exercise B and ask them to describe the pictures and tell their opposite. Then guide them to write in the blanks.

**COULD DO**   
15 MIN.

**MUST DO**   
20 MIN.

**SHOULD DO**   
05 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**   
10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be made to work in pairs. Give them set of pictures to match with their opposites. Then describe the pictures.

### Home Task

- Parents can guide the child through the opposites on page 68-69. Weave a story with the opposites shown to unleash his/her creativity.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills while colouring, paper tearing and so on</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>respond positively</li> <li>express their ideas comfortably</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify the objects that are opposites</li> <li>listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>

<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• retell the story in simple, short sentences</li> <li>• enhance their vocabulary with opposites</li> <li>• weave a story with the opposites with the help of an adult</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• acquire knowledge of India- Meghalaya and Goa-climate and clothing</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe, explore their surroundings</li> <li>• and apply the knowledge gained on opposites</li> </ul>

# Lesson 18: A Trip to Meghalaya

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Sam's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)


### To enable the students:


- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology


### Period 1

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

- Organize the class using CRM signs. Ask the students to draw their mother's picture and colour it. They can show it to their mother at home and say that the word 'mother' begins with the letter m. **COULD DO** 
- Place Sam's standee at the centre. Read the name of the story and ask them to say the sound that the word 'Meghalaya' begins with. Then read the story loud and clear for the students to listen and comprehend. They can snap their fingers on hearing the words that begin with the letter m. Ask a few questions, such as:
  - Who goes to see the caves in Meghalaya?
  - What do they cross?
  - What do they pass by?
  - Where do they stop to eat?
  - What do they order at the restaurant?
  - Does Sam like the dish?


Encourage the students to retell the story in short and simple sentences.  
Discuss the variety of dishes available in different parts of the country. **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 stories to them. If they pick up words, they should be appreciated and encouraged.

- The students can be shown flashcards and asked to identify the words that begin with the letter m. Then air trace letter m. **SHOULD DO** 



**Animation** could be shown to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class. **COULD DO** 

### Additional Suggested Activity

- The students can be given flashcards to sort and find the ones that begin with the sound of letter m.

### Home Task

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

- Parents can help the child find things that begin with the letter m at home.

## Period 2

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

- Show pictures to the students to identify m words. They can be asked to make a list of m words orally.
- Ask them to open the book at page 73. Read the words and sentences to be followed by them. Then ask them to trace and write the words.
- Read the statement in exercise B on page 74. Ask them to describe the pictures and complete them with letter m in the blanks.

**COULD DO**

15 MIN.

**MUST DO**

20 MIN.

**SHOULD DO**

05 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be made to work in pairs. Let them say one word each with letter m.

### Home Task

- Parents can guide the child through the exercise A on page 74.
- Draw letter M and ask the child to stick bindis.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• develop fine motor skills while colouring, paper tearing and so on.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively</li> <li>• express their ideas comfortably</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the objects that begin with the letter m</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>

<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple, short sentences</li><li>• use m words in their interaction with peers</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• know about variety of dishes prepared in India</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe, explore their surroundings</li></ul>

# Lesson 19: Sam in New Lands

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Sam's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)


### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology


### Period 1



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

- Organise the class using CRM signs 'Shh...', 'Stand in a Line, Please Wait'. Take them to the school garden. Let them observe their surroundings and talk about it. Ask if they found something new. Then tell them that Sam did. **COULD DO** 
- Place Sam's standee in the centre of the group. Ask the students to listen to a story attentively. Read the story loud and clear for the students to listen and comprehend. They can snap their fingers on hearing the words that begin with the sound of letter n. Let them answer a few questions, such as:
  - Where is Sam going in Meghalaya?
  - What do they see there?
  - What does Mum tell Sam?
  - What do they enjoy?
  - What makes Sam laugh?
  - What is a waterfall?

Encourage the students to retell the story in short and simple sentences. They must tell the new land that Sam visits. Discuss how a waterfall forms. **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 stories to them. If they pick up words, they should be appreciated and encouraged.

- The students can be shown flashcards and asked to identify the words that begin with the letter n. They can air trace letter n. **SHOULD DO** 

 **Animation** could be shown to recapitulate the story introduced in the lesson. **COULD DO** 

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given flashcards to sort and find the ones that begin with the letter n.

### Home Task

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

- Parents can help the child paste pictures of things that begin with the letter n at home.

## Period 2

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

- Show flashcards for the words in exercise A to the students. These might be pictorial representations. Ask them to identify the opposites and complete the words in exercise on page 78.
- Ask them to open the book at page 77. Read the words and sentences to be followed by them. Then ask them to trace and write the words.
- Read the statement in exercise B on page 78. Ask them to describe the pictures and complete them with letter n in the blanks.

**COULD DO**

15 MIN.

**MUST DO**

20 MIN.

**SHOULD DO**

05 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be made to work in pairs. Let them say one word each with letter n.

### Home Task

- Parents can guide the child through the exercise C on page 79.
- Help the child repeat the words that begin with the letter n. Then narrate a short story with n words.

## Learning Outcomes


The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>develop fine motor skills while colouring and so on</li> <li>holding writing tools</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>express their ideas comfortably</li> <li>respond positively</li> <li>to peers and teacher</li> </ul>

<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the objects that begin with the letter n</li> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• retell the story in simple, short sentences</li> <li>• use m words in their interaction with peers</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• know about waterfalls in Meghalaya</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe, explore their surroundings</li> <li>• observe classroom norms</li> </ul>

# Lesson 20: Over the Root Bridge

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs, Learning Kit, Sam's standee



eBook, animation, animated activities, slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop effective communication skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1

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

- Organize the class using CRM signs 'Shh...', 'Stand in a Line, Please Wait'. Give each pair of students a jute string. Demonstrate how to make a bridge by twisting the ropes and tying them on the ends. Talk to them about the bridges built across the rivers.

**COULD DO**

10 MIN.

- Place Sam's standee in the centre of the group. Using the rope bridges made in class, show Sam crossing the bridge. Then tell them that they are going to listen to the story. They must clap on hearing words with the letter o. Read the story on page 80 with proper intonation and pauses. Ask them a few questions, such as:

- Where do Sam and her family go?
- What is a root bridge?
- Who does Sam see in the boat?
- What do people have to row the boat?

Encourage the students to retell the story in short and simple sentences. They must describe the root bridge.

**MUST DO**

20 MIN.

**P.S.** Tell the students to listen carefully and notice different sounds of o.

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

- The students can be shown flashcards and asked to identify the words that begin with the letter o. Then ask them to repeat the words and have an oral drill.

**SHOULD DO**

10 MIN.



**Animation** could be shown to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given flashcards to identify the ones that begin with the sound of letter o.

### Home Task

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

- Parents can help the child frame meaningful short sentences with words discussed in the lesson.

## Period 2

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

- Ask the students to make an o with their hands and say two words that begin with the letter o.
- Ask them to open the book at page 82. Read the words and sentences to be followed by them. Then ask them to trace and write the words.
- Ask them to open the book at page 83. Then read the statement in exercise A on page 83. Ask them to describe the pictures and complete them with letter o in the blanks.

**COULD DO**

15 MIN.

**MUST DO**

20 MIN.

**SHOULD DO**

05 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be made to work in pairs. Let them say one word each with letter o.

### Home Task

- Parents can guide the child through exercise B on page 83.
- Help the child repeat the words that begin with the letter o.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills while colouring and so on</li><li>• holding writing tools</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively</li><li>• to peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the objects that begin with the letter o</li><li>• listen, understand and follow the CRM signs and instructions by the teacher</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple, short sentences</li><li>• use o words in their interaction with peers</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• know about root bridge in Meghalaya</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe, explore their surroundings</li><li>• observe classroom norms</li><li>• spend time with family</li></ul>

# Lesson 21: Action Words

Theme 6:  
Monsoon  
Magic

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Sam's standee, construction paper



eBook, Animation, Animated Activities, Slideshows

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop effective communication skills
- develop listening and comprehension skills
- develop fine and gross motor skills
- develop positive learning habits
- observe their surroundings and apply knowledge

## Methodology

### Period 1


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

- The students can be accompanied to the school playground using CRM sign 'Eyes on me, Stand in a Line'. Ask them to hop-skip-jump and twist. They can pick a sport equipment and play outdoor games. **COULD DO**   
10 MIN.
- Ask the students to tell their favourite season to each other. They may tell things they like to do in their favourite season. Write action words—play, eat, swing, run, swim, etc. on the board and explain that these are action words. The students can be shown the character standees and asked to describe the picture on page 84. Tell them to listen carefully how Sam, Lina, Jas, Ryan and Maria played with the paper boats. Read the story twice and explain that the children enjoy rainy day and play with the paper boats they make. After reading the story, ask them a few questions based on the story such as
  - Which season begins in the story?
  - What do the children enjoy?
  - What does Maria ask to make?
  - How do they make paper boats?
  - When do the children go out?
  - Where do they jump and play?
  - What do they do with the paper boats?
- Encourage them to discuss the story and correlate it with their own experience. Then write the action words from the story on the board for the students to read after you. Explain and ask them to enact the action words. **MUST DO**   
20 MIN.

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

- Show flashcards and let them identify action words--fold, jump and play. Then ask them to repeat the words and enact. Next, tell them to identify the actions as depicted in the pictures in exercise A on page 85. Then read the words after you and trace them neatly on the dotted lines. Guide them to match the action words with the relevant pictures.

**SHOULD DO**   
10 MIN.

 **Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**   
10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- Ask the students to look at the given pictures and tell the action words.
- They can be given a collection of pictures to pick the ones with the action words being depicted.

### Home Task

- Parents can help the child retell the story in their own words.
- Help the child identify action words for the given pictures.

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

## Period 2

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

- Ask students to look at the flashcards as you show them one by one. Then sort them into two parts with the action words on the table. Ask them to say which activities are done during the day and which ones during the night, in simple sentences. After a brief discussion, they can be asked to trace the action words in exercise B on page 86.

**COULD DO**   
20 MIN.

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

- Place a character standee with a bowl full of cue cards with action words. Ask them to pick one cue card and frame a short, simple sentence.

**MUST DO**   
20 MIN.

 **eBook** could be used to introduce the lesson to the students.

**Slideshows** could be used to recapitulate the concept taught in the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students work in pairs and make a kite using origami. Ask them to tell each other the steps of making a kite.

### Home Task

- Parents can guide the child to read a storybook and identify the action words.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine and gross motor skills while colouring, etc.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• be able to interact with peers and teachers</li><li>• respond positively to different thoughts and situations</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen, understand and follow the CRM signs and instructions by the teacher</li><li>• infer from the story</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple, short sentences</li><li>• describe their thoughts in short and meaningful sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to focus attention on the task at hand</li></ul>

# Lesson 22: Pyjama Party

Theme 6:  
Monsoon  
Magic

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, character standees



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)



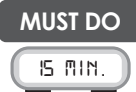
### To enable the students:

- develop fine motor skills
- develop language skills of reading, listening, speaking and early writing


## Methodology

### Period 1

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

- The students can be organised using CRM signs 'Please wait, Shh...'. Ask them to raise and stretch their arms five times. Then bring them down and clap three times. **COULD DO** 
- They can be shown a flashcard with letter P. Ask them to name a few objects they know that begin with P. You may write them on the board for them to read after you. **SHOULD DO** 
- Next, ask them to listen to the story as you read it on page 87, loud and clear. Read and explain that children had a pyjama party at Maria's house. Let them express their thoughts. Then ask them to answer a few questions such as
  - What were the children having?
  - What does Sam wear?
  - Who wears yellow pyjamas?
  - What does Lina point at?
- Encourage the students to discuss the storyline, characters and events of the story using simple, short and meaningful sentences. **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 stories to them. If they pick up words, they should be appreciated and encouraged.

- Guide the students to air trace the letter P. Then ask them to pick a crayon of their choice and trace the letter P,p neatly on the dotted lines on page 88. **SHOULD DO** 

 **Animation** could be used to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practice on the concept taken up in the class. **COULD DO** 

### Additional Suggested Activity

- Ask the students to make a collage with pictures of objects that begin with the letter P.

### Home Task

- Parents can help the child identify the objects that begin with the letter P. Use the objects to present a story using simple vocabulary already learnt.

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

## Period 2

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

- Ask students to look at the flashcards with the words on page 89 and read them after you. Then guide them to trace neatly on the dotted lines using a crayon.
- Next, they can be asked to trace the sentences and read them aloud after you.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

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

- Form groups of three students each. Give them the letters in exercise A on flashcards. The students can be guided to form new words with the letters. Then decode and write the correct answers in the boxes provided. Go around the class and correct them, if required.
- Then, read the listening text on page 141 loud and clear. Tell them to listen attentively and answer the riddle in exercise B on page 90. They can be asked to tick the correct answer.

**MUST DO**   
10 MIN.

**SHOULD DO**   
5 MIN.

 **eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students work in pairs and make new words with the letter P. Write them on slips of paper and exchange with their partner to read.

### Home Task

- Parents can guide the child to form new words with the letter P.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively to different thoughts and situations</li> </ul>

<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• listen, understand and follow the CRM signs and instructions by the teacher</li> <li>• comprehend the story and relate it to their own experience</li> <li>• recognise the words that begin with the letter P</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• retell the story in simple, short sentences</li> <li>• describe their thoughts in short and meaningful sentences</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• learn about enjoying party with friends</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• participate actively in class activities</li> </ul>

# Lesson 23: Queenie and the Rose

Theme 6:  
Monsoon  
Magic



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, character standees, chart, Queen bee cut out of an old cardboard, word-web



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- develop positive learning habits
- develop an understanding of their immediate environment

## Methodology

### Period 1

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

- Using CRM signs, the students can be accompanied to the school garden. Let them walk around the garden and observe plants, trees and flowers. Then demonstrate a few stretching exercises for them to follow. Once they have stretched their arms, legs and jumped a few times, ask them to talk about the flowers they had observed. **COULD DO**  
10 MIN.
- Next, place Lina's, Sam's, Jas's, Ryan's and Maria's standees at different places in the garden so that they are able to see them. Then ask them to sit on the grass or floor for the story session. Instruct them to listen attentively and clap on hearing the words beginning with the letter Q. Read the story loud and clear with proper intonation, at least twice. Then let them answer a few questions based on the story. The questions could be
  - Where are the children?
  - What does Maria's mother bring for them?
  - Which story does Mumma tell them?
  - How does Queen bee feel?
  - What does Rose offer?
  - What did Queen bee carry for her friends?
- Encourage the students to discuss the storyline, characters and events of the story using simple, short and meaningful sentences. Also, ask them to see if there is a bee in the school garden. You may discuss the importance of bees in the growth of plants and trees. **MUST DO**  
15 MIN.

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

- The students can be asked to trace letter Q,q on the grass softly (so that they do not spoil it). Ask them to open the book on page 91 and find letter Q,q in the story.
- They can be given a chart with pictures of objects that begin with the letter Q,q. Ask them to identify and name the objects. They may be engaged in weaving a short story with those objects.

**SHOULD DO**

10 MIN.

**COULD DO**

5 MIN.

**COULD DO**

10 MIN.



**Animation** could be used to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- Ask the students to colour the Queen bee cut-out of an old cardboard. Then hang them across the classroom with a jute string.

### Home Task

- Parents can help the child read pictures that begin with the letter Q,q in a picture dictionary.
- Help the child trace the letter Q and q on a blank sheet with their favourite crayons. Then ask them to trace the letter Q,q neatly on the dotted lines on page 92.

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

## Period 2

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

- Place a word-web on the board for the students to see and read words—quiz, quail, quill, quick, queen, quiet after you. Then frame simple, short sentences for them to understand the correct usage. They can also be encouraged to frame simple sentences.
- Next, they can be asked to trace the words and sentences on page 93 and read them aloud after you.

**COULD DO**

15 MIN.

**SHOULD DO**

15 MIN.

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

- Form two teams of the students. Give them two words each from exercise B on page 94 to unscramble and write on the board. Each correct response is given a smiley.

**MUST DO**

10 MIN.



**eBook** could be used to introduce the lesson to the students.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards with q, u, i, k, c, e, l, y letters to be arranged to form new words.

### Home Task

- Parents can guide the child to read the sentences in exercise A and complete them with the correct words from the box.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities and regulate their emotions</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen, understand and follow the CRM signs and instructions by the teacher</li><li>• comprehend the story and relate it to their own experience</li><li>• understand the importance of bees in creating a balance in nature</li><li>• recognise the words that begin with the letter Q</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• understand and retell the story in simple, short sentences</li><li>• use the vocabulary learnt to express their thoughts</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• know about bees sucking nectar and in return helping in growth of more plants</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• participate actively in class activities</li><li>• learn to help their friends just like the Rose in the story</li></ul>

# Lesson 24: Rainy Nights

Theme 6:  
Monsoon  
Magic



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, character standees, chart, cut-outs of raindrops, raincoat, sand tub



eBook, Animation, Animated Activities, Slideshows

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine and gross motor skills
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- develop positive learning habits
- explore the natural environment by asking questions, and developing generalisations

## Methodology

### Period 1

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

- Show CRM sign 'Stand in a Line' to instruct the students to move to the playground in a line. On reaching the playground, play music or sing the rhyme-

Raindrops falling on my head  
Are a welcome treat.  
Raindrops falling on my head  
Make everything neat.  
Raindrops falling on my head  
Form a rainbow on my window shed.

- They can be asked to recite the rhyme after you and hop-skip-jump on the spot. Then tell them to bend down to touch their toes five times. They may also form a rainbow with their arms.
- After the warm up session, they can be asked to get ready for the story. Read the story on page 95 loud and clear with proper intonation. Show CRM sign 'Eyes on Me' to the students and instruct them to listen again and snap their fingers on hearing the words that begin with the letter R. After the second read, they can be asked to name the objects that begin with the letter R in the story, that is, raining, raincoat, rainbow, raindrops. Ask them to answer these questions
  - Where are the children going?
  - What time of the day is it?
  - What do they hear?
  - What do they see out of the window?
  - How do they plan to go to the park next day?

COULD DO

15 MIN.

- What does Ryan like?
- What do the children listen to?
- Why are they excited?
- Encourage the students to answer the questions based on their understanding of the story, using words that have been introduced. Discuss the story with their inputs.

**SHOULD DO**


10 MIN.

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

- Place a sand tub at the centre. Ask them to first air trace the letter R, r and then in the sand tub using their index finger.

**MUST DO**

15 MIN.

 **Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- Ask the students to draw and colour the rainbow on a sheet. Then give them cut-outs of raindrops and raincoat to be pasted on the sheet to complete the collage.

### Home Task

- Parents can help the child recognise the objects that begin with the letter R at home. Then help them trace the letter R and r on page 96 neatly on the dotted lines.
- Encourage the child narrate the story they have listened to in the class, in their own words.

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

## Period 2

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

- Each student can say one word that begins with the letter R such as rabbit, rain, road, rail, room, rooster, rope, etc. They may use the vocabulary they already know. Write them on the board and ask them to repeat after you.
- After the oral discussion, tell them to trace the words and sentences on page 97 neatly on the dotted lines. Then ask the students to read the words aloud after you.

**COULD DO**

15 MIN.

**SHOULD DO**

15 MIN.

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

- The students can be asked to recognise the objects in exercise A on page 98. Then read the words in the box for them to repeat after you. Once they have read the words, ask them to find them in the word search and circle them with a crayon of their choice.

**MUST DO**

10 MIN.

 **eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can make a collage with pictures of objects beginning with the letter R on a chart paper. Then display them on the board.

### Home Task

- Parents can guide the child to form new words with the letters in the word RAINBOW, in exercise B on page 98. Place the flashcards with the letters of the RAINBOW on the table. Help them rearrange the letters to form new words. Then ask them to write them in the blank space provided.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow the CRM signs and instructions by the teacher</li><li>• recognise the words that begin with the letter R</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recite and appreciate simple rhymes</li><li>• understand and retell the story in simple, short sentences</li><li>• use the vocabulary already learnt to express their thoughts</li><li>• form new words with the letters of the given word 'rainbow'</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore the size of pictures while creating a collage/2D imagery in visual artworks</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• participate actively in class activities</li><li>• play outdoors</li></ul>

# Lesson 25: This, That, These, Those

Theme 7:  
Festival Fun



1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, character standees, placards, ball, pencil stand, books, flowers



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine and gross motor skills
- develop knowledge of relationship between people, objects and places
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- develop positive learning habits
- explore the natural environment by asking questions, and developing generalisations

## Methodology

### Period 1

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

- Ask the students to form a semi-circle. Using CRM signs, Stand in a line, 'Eyes on Me, Shh..., Please Wait' guide the students to stand in four corners and the centre with the character standees of Lina, Sam, Jas, Ryan and Maria. Then guide them to tell the position of each character using this, that, these, those. For example,
  - This is Lina.
  - That is Jas.
  - These students are standing near Lina.
  - Those students are standing with Jas.
- You may change the position of the character standees and let them rephrase the sentences using the demonstratives—this, that, these, those.
- Show CRM signs 'Eyes on Me, Sit Down' and help the students be seated in a circle for the story time. They can be asked to listen attentively to the story and talk about the characters, events and storyline in simple words or their home language. Then ask them a few questions to test their comprehension of the story, such as
  - What is there on the bulletin board?
  - What does Jas tell about Mahatma Gandhi ji?
  - Which word is used to point at things near us?
  - Which word is used to point at things far from us?
  - Which word is used to show one object?
  - Which word is used to show more than one object?
- Encourage the students to answer the questions based on their understanding of the story, using words they have been introduced. They may express their thoughts in simple, short sentences or their home language. Talk to them about the Father of the Nation who taught us that we must speak the truth. He led us to freedom from the British.

COULD DO

15 MIN.



SHOULD DO

10 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.

- Place objects like ball, pencil stand, books, flowers at different places in the classroom. Ask them to describe their position using this, that, these, those. In exercise A, the students can be asked to identify the objects and frame sentences. Guide them to complete the sentences with this or that.

**MUST DO**

15 MIN.



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- Ask the students to form two teams. Give them placards with the words this, that, these and those. Point at different objects in the class and say sentences to be completed by the students. They will hold the placard with the word for that sentence. For example, you say, "\_\_\_\_\_ books are mine". The students will hold the placard with 'These'.

### Home Task

- Parents can help the child read the sentences on page 101 and complete them using 'these' or 'those'.
- Take the child to the nearby park. Let them play. Then point at different swings and ask them to describe them using this, that, these, those.

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


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show hand-eye coordination and muscle strength in simple activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>follow the CRM signs and instructions by the teacher</li> <li>become aware of space and position of objects with respect to another</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>retell the story in simple, short sentences</li> <li>use the vocabulary already learnt to frame simple, short sentences</li> <li>use the demonstratives this, that, these, those appropriately to indicate the position of objects</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>adopt class norms and engage in class activities</li> <li>play outdoors</li> </ul>

# Lesson 26: Gandhiji's Story

Theme 7:  
Festival Fun

 2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, character standees, Gandhiji's poster, anchor chart for the letter S, a chart and collection of pictures, word-web



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)



### To enable the students:

- develop strength and coordination of fine muscles
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- gain knowledge of India
- develop positive learning habits
- explore the natural environment by asking questions, and developing generalisations

## Methodology

### Period 1

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

- The students can be shown the CRM signs 'Eyes on Me' and 'Please Wait' and arranged in a semicircle. Ask them to raise their arms and roll their hands forward and backward. Instruct them to close their eyes. Then tell them to breathe deeply ten times. They are ready for the lesson. **COULD DO** 
- Show them the poster of Gandhi ji and ask them to say a few things they know about him. Then tell them that they are going to listen to the story about the Father of the Nation- Mahatma Gandhiji. Read the story with proper intonation and pauses. Tell them about the place where Gandhiji was born, his deeds and so on. Then form two teams and ask them questions based on the story. They must be encouraged to answer in simple, short sentences or their home language. The questions could be
  - What do the children celebrate in school?
  - What does Ms Ria tell them?
  - When was Gandhiji born?
  - What is his birthday known as?
  - What did Gandhiji do for the country?
  - What does Sam tell them?
- Engage the class in a discussion on Gandhiji and the struggle for freedom. Discuss how important it is to speak the truth. Let them observe the picture and express their thoughts in simple words or their home language. Also, ask them to open the book at page 102 and put their index finger on words with the letter S in bold. **SHOULD 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.

- Show the anchor chart for the letter S and point at the different objects that begin with the letter S for the students to identify and name them. Then tell them to air trace letter S,s. Next, they can be guided to trace the letter S,s neatly on the dotted lines on page 103.

**MUST DO**

15 MIN.



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be divided into groups of three each. Give them a chart and collection of pictures to identify. Instruct them to pick the pictures that begin with the letter S and paste them on the chart.

### Home Task

- Parents can help the child trace the letter S, s on page 103, neatly on the dotted lines.

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

## Period 2

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

- Place the CRM signs 'Shh...', 'Sit Down' on the display board. As you enter, ask them to stand on their toes and walk around the classroom. After two rounds, point at the CRM signs and observe the students. Wait for them to settle down.
- Show flashcards with the letters for the words on page 104. Ask them to read the words after you as you join the letters forming words on the display board. After an oral drill ask them to trace the words and sentences neatly on the dotted lines on page 104.
- The students may be asked to read the words in the box in exercise B on page 105. Then read and explain the given sentences to be completed with suitable words. There may be multiple options. Guide them to fill in the blanks appropriately and read the words aloud.

**COULD DO**

15 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

10 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be given a sheet with a word-web, to be completed with words that begin with the letter S. They may be helped with the required vocabulary.

### Home Task

- Parents can show the child sound cards with words to be read aloud and paired with. Guide the child to spot the words that begin with the letter S. Then read the three words and find the corresponding rhyming words in exercise A on page 106.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow the CRM signs and instructions by the teacher</li><li>• become aware of space and position of objects with respect to another</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen, comprehend and infer from the story</li><li>• recognise the words that begin with the letter S</li><li>• add new words to their vocabulary through word games and activities</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li><li>• gain knowledge about the Father of the Nation, Mahatma Gandhiji</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li><li>• play outdoors</li></ul>

# Lesson 27: Gandhiji and Truth

Theme 7:  
Festival Fun



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, Gandhiji's poster, cue cards, anchor chart, old newspaper



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine muscles
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- gain knowledge of India
- explore the natural environment by asking questions, and developing generalisations

## Methodology

### Period 1

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

- Using CRM signs, organise the class in a square. Then tell them to stand next to one another and put their right hand on their partner's shoulder and form a train of truth. They will say something and their partner will say if it is a truth or a lie. Repeat the activity till they all get a chance. **COULD DO**   
15 MIN.
- The students can be asked to sit comfortably and listen attentively to the story. Read the story on page 106 loud and clear with proper intonation. Read and explain that it is important to speak the truth. Gandhiji always spoke the truth and told everyone to be honest. Ask them to answer the questions
  - What are the children happy to learn about?
  - Who is their teacher?
  - What does she tell them about Gandhiji?
  - What do the children say?
- Engage the class in a discussion on Gandhiji and the importance of being honest and truthful. Let them describe the picture in simple words or their home language. You may have to provide the required vocabulary. **SHOULD DO**   
10 MIN.

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

- Form groups of three students each. Ask them to first air trace the letter T, t. Then they can pick a green crayon to trace the letter on page 107 neatly on the dotted lines. **MUST DO**   
15 MIN.



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given an old newspaper to tear and form the letter T. Then pin them up on the display board. They may be asked to tell the words that begin with the letter T.

### Home Task

- Parents can help the child read the words that begin with the letter T in a picture dictionary.
- Help the child paste pictures and make a picture dictionary for the letter T. They may use pages from the used notebooks.

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

## Period 2

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

- Using CRM signs, the students can be asked to sit quietly with their eyes closed. Demonstrate and ask them to breathe deeply and count the number of times they breathe in and breathe out.
- The students can be shown an anchor chart with pictures that begin with the letter T. Let them recognise the words and say a sentence about it.
- The students may be asked to read words given in the box in exercise B on page 109. Then trace them neatly on the dotted lines. Once they have written the words, ask them to match them with the pictures correctly.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- Form two teams of the students. Give them words and pictures for the letter T. One team holds the cards with words and the other pictures to match with. Then repeat the activity with teams exchanging roles.

### Home Task

- Parents can show the child sound cards with words that begin with letter T to be read aloud. Then guide them to form new words by replacing the first letter of each word with T in exercise A on page 109. Ask them to take clues from the given pictures.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to peers during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow the CRM signs and instructions by the teacher</li><li>• understand and perform the activities suitably</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen, comprehend and infer from the story</li><li>• recognise the words that begin with the letter T</li><li>• enrich their vocabulary with new words in the lesson</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• gain knowledge about the Father of the Nation, Mahatma Gandhiji</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# Lesson 28: The Umbrella Reading Class

Theme 7:  
Festival Fun



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, umbrella,



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop strength and coordination of fine muscles in various physical activities
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- explore the natural environment by asking questions, and developing generalisations

## Methodology

### Period 1

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

- Create space in the classroom before the lesson begins. Show CRM signs 'Eyes on Me' and 'Please Wait' and organise the students in a semicircle. Tell them to stand on one foot for as long as they can, without falling on each other. Then ask them to walk around the class once and return to their place. Next, tell them to jump on the spot and breathe deeply ten times. **COULD DO**  
- The students can be asked to settle down using the CRM sign 'Sit Down'. Show them an umbrella and tell them that they are going to attend The Umbrella Reading Class. Let them come up with their ideas about the class. Open the book at page 110 and instruct them to listen to the story. They must notice the different sounds of letter U. Read the story Unity is Strength, loud and clear with proper intonation at least twice for their better understanding of the storyline. Talk to them about the events in the story and ask them to answer the following questions
  - Where are the children?
  - Which story does Ms Rita tell them?
  - How many children did the king have?
  - What did he give them?
  - When were they able to break the sticks?
  - What did the children promise?
- Elicit response from them about the characters in the story and the moral it conveys. Tell them that we must remain together to be strong. Ask them to describe the picture in simple words or their home language. Also, ask if they liked the story. **SHOULD DO**  

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

- Next, ask them to show their ring finger and trace the letter U on the table. Then they can pick and choose a crayon and trace letter U, u on page 111.

**MUST DO**

10 MIN.



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be given a sheet with an umbrella drawn on it. Ask them to name the object and tell its use. They can colour it neatly with strokes along the edges.

### Home Task

- Parents can help the child paste pictures of objects that begin with the letter U on a sheet. Then pronounce the words highlighting the difference between the two sounds of U.

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

## Period 2

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

- Show CRM signs 'Please Wait' and 'Eyes on Me' to the students. Guide them to sit with their eyes closed and try to focus on their breathing.
- As they get ready for the class, use flashcards for the words on page 112. Ask them to read the words up, under and upon and tell their beginning sound. Let them trace the words with a pencil or a crayon. Also, they can be guided to read the sentences after you and trace them before writing in the blanks. Once they have written, ask them--Who stopped the match? Where is the umbrella?

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**P.S.** They must be taught how to hold the writing tools such as a pencil or a crayon firmly.

- The students may be asked to decode the message in exercise A on page 112 by writing the letter for each colour. Then ask them to read the words formed.
- The students can read the words in exercise C on page 113 after you. Then help them find the words and circle them in the word search.

**MUST DO**

10 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can practise the pronunciation of different sounds of U through an oral drill. Get the flashcards with the words introduced in the lesson and show them one by one to the students to read after you.

### Home Task

- Parents can show the child pictures in exercise B on page 113 and name them. Help them read the words in the left column and match them with the corresponding pictures.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li><li>• stand on one foot</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with peers and teachers and regulate their emotions in classroom situations</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow the CRM signs and instructions by the teacher</li><li>• comprehend</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the pictures in simple vocabulary</li><li>• listen to the story attentively for a short period of time</li><li>• express their thoughts on the events and characters in the story without help</li><li>• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in arts</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 29: Wh Words

Theme 8:  
Sparkling  
November



1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, question mark, cut-out of an old cardboard, pictures of vegetables, bowl with cue cards for Wh words



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine muscles in various physical activities
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- explore the natural environment by asking questions, and developing generalisations
- develop listening and comprehension skills
- use expressive and receptive communication skills

## Methodology

### Period 1

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

- The students can be asked to stand out of their seats using CRM signs. Ask them to raise their hands and clap five times. Ask them to tiptoe through the class and return to their positions. Then ask them to role-play as a vegetable. It could be a vegetable they like the most. **COULD DO**   
15 MIN.
- Place the character standees and pictures of vegetables in front of the students. Ask them to name the characters and vegetables one by one. Then guide them to open the book at page 114 and describe the picture in simple words or their home language. Tell them that they are going to listen to a story about vegetables. Read the story with proper intonation and pauses. Also, discuss the importance of eating vegetables for good health. They must listen attentively and answer the questions
  - Which day is it in the school?
  - What do Ryan, Jas and Lina dress up as?
  - What do brinjal, potato and tomato have?
- The students can be asked to retell the story in simple words or their home language. Then discuss the characters and events of the story. **SHOULD DO**   
5 MIN.

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

- The students can be shown Questy the question mark cut out of an old cardboard. Pin it up on the board. Also, show them Wh- question words to be pinned around Questy. Then guide them to frame simple questions such as
  - Where is my book?

- Who is your friend?
- What is your name?
- Why are you late?
- When is lunch break?

**MUST DO**

10 MIN.

- They can frame more such questions and ask their partner to answer.
- Ask the students to open the book at page 116 and describe each picture on the right in exercise A. Then read the answer and explain how to complete the question using Wh word correctly. Explain that 'Who' is used when we want to know the person. Ask them to read the first part in exercise A. Sam is at the door. Here, 'Who' is the correct option instead of 'Why'. Explain to them that 'why' is used when we want to know the reason for something. Similarly, explain the second part – I ate rice and vegetables for lunch. In this case, question can be framed correctly using 'What'. Tell them that 'What' is used when we want to know something in particular. In the third part, explain that 'When' is used to know the time of an event or activity. Similarly, 'Where' is used to know about the place of action or event. Form pairs of students to read the answers and then complete the questions with the correct options.

**MUST DO**

10 MIN.

**P.S.** Repeat the question words for giving them more practice in using the Wh words correctly.



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- Form five teams of the students. Place a bowl with Wh words. Ask them to come and pick one card. Read the Wh word and frame a simple question. They can be guided to frame questions if required.

### Home Task

- Parents can help the child retell the story in simple words or their home language.
- Help the child frame simple questions by choosing the most appropriate option in exercise A on page 117.

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

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show coordination between sensorial perceptions and body movements in various activities</li> <li>• walk on toes</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• interact with peers and teachers and regulate their emotions in classroom situations</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow the CRM signs and instructions by the teacher</li> <li>• comprehend the answers and frame logical questions with Wh words</li> <li>• learn the importance of eating vegetables for good health</li> </ul>

<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• describe the pictures in simple vocabulary</li> <li>• listen to the story attentively for a short period of time</li> <li>• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences</li> <li>• learn to ask and answer questions using Wh words</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus attention</li> </ul>

# Lesson 30: The Vegetable Song

Theme 8:  
Sparkling  
November



2 Periods (40 minutes each)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, models or pictures of vegetables, cut-outs of a violin, a van, a vulture, a volcano, glitter and sequins



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine muscles in various physical activities
- develop emergent literary skills—letter recognition, word-building, framing simple sentences, listen and appreciate poetry
- explore the natural environment by asking questions and developing generalisations
- develop listening and comprehension skills
- use expressive and receptive communication skills

## Methodology

### Period 1

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

- Using CRM signs, the students are instructed to 'Stand in a Line' and move to the school garden. They can hop-skip-jump and repeat. After a few breathing exercises, show them red CRM sign to settle them for the lesson. **COULD DO**   
10 MIN.
- Place the character standees and vegetables strategically for the students to move around and enact the poem. Read the poem on page 118 with rhythm and intonation for them to follow. Let them enjoy singing the poem. Engage them in a class talk on benefits of eating vegetables. Then bring them back to the class. **SHOULD DO**   
10 MIN.

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

- As they return to the class, show them CRM signs 'Please Wait, Shh...' and help them in settling. Ask them to open the book at page 118 and describe the picture with Sam, Lina, Maria, Jas and Ryan dancing in vegetable costumes. They can point their index finger at the words beginning with the letter V. **MUST DO**   
5 MIN.
- Show the flashcard with the letter V and ask them to air trace the letter in the direction of the arrows as shown on page 119. They can name and point at the pictures of the objects that begin with letter V such as vegetables, van, village, vet and so on. Then guide them to trace the letter V on page 119 following the direction of the arrows. **MUST DO**   
15 MIN.



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be asked to collect pictures of objects that begin with the letter V from old newspapers and magazines. Then they can work in groups of four to make a collage in the shape of letter V. After making the collage, leave it for drying and put it up for display.

### Home Task

- Parents can help the child enact the poem on vegetables in front of the family.
- Take the child to the vegetable market and let them identify the vegetables they like or the ones that are good for health.

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

## Period 2

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

- Using CRM signs arrange the class in a circle. Let them guess the names of vegetables they like. Then ask them to say a word that begins with the letter V.
- Next, tell them to say the words given on page 120 after you. Then trace them neatly on the dotted lines. Also, ask them to solve the riddles given in exercise A. Ans. van, vet.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**P.S.** They must be taught how to hold the writing tools such as a pencil or a crayon firmly.

- Point at the pictures in exercise B on page 121 for the students to recognise and name them. Read and explain the statement to the students. Also, ask them to repeat the words suggested in the box, after you. Then guide them to write the words in the blanks provided.

**MUST DO**

20 MIN.

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



**eBook** could be used to introduce the lesson to the students.

**COULD DO**

10 MIN.

**Slideshow** could be used to recapitulate the concept taught in the lesson.

### Additional Suggested Activity

- The students can be divided into four groups. Give each group cut-outs of a violin, a van, a vulture, a volcano to colour and paste glitter and sequins to make it look attractive. Then they can be displayed across the classroom using a jute string.

### Home Task

- Parents can help the child read words in exercise C on page 121. Then find them in word search and circle them with a green crayon. Repetition of words that begin with the letter V will reinforce the vocabulary introduced in the lesson.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities and understand their peers' views</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow the CRM signs and instructions by the teacher</li><li>• learn the importance of eating vegetables for good health</li><li>• explore the natural world by observing and asking questions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recognise the given objects and identify the letter they begin with, that is, V</li><li>• listen and appreciate a short poem on vegetables</li><li>• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li><li>• prepare a collage on letter V</li><li>• colour and decorate cut-outs of a violin, a van, a vulture, a volcano</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan and focus attention</li></ul>

# Lesson 31: Save Water

Theme 8:  
Sparkling  
November



1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, character standees, charts, pictures



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop strength and coordination of fine muscles in various physical activities
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- explore the natural environment by asking questions, and developing generalisations
- develop listening and comprehension skills
- develop vocabulary and use language for a variety of purposes
- demonstrate interest and ability in writing

## Methodology

### Period 1

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

- The students can be taken to the playground. Show them CRM signs to 'Stand in a Line'. Then explain the game 'Fire in the jungle, run, run, run!' and ask them to play. They can form a circle and start running till the leader says stop and catches someone moving. Then that student becomes the leader. Repeat the activity till they all get a chance to become the leader. **COULD DO**   
**10 MIN.**
- Place Lina's, Sam's and Maria's standees for them to recognise. Then ask them to listen to the story attentively and clap on hearing the words that begin with the sound of the letter w. Read the story loud and clear with proper intonation and pauses. Explain the importance of water and the need for saving it. Read the story at least twice and ask a few questions such as
  - What are Sam, Maria and Lina preparing for?
  - Why is water so important?
  - What does Sam say about using water?
  - How can we help everyone?
- Engage them in a class talk on saving water. Let them express their views on saving water, storyline and the characters. Also, they can be shown pictures of objects that begin with the letter w—watch, water, wand and so on and retell the story in simple words or their home language. **SHOULD DO**   
**10 MIN.**

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

- Next, ask them to air trace the letter w. Tell them to pick a crayon and trace the letter w in the direction of the arrows on page 123. They may repeat words that begin with the letter w.
- Ask them to repeat the words given on page 124 after you. Guide them frame simple sentences with w words such as way, will, want, wear, west, watch. After the oral drill, they may be instructed to trace and write the words and sentences given.

**MUST DO**

5 MIN.

**MUST DO**

15 MIN.

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



**Animation** could be used to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to say simple sentences with the words that begin with the letter w. Show them one word or picture at a time. Write the sentences they say on the board for the whole class to read again.

### Home Task

- Parents can help the child learn ways to save water.
- Help the child through the exercises A, B and C on page 125. Read and explain the statement and let them identify the objects that begin with the letter w. They can be guided to complete the words in exercise B and choose the word that rhymes with the word given on the left.

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


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow the CRM signs and instructions by the teacher</li> <li>• learn the importance of saving water</li> <li>• observe minute details and explore</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• recognise the given objects and identify the letter they begin with, that is, W</li> <li>• retell the story in simple words or their home language</li> <li>• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan, focus attention</li> </ul>

# Lesson 32: X and Yes

Theme 8:  
Sparkling  
November

 1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, pictures, x-ray



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop fine and gross motor skills
- develop emergent literary skills—letter recognition, word-building, framing simple sentences
- develop positive learning habits
- develop listening and comprehension skills
- develop vocabulary and use language for a variety of purposes
- demonstrate interest and ability in writing

## Methodology

### Period 1

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

- The students can be shown CRM signs to 'Please Wait' and 'Stand in a Line'. Then ask them to bend down and touch their toes without bumping into each other. After a minute, tell them to come back to the original position and roll their arms in the front, first forward and then backward. They can raise their arms and clap five times. **COULD DO**   

- Ask them to tell a few things that can be good habits. Write them on the left side of the board. Then ask for bad habits, if any. Write them on the right side of the board. Have a brief discussion on good and bad habits. Then tell them to listen attentively and cross their arms for bad habits they hear in the story. Read the story with proper intonation and pauses for them to comprehend. Then ask them a few questions to test their understanding of the story
  - What did the children perform?
  - What did they do for good habits?
  - What are good habits?
  - What are bad habits?
  - What did the children enjoy?
- Encourage them to share the good habits they have with their peers. Tell them that bad habits can be changed by following the 21 days routine. They must not follow it for 21 days and will be able to see the change. Help them retell the story in simple words or their home language. **SHOULD DO**   


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

- Next, show them a real x-ray to express their views. Then they can be asked to trace and write the letters X, x on page 127 with a crayon. Tell them few words with X and ask them to repeat and notice the different sounds of X as in x-ray and xylophone.

**MUST DO**

5 MIN.

- Also, read the sentences on page 128 for them to repeat after you. Then tell them to trace and write in the blanks provided. They can be helped to frame short and simple sentences with the letter X on their own.

**MUST DO**

15 MIN.

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



**Animation** could be used to recapitulate the story introduced in the lesson.

**Animated Activities** could be used to give more practise on the concept taken up in the class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to colour and decorate an Xmas tree.
- They can be asked to list five good habits.

### Home Task

- Parents can help the child find X and x in exercise A on page 129 and colour them neatly.
- Guide the child to decode the colour code given and colour the xylophone on page 129 in exercise B.

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

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow the CRM signs and instructions by the teacher</li> <li>• learn the importance of saving water</li> <li>• observe minute details and explore</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• identify and differentiate the two sounds of X</li> <li>• retell the story in simple words or their home language</li> <li>• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• create 2D art work as they colour and decorate Xmas tree</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• identify good habits and try to follow them</li> </ul>

# Lesson 33: Position Words

Theme 9:  
Ho, Ho, Ho!

 1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, objects such as table, chair, toys



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop fine and gross motor skills
- develop listening and comprehension skills
- develop vocabulary and use language for a variety of purposes

## Methodology

### Period 1

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

- Using CRM signs, the students can be asked to raise their hands to the shoulder level and swing their arms. Then ask them to try standing on one foot for as long as they do not fall on their partners.
- Next, they can be asked to sit on the chair, hide behind the door or place a water bottle in front of the almira. Then ask them to tell where the objects are. As they respond, write the position words—between, in front of, behind, near, far on the board. Explain with more examples. **COULD DO**   
 10 MIN.
- Instruct the students to listen attentively as you read the story on page 130 with proper intonation and pauses. They must clap twice on hearing position words. You may guide them to use the position words in the simple sentences. Also, discuss the events of the story engaging the students in the conversation. Also, ask a few questions based on the lesson and reinforce the concept of position words. The questions could be
  - Who does Ryan go with to the fair?
  - What was in front of them?
  - Who asked Ryan about the pastry?
- After a brief discussion, ask them to retell the story in simple words or their home language. Encourage them to share their experiences about the story. Also, ask them to point at the position words in the story. **SHOULD DO**   
 10 MIN.

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

- The students can be asked to open the book at page 131. Then tell the things that are far or near from the boy in exercise A. Next, ask them to circle the object that is near the boy with a red crayon and use a blue crayon to circle the object that is far from him.
- In exercise B on page 131, ask them to identify the plants that are on the table and circle them. They can identify the plants that are under the table and tick them with a crayon. They may be asked to demonstrate the position words on and under by placing their crayon or a book on or under the table. Appreciate their responses.
- Next, they can be asked to observe the picture in exercise C on page 132 and describe it in simple and short phrases. They may use their home language. Read and explain the statement for them to understand and answer the questions given. Confirm the correct responses.

**MUST DO**

5 MIN.

**MUST DO**

5 MIN.

**SHOULD DO**

10 MIN.

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



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be asked to describe the objects placed and pointed at, using the position words. They may paste pictures on a chart paper.
- Show them position words on the flashcards. Ask them to demonstrate it with examples or objects.

**P.S.** They may work in pairs and take a ball or a book to explain the meaning of position words near, far, on, under, between, behind, and so on.

### Home Task

- Parents can help the child find answers for the exercise D on page 132. Help them observe the picture and answer. They may give more examples to display their understanding of the position words—near and far.

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

## Learning Outcomes


The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show balance and coordination of limbs displaying fit and flexible body through physical activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• understand and regulate their emotions during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow the CRM signs and instructions by the teacher</li> <li>• comprehend the correct usage of position words such as near, far, on, under, between, behind</li> </ul>

<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple words or their home language</li><li>• recognise and demonstrate the correct usage of position words with examples</li><li>• learn the correct usage of position words</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• create 2D artworks</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• identify good habits and try to follow them</li></ul>

# Lesson 34: Yummy Yellow Fruits

Theme 9:  
Ho, Ho, Ho!

 1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, yellow fruits (toys or pictures or real fruits)



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop fine and gross motor skills
- develop cognitive skills and explore the physical environment
- develop effective verbal and non-verbal communication skills
- develop listening and comprehension skills
- develop vocabulary and use language for a variety of purposes

## Methodology

### Period 1

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

- The students can be shown a yo-yo to play with. Then given them yellow paint to dip their hands and print on a chart pasted on the wall in the classroom. **COULD DO**   

- Place the character standees of Ryan in front of the class and tell them that Ryan is in the market buying fruits. Let us see what he finds through the story. Instruct them to listen attentively and snap their fingers on hearing the words beginning with the sound of letter y—yes, you, yellow. Read the story on page 133 at least twice with proper intonation and pauses for the students to follow and comprehend. Also, ask a few comprehension based questions such as
  - What does Ryan visit with his Mummy and Appa?
  - What does Ryan want to see?
  - Why do they go to a fruit shop?
  - What does Ryan point at?
  - What is yellow in the story?
- The students can be asked to name other objects or fruits that are yellow in colour. Talk to them about the importance of eating yellow fruits. They can be asked to describe the picture in short and simple phrases or their home language. **SHOULD DO**   


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

- After the story, ask them to air trace letter Y,y. Then they can pick a yellow crayon to trace and write the letter Y and y on page 134 neatly on the dotted lines.
- They can be shown the words—yap, yes, yak, yarn, yawn and yoga on flashcards and provided a model reading. Then ask them to read the words aloud. Guide them to frame short and simple sentences with the words. After the activity, tell them to trace and write the words and sentences neatly on the dotted lines.


**MUST DO**

5 MIN.

**MUST DO**

15 MIN.

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

 **Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be asked to bring yellow fruits(chopped), chat masala, salt and lemon. Mix them in a big bowl to prepare a chat. Then share it with peers and enjoy.

### Home Task

- Parents can help the child read the words in exercise A on page 136. Then find them in the word search and circle them with a purple crayon.

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

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show hand-eye coordination and muscle strength in simple activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow the CRM signs and instructions by the teacher</li> <li>• identify the objects that begin with the sound of the letter Y</li> <li>• explore the physical environment by asking questions and making generalisations</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• retell the story in simple words or their home language</li> <li>• recognise and demonstrate the correct usage of position words with examples</li> <li>• learn the correct usage of position words</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively in art work</li> <li>• explore and play with different material to create a 2D artwork</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus on the lesson and corresponding activities</li> </ul>

# Lesson 35: The Zebra Ride

Theme 9:  
Ho, Ho, Ho!



1 Period (40 minutes)



Main Coursebook, crayons, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), Learning Kit, character standees, black and white chart paper, blank sheets



eBook, Animation, Animated Activities, Slideshow

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop coordination of fine muscles with dexterity
- make sense of world around through observation and logical thinking
- develop effective verbal and non-verbal communication skills
- display emergent literary skills and love for reading

## Methodology

### Period 1

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

- Using CRM signs, the students can be asked to create a scene of road, traffic light. Ask them to role-play as pedestrians, driver, etc. Ryan's standee can be placed at the zebra crossing. Guide them to cross the road at the zebra crossing. Then they can also sing the rhyme of traffic lights. **COULD DO**   
10 MIN.
- Next, tell them they are going to have a story session. Instruct them to listen attentively and clap on hearing the words with the sound of letter z. Read the story loud and clear with proper intonation for better comprehension of the story by the students. After the story, ask them to describe the picture on page 137 using the vocabulary they have already learnt. They can use simple words, phrases or their home language. Once the story is narrated, have a quick question answer session to reinforce the content of the lesson. The questions could be
  - Where are Ryan, his Mummy and Appa?
  - What do Ryan, his Mummy and Appa do at the fair?
  - What does Ryan see?
  - What did the merry-go-round have?
  - What do they all ride?
- Engage them in the discussion of the story and encourage them to share their experiences of the fair, if they have ever been to. **SHOULD DO**   
5 MIN.

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

- Ask them to trace the letter Z on the table. Then tell them to pick a crayon of their choice to trace and write the letter Z, z on page 138. **MUST DO**   
5 MIN.

- Show flashcards with the words beginning with the letter Z to them. Help them frame simple sentences with the words such as zip, zig, zag, zoom, zero, zone. Then ask them to trace and write the words on page 139 with a green crayon. They can also be asked to read and write the sentences. Ask them to repeat the sentences before they begin writing.

**MUST DO**

15 MIN.

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



**Animation** could be used to recapitulate the story introduced in the lesson.

**COULD DO**

10 MIN.

**Animated Activities** could be used to give more practice on the concept taken up in the class.

### Additional Suggested Activity

- The students can be asked to draw a zebra at the zebra crossing.
- They can also be asked to draw zigzag lines on a blank sheet.

### Home Task

- Parents can guide the child to decode the colours and form new words. Read the words with the child.
- Help the child read the words in exercise B on page 140. Then find them in the word search and circle them with a crayon.

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

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work with peers enthusiastically</li> <li>• respond positively to teachers and peers during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow the CRM signs and instructions by the teacher</li> <li>• recognise the objects that begin with the sound of letter z</li> <li>• decode the colours to form new words</li> <li>• understand the importance of zebra crossing</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• retell the story in simple words or their home language</li> <li>• recognise and demonstrate the correct usage of words introduced in the lesson</li> <li>• express their thoughts about the fair, swings, etc.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively in art work</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• follow class rules and enjoy class activities</li> </ul>