

Yearly Scheme of Work

Time Taken: 53 Periods (each period of 40 minutes duration)

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

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

Class UKG

Scheme of Lessons – Micro Schedule – General Awareness = 53 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods	Theme/Lesson No. & Name	Suggested Allocation of Periods
Theme 1: Winter Wow		14. Introduction to Computers	2
1. My Body	4	Theme 6: Monsoon Magic	
2. My Sense Organs	3	15. India – Introduction	2
3. My Emotions	2	16. All About Animals	4
Theme 2: Fab Feb		17. Water Animals	2
4. My Family	2	Theme 7: Festival Fun	
5. My Family and I	2	18. Land Transport	2
Theme 3: Spring in Our Steps		19. Road Signs	1
6. Places Around Us	2	20. Water Transport	1
7. Places in the Neighbourhood	2	21. Air Transport	1
8. Safety	3	Theme 8: Sparkling November	
Theme 4: Summer Splash		22. Things That Go Together	1
9. Good Food	2	23. Let Us Play	1
10. Good Health	2	24. Introduction to Music	2
11. Good Eating Habits	2	Theme 9: Ho, Ho, Ho!	
Theme 5: Happy Holidays		25. Types of Clothes	2
12. Parts of Plants	3	26. Months in a Year	1
13. Introduction to Machines	2		

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

Lesson 1: My Body

Theme 1:
Winter Wow



4 Periods (40 minutes each)



Maria's, Lina's, Sam's, and Jas's Standees, crayons, CRM signs, Learning Kit, ice-cream sticks, flashcards, pasta shells



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop emotional intelligence
- observe their surroundings and think logically
- develop communication skills in their home language
- develop positive learning habits

Methodology

Period 1

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

- CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) can be used to organise the class. Let the students form a square and stand for the activity.
- Show flashcards with flowers, books, colours, fruits, cartoons and movies to the students. Ask them to identify each and also tell their favourite ones.
- Let the students play a game of 'Guess Who?' They will be shown a fruit and asked to guess its name. They may also say the name of the student who expressed their choice for that particular fruit. But this might be little tricky for the class so you may give it a try. Also, in place of fruits, you may use colours, flowers and books to engage them in a class discussion.

COULD DO

05 MIN.

SHOULD DO

15 MIN.

MUST DO

20 MIN.

Additional Suggested Activity

- Form two groups of the students. Ask each group to name the fruits and their shape/taste/colour. The correct answers will be given a star.

Home Task

- The parents can take the child to a nearby market/ park. Observe, identify and name the fruits or flowers they see around.

Period 2

Place: The lesson can be conducted in the classroom.

- Give each student a sheet of paper. Tell them to write their name. Next, ask them to name the things they like to eat, movies they like to watch, book they like to read, fruits they like to eat, cartoons they like, flowers they like to smell. Draw and colour it. Then pin it up on the display board in the class.
- Then ask them to open the book at page number 6. Write their name, age and birthday in the space provided.
- They can be asked to share their information with their partners and discuss. They may be asked to tell everyone in the class about themselves.

COULD DO

05 MIN.

SHOULD DO

10 MIN.

MUST DO

25 MIN.



Animation could be shown to the students to generate an interest in the lesson.

COULD DO

10 MIN.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- Form groups of four students each. The students can be asked to introduce themselves to their group by mentioning their choices, hobbies, etc.

Home Task

P.S. Teacher must guide the parents for the home tasks assigned.

- Parent must help the child prepare a few lines to give an introduction. Let her speak about her likes and dislikes, her choice of fruits and flowers, etc. Then encourage the child to introduce herself in front of the family and friends.
- Parents can help the child in completing exercise 2 on page number 7 by collecting and pasting picture of their favourite things.

Period 3

Place: The lesson can be conducted in the classroom.

- Greet the students and shake hands with each one. Do not forget to address them by their names. Manage the class using CRM signs, as and when required.
- They may be given a birthday cap or guided to make one by rolling an old newspaper using origami. Form a circle of students. Place Maria's standee in the middle and ask them to sing the birthday song for Maria. Tell them that it is Maria's birthday.
- Then ask the students to open the book at page numbers 8 and 9. Observe the picture and name each object as you point them out. Let them describe the picture using short, simple sentences. Talk to the students about how they can help the hungry by donating food on their birthdays. They can keep aside some food during their birthday and donate it to a food

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

bank. This will help in achieving SDG 1 No Poverty. Encourage them to talk about the picture by asking questions enumerated as follows:

- Whose birthday is being celebrated?
- What do they have on the table?
- Are they happy or sad?
- What are Lina, Jas, Sam, Ryan and Maria doing?

MUST DO

15 MIN.

Then read the story for the students to listen and understand. Let them ask and answer questions.

P.S. The students must be informed 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 out the stories to them. If they pick up words, they should be appreciated and encouraged.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

Slideshow can be used to reinforce the concepts taught in the lesson.

Video could be shown to the students to reinforce the concept being taught.

COULD DO

10 MIN.

Test Generator could be used to test students' comprehension of the lesson.

Additional Suggested Activity

- Form two groups of the students. Arrange the class in two semi-circles and give them a sheet. Guide them to write their names and draw a card for Maria.

Home Task

- Teacher can mention the home task in the child's diary. Parents can help the child in preparing a card for their friend's birthday. Use paper cuttings or shapes, pencil or crayon shavings to make the card.

Period 4

Place: The class can be conducted in the school assembly area.

Let's Learn

- The students can be asked to form a circle. Let one child stand in the middle along with Maria's standee. Then they can play 'Simon Says'. The child at the centre will name the body parts and the whole group will touch and identify. Show CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) and manage the class.
- Then show them flashcards or anchor charts to identify the body parts. For each correct answer they can clap.
- Let the students make a stick puppet. Then identify the body parts of their puppets.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Additional Suggested Activity

- The students can be asked to identify the body parts and match with their functions. Like, we see with our eyes, hear with our ears, etc.

Home Task

- Parents to help the child in pasting pasta shells for making their eyes, nose, ear, hands, etc. Then send it to school for display in the class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn about their body parts through games like 'Simon Says'
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify their body organs• visit nearby market /park and observe the fruits/ flowers
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make stick puppets with help from an adult• use pasta shells to make their body parts
Positive Learning Habits	<ul style="list-style-type: none">• celebrate birthdays and enjoy with family and friends



Lesson 2: My Sense Organs

Theme 1:
Winter Wow

 3 Periods (40 minutes each)



CRM signs, flowers, cotton balls, small wooden piece, leaves, stones



Animated Activities, eBook, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson could be conducted in the classroom.

Let's Read

- Greet the students and shake hands with each one of them. The class can be managed using CRM signs. Let them look at the card and follow the instructions. **COULD DO**
05 MIN.
- Show flashcards of sense organs to the students. Ask them to identify and repeat the names aloud after you. **SHOULD DO**
15 MIN.
- Place Maria's standee in front of the students. Ask them to open the book at page number 11 as it is Maria's birthday. Let them observe the picture given below. Ask them how many children are there in the picture? Tell them that all the children are playing together at Maria's birthday. Encourage them to talk about the picture by asking questions like, **MUST DO**
20 MIN.
- Who is hiding behind the tree?
- Who is hiding behind the table?
- What is Maria doing?
- Then explain that we see, hear, smell and touch things with our five senses. Ask them to point at each sense organ and say how they use it. Engage them in a class discussion.

 **Animated activities** could be shown to the students to engage them in class activities. **COULD DO**
10 MIN.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- The students can be taken to the playground and asked to form a circle. Tell them keywords such as see, hear, smell, touch and taste. Ask them to name the sense organs associated with each one.

Home Task

- Parents can guide the child to draw something they see or find beautiful or interesting around the house or a sound they hear.
- Encourage her/him to smell and taste her favourite food.
- Ask her/him to touch any object in the house and say if it feels soft, hard or rough.

Period 2

Place: The lesson could be conducted in the playground.

Let's Learn

- Using CRM signs of the Learning Kit to manage the class. Take the students to the playground in a queue. Let them form a circle and bend down to touch their toes. Then stand straight and raise their arms to clap five times. Repeat the activity. **COULD DO** 05 MIN.
- Ask them to identify things they see in the playground and the sounds they can hear. Next, give them a sweet-smelling flower like a rose or a jasmine to smell. Let them say if it is a sunny day or a cloudy day. Also, ask them to describe the taste of ice cream or chocolates. Let them express in simple short sentence or their home language. **SHOULD DO** 20 MIN.
- Form groups of five students each. Show the anchor chart with five sense organs to each group. Let them observe and explain in their own words. Then ask the students to open the book at page number 12. Discuss the five sense organs and associate different things shown with them. Read and tell them that five senses help us understand the world. Ask each question given for the students to answer. Confirm the correct responses. **MUST DO** 10 MIN.
- Read and explain the first activity given on page number 13. Help them identify sense organs they use for each activity. Write the answers on the board for the students to copy in the blanks. Then ask them to read each sentence after you. **MUST DO** 05 MIN.

A note to the teacher: Students should not be assessed on the tracing or the writing of the letters that have not been taught.

**Read aloud the names of five sense organs. Let the students associate different things with each of the five senses. Guide them to frame short sentences and share their thoughts.

Additional Suggested Activity

- The students can be asked to identify the sense organs they use to feel things.

Home Task

- Parents can help the child to create a collage using pictures or objects they find for each sense organ.

Period 3

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

- Show the CRM signs to the students and take them to the art room. Ensure that they move quietly through the corridors. Let them talk about the artwork they see in the art room. **COULD DO**
10 MIN.
- The students can be given various textured materials like cotton balls, small wooden piece, leaves, stones and so on. Ask them to feel them and describe it. **SHOULD DO**
10 MIN.
- Ask the students to open the book at page number 13. Guide them to do the activity given in the second part. Tell the students to place the fallen leaves under a sheet of paper. Ask them to rub a crayon over the paper and touch and feel the texture of the leaf on their paper. Tell them to show their beautiful leaf to the peers. **MUST DO**
20 MIN.

P.S. Tell the students that each of them is special and unique.



Slideshow can be used to reinforce the concepts taught in the lesson.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to place a coin under a sheet of paper. Ask them to rub their pencil over the paper. Tell them to feel the texture and show their tracing sheet to their partner.

Home Task

- Parents can guide the child to touch and feel the textures of different items in the house. Let her/him describe each experience in simple words or the home language.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • express themselves in class with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> • comprehend and follow the CRM instructions given by the teacher • identify different items and feel their texture • distinguish the function of each sense organ
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • make a collage • trace a coin on paper
Positive Learning Habits	<ul style="list-style-type: none"> • learn to observe the surroundings keenly

Lesson 3: My Emotions

Theme 1:
Winter Wow

 2 Periods (40 minutes each)



CRM signs, white sheets of paper, crayons, flashcards



Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- understand emotions
- develop fine motor skills
- develop effective communication skills
- develop positive learning habits
- develop emotional intelligence
- observe their surroundings and think logically
- express their emotions through art

Methodology

Period 1

Place: The lesson could be conducted in the classroom.

Let's Read

- Manage the class using CRM signs, as and when required. Greet the students and ask them to say what they are thankful for, in short sentences. **COULD DO**
10 MIN.
- The students can be given small pieces of paper. Ask them to draw anything they have with them. For instance, it can be a drawing of book, pencil, bag, umbrella, etc. The students can fold their drawing and put it in a box. **SHOULD DO**
10 MIN.
- Then ask the students to open the book at page numbers 14 and 15. Tell them that Sam, Mum and Baba are sitting together at the dining table. Ask them to identify what do they have on the table. Teach them that a jar is used to store different things. Next, ask them to look at page number 15. You may ask few questions such as who is sitting there with Sam? Tell them that they are making a gratitude jar. Teach them they can write about anything they are thankful and can place it in the gratitude jar. **MUST DO**
20 MIN.
- Then read the story for the students to listen and understand. The students can be asked what they are thankful for and share with their partner.

A note to the teacher: Ask the students what they are thankful for. Encourage them to speak and express themselves.

P.S. The students must be informed that Sam calls her mother 'Mum' and father 'Baba.'

 **Animated activities** could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding and reinforce the idea of gratitude.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw and colour anything they are grateful for. These could include friends, family, pets, favourite toys, etc. The artwork can be pasted on the display board.

Home Task

- Teacher can mention the home task in the child's diary. Parents can help the child in preparing a gratitude jar. Parents can read the instructions given on page number 16. Help the child in making the gratitude jar and ask her to paint the jar with her favourite colour. Write 'GRATITUDE JAR' on a white sheet of paper and paste it on the jar.

Period 2

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

- Use CRM signs to take the children to the music room. Let them dance as you play some music. Ensure that all the students dance with peers and enjoy. **COULD DO** 10 MIN.
- Greet the students and ask them how they feel today. Ask them if they happy or sad? Students can be shown flashcards or pictures of emotions such as sad, angry or surprised. The students can be asked to express their emotions through actions and facial expressions. **SHOULD DO** 10 MIN.
- The students can be guided to open the book at page number 16. Let them look at the pictures given. Describe and make them understand the emotions given. You may ask a few questions such as
 - How do feel when someone gives you a chocolate?
 - How do you feel when you are with your pet?
 - How do you feel when your parents give you surprise gifts?**MUST DO** 20 MIN.

The students can be asked how they feel and notice their feelings throughout the day.

 **Infographic** can be used to enhance students' knowledge.

Test Generator could be used to test students' comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw and colour their favourite emotions and display it in the class.

Home Task

- Parents can guide the child to create a simple emotion journal to record their emotions in a week.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their gratitude for things they have
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• read the given picture and draw inference
Language and Literacy Development	<ul style="list-style-type: none">• be able to comprehend the given picture• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• create an emotion journal
Positive Learning Habits	<ul style="list-style-type: none">• learn to be grateful for all that they have

Lesson 4: My Family

Theme 2:
Fab Feb

 2 Periods (40 minutes each)



CRM signs, flashcards, crayons, white sheets of paper, pictures



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

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop emotional intelligence
- understand significance of the family
- develop fine motor skills
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

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

- The students can be taken to the art room in a queue using CRM signs. The students can be shown pictures or flashcards depicting families. Let them talk about it in short and simple sentences. **COULD DO** 
- Ask children about their families. Ask each one to count on their fingers the numbers of members in their family. Let them come in the middle of the class and tell the number of members in the family. **SHOULD DO** 
- The students can be asked to open the book at page number 17. Point at each object on the page. Let them describe the picture using short, simple sentences. Tell them that father, mother, children, uncle, aunt and grandparents are all a part of the family. Then read and explain the conversation for students to listen and understand. **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.

 **Animated activities** could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Infographic could be used to provide information to the students about the concepts taught in the lesson.



Slideshow can be used to reinforce the concepts taught in the lesson.

P.S. The students must be informed that Lina calls her mother 'Mama.'

Additional Suggested Activity




- The students can be asked to write the names of their family members on separate pieces of paper. They can be guided to arrange and glue the names onto the large piece of paper in a shape of tree. They can decorate the family tree with crayons.



Home Task

- Parents can help the child to paste the picture of her family on page number 18. Help her to write what they call each family member in the same page.

Period 2

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

- The students can be taken to the music room using CRM signs. Ask them to form a circle and pass a ball around while music plays. When the music stops, whoever is holding the object is "out" for that round. Continue the game until only one child remains, who is the winner of that round. 
- Let the students work in pairs. They can be asked to share about the members of their family and the activities that their families do together. 
or
- The class can be divided into two groups. The students can be given a familiar picture cut. It can be mixed and placed in a box. Encourage them to work together to assemble the pieces to recreate the original picture.
- Ask them to open the book at page number 19. Tell them to look at the picture carefully. You may ask how many members are there in the family picture. Guide them to number the images to solve the picture puzzle. 

 **Test Generator** could be used to test the understanding and comprehension of the lesson by the students. 

Additional Suggested Activity

- The students can be asked to create a collage of their family members. They can use drawings or photographs to represent each family member.

Home Task

- Parents can help the child to do the activity 'All About My Family' on page page number 19. Help the child to make a family cloud by following the given instructions.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their thoughts in front of the peers and teacher• recognize 'self' as an individual member of the family and community
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify their family members
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• learn to describe the picture in short and simple words
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a Family Cloud using craft material
Positive Learning Habits	<ul style="list-style-type: none">• love and respect family members

Lesson 5: My Family and I

Theme 2:
Fab Feb

 2 Periods (40 minutes each)



CRM signs, balls, socks, beads, blocks, white sheets of paper.



Animated Activities, eBook, Video, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the playground.

Let's Read

- Use CRM signs to instruct the students and take them to the playground. Let them play with the equipment they like. **COULD DO**
10 MIN.
- The class can be divided into two teams. Each team can be given a set of coloured objects such as balls, blocks or beads of different colours. Place the boxes at a distance from the teams. The students can take turns running to the boxes and sort their team's objects by colour. **SHOULD DO**
10 MIN.
- Next, guide the students to open the book at page numbers 20 and 21. Let them observe the given picture. You may ask a few questions such as how many members are there in each team? What are they doing? Tell them that the children are playing Tug of War with their grandparents. Teach them that teamwork is more important than winning. Ask the students to look at the picture at page number 22. Tell them that playing together is fun. Then read the story for the students to listen and understand. Help them frame their thoughts. Let them ask questions. **MUST DO**
20 MIN.

P.S. The students must be informed that Maria calls her mother's mother 'Thamma'. Ryan calls his mother's father 'Dtaa'. And Sam calls her mother's mother 'Naaen'.

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.

- Help them frame their thoughts after listening to the story.



eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

COULD DO

10 MIN.

Additional Suggested Activity

- Divide the class into two groups. The students can be given building blocks. Ask them to create a tower or another shape. Let the students work in groups and enhance the idea of teamwork.

Home Task

- Parents can take the children out. Play their favourite game with the child.

Period 2

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

Let's Practise

- Using CRM signs (Shh..., Wait. Stand in a line, etc.), take the class to the music room. Let them listen to the music and dance.
- Let the students work in pairs. Ask the students to tell the name of their family members to their partner.
- Ask them to open the book at page number 23. Let them observe Lina's family. Guide them to number the picture correctly. Next, ask them to trace the given words.

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.



Animated activities could be shown to the students to engage them in class activities.

COULD DO

10 MIN.

Video could be shown to the students to reinforce the concept being taught.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

Additional Suggested Activity

- The students can be given flashcards with the letters. Help them to create words like father, mother and so on using the letter cards.

Home Task

- Parents can guide the child to make a gift, following the steps given in the activity on page number 24. Read and explain the steps to her/him and help her/him make the paper fans. She can show her gifts to the class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting)• hold writing tools firmly to trace words
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• recognize 'self' as individual belonging to the family and community
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• learn and play the game 'Tug of War'
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• discuss about family members• read the given picture in simple phrases
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make paper fans as a gift for friends and family
Positive Learning Habits	<ul style="list-style-type: none">• learn teamwork and the importance of family

Lesson 6: Places Around Us

Theme 3:
Spring in
Our Steps

 2 Periods (40 minutes each)



CRM signs, flashcards, sheets of paper, chart paper



Animation, Animated Activities, eBook, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)




To enable the students:



- develop fine motor skills
- develop emotional intelligence
- observe their surroundings and think logically
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson could be conducted in the classroom.

- Manage the class using CRM signs. The students can be given flashcards depicting festivals. Ask them to identify each one. **COULD DO**

- The students can be asked to draw and colour their favourite festival. They can show the art to their peers. Encourage them to speak about it in simple short sentences. **SHOULD DO**

- Next, ask them to open the book at page number 25. Let them observe the picture carefully. Ask them to describe the picture in short sentences or their home language. Tell them that Sam and Ryan celebrate Ugadi with their family. Discuss how Ugadi is celebrated. Tell the students that Ugadi is celebrated as the new year festival in different parts of India. Also tell them, people wear new clothes, decorate their houses, prepare various dishes and spend time with their family and friends. Then read and explain the description given in the story. **MUST DO**


 **Animation** could be shown to the students to generate an interest in the lesson. **COULD DO**


Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of festivals celebrated in the country.

Additional Suggested Activity

- The students can be given a picture depicting a festival such as Onam, Christmas or Holi. Ask them to colour and display it in the class.

Home Task

- Parents can help the child to make a gift using chart paper, crayons and dry flowers. Also, she/he can give the gift to her/him friend.

Period 2


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

Let's Learn

- The students can be taken to the art room in a queue. Let them observe the artwork displayed in the art room and talk about it. **COULD DO**
10 MIN.
- Show flashcards of different types of room in a house to the students. Ask them observe and identify the rooms. They can be asked a few questions such as where do they sleep? Where do they bath?
- Next, ask the students to open the book at page numbers 26 and 27. Tell them about different types of rooms. Let them observe the pictures associated with each room. They can be asked a few questions such as: **SHOULD DO**
10 MIN.
- Where do they sleep?
- Where do they take a bath?
- Where do they study?
- Where do they cook food?
- Read and explain the statements given for each type of room. Engage them in class discussion and help them frame ideas about each room.
- Ask the students to look at the picture given on page number 28. Read and explain the statement and tell them to identify the objects in exercise 1. Guide them to write the correct letter against each picture.

Read and explain the statement given on page number 29. Ask the students to answer each question in exercise 2. Write the correct answers on the board for the students to copy against each picture. **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** can be shown to the students for introducing different types of room in a house.

Slideshow can be used to reinforce the concepts taught in the lesson. **COULD DO**

Test Generator could be used to test the understanding and comprehension of the lesson by the students. **10 MIN.**

Additional Suggested Activity

- The students can be asked to draw and colour their favourite room in their house on a chart paper.

Home Task

- Parents can show each room in the house to the child. Ask her to identify the types of rooms.
- Next, parents can help her make a small wall hanging using craft material to decorate the living room.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their thoughts about the types of rooms in the house
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify their rooms in the house
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a small wall hanging using craft material to decorate the living room
Positive Learning Habits	<ul style="list-style-type: none">• learn to use the rooms in the house for specific purpose

Lesson 7: Places in the Neighbourhood

Theme 3:
Spring in
Our Steps



2 Periods (40 minutes each)



CRM signs, flashcards, white sheets of paper, Lina's standee, pictures of the neighbourhood, chart paper



Animation, Animated Activities, eBook, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the physical and natural environment
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

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

Let's Read

- Use CRM signs and instruct the students to walk to the music room. Play some music. Let the students sing and dance to the music played for a while.

COULD DO

10 MIN.

- The students can be shown the flashcards for places in the neighbourhood. Form two teams and ask them to identify the places in the flashcards shown to them, one by one. Also, ask them to tell the activity done in each place in their neighbourhood. For example, sick people are treated in a hospital, children play in the park and so on.

SHOULD DO

10 MIN.

- Then ask the students to open the book at page numbers 30 and 31. Let them describe the picture using short and simple sentences. Teach the students that all the places around our house are known as neighbourhood such as hospital, police station, school, post office, bank and so on. Engage them in a class discussion on various jobs done by people in these places. Encourage them to talk about the pictures given on page number 31 by asking questions like:

- Where do you go to play?
- Where do you go when you are unwell? Who takes care of us?
- Where do you keep your money safe?

MUST DO

20 MIN.

Read and explain the story to the class. Let them ask questions.

P.S. Inform students that Lina calls her father's mother 'Aita.'

A note to the teacher: Tell the students that this section is aligned with the SDG 8 Decent Work and Economic Growth. Tell them that the work done by people in a neighbourhood helps make our life simple and easier. It is important to ensure safe working conditions for everyone.



Animation could be shown to the students to generate an interest in the lesson.

COULD DO

10 MIN.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of places in the neighbourhood.

Additional Suggested Activity

- The students can be shown the picture of a park and asked to colour it with their favourite colours. Encourage them to share the activities they can indulge in the park in short, simple sentences or in their home language.
- Guide the students for a role-play between Lina and Aita using Lina's standee.

Home Task

- Parents can take the child on a walk in the neighbourhood. Point at different places and let her/him identify each one.

Period 2

Place: The lesson could be conducted in the classroom.

Let's Learn

- Greet the students and manage the class using CRM signs. The students can be asked to name some familiar places in the neighbourhood. They can come one by one and stand in the middle of the class and speak their thoughts. **COULD DO** 10 MIN.
- The students can be given pictures or flashcards related to the neighbourhood. Ask them to sort it into categories such as places to learn, places to play, place to buy things, etc. They can paste the pictures on a chart paper. **SHOULD DO** 10 MIN.
- Ask the students to open the book at page numbers 32 and 33. The students can be asked to identify the neighbourhood by looking at the pictures given. Then, read and explain the different places in the neighbourhood. You may ask a few questions such as:
 - Where do you go to study?
 - Where do you go to buy things?
 - Where do you go to post letters?
 - Who keeps us safe and secure?
- Tell them that they can buy things from online stores. Also, tell them that we can send greetings and messages through email.
- Next, guide them to look at the picture given on page number 34. Read and explain the statements and tell them to observe the map for Reena's neighbourhood carefully. Then guide them to colour red for true and yellow for false statements. **MUST DO** 20 MIN.

P.S. Tell the students about emails and online stores.



Slideshow can be used to reinforce the concepts taught in the lesson.

COULD DO



Test Generator could be used to test the understanding and comprehension of the lesson by the students.



Additional Suggested activity

- The students can be asked to draw their favourite place in the neighbourhood and display it in the class.
- They can be guided to use a map of their neighbourhood, including market, school, park, bank, hospital, etc.

Home Task

- Parents can guide the child to do the exercise given on page number 35. Ask her to trace the name of places in the neighbourhood on an old newspaper.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • express their thoughts comfortably to their peers and teacher
Cognitive Development	<ul style="list-style-type: none"> • comprehend and follow the instructions given by the teacher • read the map with places in the neighbourhood • learn about places in the neighbourhood • visit nearby market /park and other places in the neighbourhood
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language • use newly learnt vocabulary to describe the places in the neighbourhood
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • acquire awareness about the use of maps
Positive Learning Habits	<ul style="list-style-type: none"> • know about the use of places in the neighbourhood

Lesson 8: Safety

Theme 3:
Spring in
Our Steps

 3 Periods (40 minutes each)



CRM signs, flashcards, pictures, play cards, sheets of paper



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and understand safety rules
- develop fine motor skills
- develop effective communication skills
- develop positive learning habits
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

Place: The lesson could be conducted in the playground.

Let's Read

- Use CRM signs and take the class to the playground. Greet the students and shake hands with each one. Let them tell their favourite game. Then allow them some time for free play. Ensure that everyone plays safely.
- The students can be shown pictures or flashcards of safety rules to be followed in the playground. Ask them to identify the right actions.
- Ask them to open the book at page numbers 36 and 37. Let them observe the picture given on page number 36. They can be asked to identify the place and describe it in simple, short sentences or their home language. Teach them that we should follow safety rules to stay safe. Ask them to look at the pictures given in the next page. Teach them all the safety rules at play. Tell them that we should follow safety rules at road, home and school also.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

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.

Additional Suggested Activity

- The students can be given colouring sheets with pictures of children playing safely in the playground. Ask them to colour it and show it in the class.

Home Task

- Parents can play an outdoor game with the child. Ensure she/he follows the safety rules and plays safely.

Period 2

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

Let's Learn

- Show CRM signs to the students and ask them to stand in a line. Take them to the art room in a queue. Let them talk about their favourite art in the room. **COULD DO**
05 MIN.
- The class can be divided into two groups. Give them flashcards or pictures depicting actions on the road and at school. Ask them to sort them as safe and unsafe actions. **SHOULD DO**
10 MIN.
- Ask them to open the book at page numbers 38 and page number 39. Let them observe the safety actions followed on the road. Read and explain the safety rules they should follow on the road. Help them in framing their thoughts. Next, ask them to look at the safety rules that should be followed in school. Read and explain it for the students to listen and understand. You may also ask a few questions such as
- How do you cross the road?
- Is it safe to run on the road?
- Is it safe to walk on wet floors?
- Do you speak to the strangers outside the school?

Encourage them to discuss the safety measures to be followed and answer their queries.

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.



Animation could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities. **COULD DO**
10 MIN.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of places in the neighbourhood.

Additional Suggested Activity

- Let the students work in pairs. They can be shown play cards of safe and unsafe actions followed at home and school. Ask them to cross out the unsafe actions and tick the safe actions with a red crayon.

Home Task

- Parents can help the child to create poster with a chart paper on safety rules followed at home and at school. The child can show the poster in the class.

Period 2

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

Let's Learn

- Manage the class using CRM signs. Let the students dance freely as the music plays. **COULD DO**
10 MIN.

- The students can be shown different objects such as toys, electric items, fire, building blocks, puzzles. Ask them to say which objects are safe for them to play. Also, guide them to enact a role-play on safety measures to be taken in school.

SHOULD DO

10 MIN.

- Next, they can be guided to open the book at page number 40. Let them observe the pictures given for safe actions. Read and explain each one for them to listen and understand. Let them ask questions. Teach them that we should follow safety rules at home, school, road and in the park.

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.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

COULD DO

10 MIN.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

Additional Suggested Activity

- The students can be asked to draw pictures of objects that may be used to play at home. They can draw a picture of their favourite toy and colour it.

Home Task

- Parents can talk to the child about the safety rules to be followed at home. Talk to her/him about the objects that are safe to use in the house.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> express their thoughts comfortably to their peers and teacher identifies 'self' as a member of family and community
Cognitive Development	<ul style="list-style-type: none"> comprehend and follow the instructions given by the teacher learn to be safe while at play, in school or at home
Language and Literacy Development	<ul style="list-style-type: none"> communicate their ideas using simple words or home language use newly learnt vocabulary to communicate effectively
Aesthetic and Cultural Development	<ul style="list-style-type: none"> draw a picture of their favourite toy
Positive Learning Habits	<ul style="list-style-type: none"> observe safety rules at home, in school or on the road

Lesson 9: Good Food

Theme 4:
Summer
Splash

 2 Periods (40 minutes each)



CRM signs, flashcards, paper plate, crayons



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:



- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

Let's Read

- Form pairs of students and ask them to share the activities they like to do during summer holidays with their partner. **COULD DO**

- The students can be given pictures or flashcards of fruits and vegetables. Ask them to identify each one as a fruit or a vegetable. They can say the name of each fruit and vegetables after sorting. **SHOULD DO**

- Next, ask them to open the book at page number 41. Let them observe the picture. Ask them to identify the food items placed on the table. Explain to the students that we eat food to stay healthy and strong. Then read and explain the story of Ryan and his father for the students to listen and understand. They can be engaged in the class discussion about the story and answer few questions like,
 - Who does Ryan visit?
 - Who makes the breakfast for everyone?
 - What do Ryan and his grandfather make?
 - What do they talk about?

Encourage them to share if they also help their parents in preparing breakfast.

Let's Learn

- Read and explain to the students that food can be categorised based on its role in our growth, health and the energy it provides. Let them answer questions like,
- Which food items help us grow?
- Which food item gives us energy to run and play?

- What should we eat to stay healthy?
- Encourage the students to express their thoughts and discuss. Ask the students to look at the pictures in exercise 1 and match the food to the correct circle.

MUST DO

20 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.



Animation could be shown to the students to generate an interest in the lesson.

COULD DO

10 MIN.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the different kinds of food items that are good for health.

Additional Suggested Activity

- The students can be given charts of various food items. Guide them to cut out healthy food pictures and paste it on a chart paper. Make a collage and display it on the board.

Home Task

- Parents can make a healthy snack with fruits/ bread/ eggs /vegetables. Also, they can send the snack for lunch to school.

Period 2

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

- Using CRM signs (Shh....Wait, Stand in a line, etc.), take the class to the music room. Let them listen to the music and dance.
- The students can be given a paper plate. Ask them to draw and fill their plate with different healthy food items. They can show their art to the peers.
- Next, read and explain the exercise 2 given on page number 43. Read the riddles aloud and ask them to guess the fruits.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

COULD DO

10 MIN.

Slideshow can be used to reinforce the concepts taught in the lesson.

Video can be shown to the students and engage them in the class discussion on the same.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

Additional Suggested Activity

- Let the students work in pairs for the activity. Give them riddles related to various food items. Let them discuss with their partner and tell the answer. They can speak about the food in simple and short sentences.

Home Task

- Parents can give some clues about a fruit or a vegetable. Encourage them to find it out. Make a healthy snack using the respective fruit or vegetable and give to the child.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their thoughts comfortably to their peers and teacher
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify the foods that are good for growth and provide energy• solve riddles with reasoning, memory and observation
Language and Literacy Development	<ul style="list-style-type: none">• talk about the food that provides growth and energy• communicate their ideas using simple words or home language• use newly learnt vocabulary to communicate effectively
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a healthy snack with fruits or vegetables
Positive Learning Habits	<ul style="list-style-type: none">• imbibe healthy eating habits• understand the importance of eating healthy food

Lesson 10: Good Health

Theme 4:
Summer
Splash



2 Periods (40 minutes each)



CRM signs, flashcards / pictures, crayons



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the playground.

Let's Read

- The students can be taken to the playground in a queue. Let them play their favourite game or hopscotch. Explain the rules to be followed while playing. **COULD DO**
10 MIN.
- The students can be shown flashcards or pictures of healthy habits. Ask the students if they practise these in their daily lives. Let them share their thoughts. **SHOULD DO**
10 MIN.
- Next, ask the students to open the book at page numbers 44 and 45. Let them describe the pictures in their own words. You may ask few questions such as:
 - When do you wake up in the morning?
 - When do you go to bed?
 - Do you wash your hands before eating?
- Next, tell the students about healthy habits. Read and explain the healthy habits given in the book. Then, read the conversation between Ryan and Dtaa and ask the students to listen carefully. Guide them to frame short sentences and share their thoughts about the classical music show that Ryan attends with his Dtaa. Ask them few healthy habits that Dtaa shared with Ryan. **MUST DO**
20 MIN.

A note to the teacher: Read the text to 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.

Additional Suggested Activity

- Divide the class into two groups. Ask them to choose one healthy habit and draw a picture depicting it on a chart paper.

Home Task

- Parents can help the child to attempt the exercise given on page number 46. Discuss each picture with her/him. Let her/him identify the things she/he does and the ones she/he does not. Guide her/him to match the actions to the right picture.

Period 2

Place: The lesson can be conducted in the classroom.

- Manage the class using CRM signs. The students can be asked to enact one healthy habit they follow. Let them also describe it in simple, short sentences or in their home language. **COULD DO**
10 MIN.
- The students can be shown a picture depicting the correct way of washing hands. Ask them to colour the picture. **SHOULD DO**
10 MIN.
- Next, ask the students to open the book at page number 47. Let them observe the pictures the section titled as 'When should I wash my hands?'
- Explain that washing hands helps remove germs and keeps us healthy. Mention the instances when they should wash their hands. Then point at each picture for the section titled as 'How should I wash my hands?' Ask them to follow the pictures and demonstrate how they should wash their hands.
- Next, read and explain the statement in exercise 2 and guide them to do the activity on page number 48. Point at each picture for them to say if they do the activity in a day or not. Then they can tick the correct pictures.
- Tell the students the importance of good health and guide them to frame short sentences and share their thoughts. **MUST DO**
20 MIN.



Animation can be shown to the students for reinforcing the concept of healthy habits.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for maintaining good health.

Infographic could be used to provide information to the students about the concepts taught in the lesson. **COULD DO**
10 MIN.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

Slideshow can be used to reinforce the concepts taught in the lesson.

Additional Suggested Activity

- The students can be given a small journal where they can tick each time they wash their hands throughout the day. Ask them to compare their journal entries with their partner.

Home Task

- Parents can help the child through the handwashing steps. Ensure that she/he follows it properly.
- Help the child make a journal for healthy activities to be done daily. At the end of the week, ask her/him to count the number of times she/he followed good habits and give herself/himself the same number of stars.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express their thoughts comfortably to their peers and teacher• work collaboratively with peers
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify the healthy habits to be followed• wash hands correctly following the steps taught in the lesson
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• use newly learnt vocabulary to communicate effectively about healthy habits
Aesthetic and Cultural Development	<ul style="list-style-type: none">• become aware of classical music
Positive Learning Habits	<ul style="list-style-type: none">• identify different activities done during the day• practise the correct way of washing hands

Lesson 11: Good Eating Habits

Theme 4:
Summer
Splash

 2 Periods (40 minutes each)



CRM signs, flashcards / pictures, chart paper, glue



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

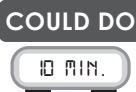


- develop fine motor skills
- develop cognitive skills and follow good eating habits
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the library.

Let's Read


- The students can be organised in a semi-circle. Let them share one or two good habits that they follow. Make a list of the same and at the end and read it out. Ask them to clap for all their good habits. **COULD DO** 
- The students can be shown pictures or flashcards related to table manners and good eating habits. Let them observe it and share their thoughts. **SHOULD DO** 
- Ask the students to open the book at page number 49 and observe the picture. You may ask a few questions such as, where are the people sitting? What are they doing? Are they happy? Read and explain the conversation with Ryan and Appa. Teach them table manners and good eating habits. Let them share their thoughts. You may also ask few questions such as:
 - What do you do while eating food?
 - How do you chew your food?**MUST DO** 

Encourage them to discuss the healthy eating habits they have read about in the story.



Animation could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concept of good eating habits and table manners. **COULD DO** 

Additional Suggested Activity

- Let the students work in pairs and share table manners with their partner.

Home Task

- Parents can ensure that the child follows table manners and good eating habits at home.

Period 2

Place: The lesson can be conducted in the playground.

Let's Learn

- Take the students to the playground in a queue. Use CRM signs as and when required. Let them play with their favourite sports equipment. **COULD DO**
10 MIN.
- The students can be given flashcards or pictures depicting different steps of a meal, such as setting the table, wiping the table after meals, placing the plate and glass in the sink after the meal and so on. Let the students work together to arrange the pictures in the correct order. **SHOULD DO**
10 MIN.
- Then, ask the students to open the book at page number 50. Let them observe the pictures of table manners and good eating habits given in the book. Read and explain the table manners and good eating habits with the students. Let them answer questions like:
 - Where is Dtaa?
 - Who all sit together at the dining table?
 - Who serves food to everyone?
 - What does Ryan remind everyone of?

Encourage them to answer in short and simple phrases or their home language.

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.

P.S. Discuss table manners and good eating habits with the students.

Additional Suggested Activity

- The students can be asked to make a collage with pictures of table manners/good eating habits.

Home Task

- Parents can help the child set the table before dinner. Help her observe table manners.
- Guide the child draw and colour a flower or some other object. Then get it laminated for her/him to use it as a table mat.

Period 3

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

Let's Learn

- Take the students to the music room in a queue. Let them dance freely as the music plays. **COULD DO**
10 MIN.

- Let the students work in pairs. Ask them to share what they are thankful for. Encourage them to draw one picture for the same and colour it. Then pin it on the display board.


SHOULD DO

10 MIN.

- Next, guide the students to open the book at page number 51. Ask them to describe it in short sentences. Then, read the poem aloud in the class. Tell them that gratitude is appreciating the good things in life. Help them frame their thoughts about the concept of gratitude.

MUST DO

20 MIN.

 **Infographic** could be used to provide information to the students about the concepts taught in the lesson.

COULD DO

10 MIN.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

Additional Suggested Activity

- The students can be given white sheet of paper. Let them draw and colour something they are grateful for. They can show their artwork to their peers.

Home Task

- Parents can help the child create a 'Gratitude Journal'. Tell her to draw what she is grateful for everyday.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> develop fine motor skills (by drawing, colouring, cutting and pasting)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> express their thoughts comfortably to their peers and teacher work collaboratively with peers
Cognitive Development	<ul style="list-style-type: none"> comprehend and follow the instructions given by the teacher learn about the concept of gratitude
Language and Literacy Development	<ul style="list-style-type: none"> communicate their ideas using simple words or home language use newly learnt vocabulary to communicate effectively learn and recite the poem with rhythm and intonation
Aesthetic and Cultural Development	<ul style="list-style-type: none"> create a gratitude journal make a table mat
Positive Learning Habits	<ul style="list-style-type: none"> learn the importance of having meals together with the family follow table manners practise gratitude in daily life

Lesson 12: Parts of Plants

Theme 5:
Happy
Holidays



3 Periods (40 minutes each)



CRM signs, flashcards/pictures, sheets of paper, chart paper, crayons, jigsaw puzzle on parts of a plant



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills and environment based learning
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the library.

Let's Read

- The students can be taken to the library in a queue. Show CRM signs (Eyes on Me, Stand in a line, Shh...) to ensure that they move quietly through the corridors. **COULD DO**
10 MIN.
- On reaching the library, ask them to sit in a semi-circle. Let them share the names of their favourite flowers. **SHOULD DO**
10 MIN.
- Next, give a sheet of paper to the students and ask them to draw and colour a tree. They can show their art to their peers.
- Place Lina's standee in front of the class. Ask them to open the book at page numbers 52 and 53. Let them observe the picture and describe it in short and simple sentences. You may ask, which vehicle can you see in the picture? Read and explain the conversation between Nana Jaan and Lina. You may also ask few questions such as
- Can you say the name of some flowering plants? **MUST DO**
20 MIN.
- Name a few trees that you see in your surroundings.
- Teach them that plants also need the Sun, water, air and soil to grow.

P.S. Tell the students that Lina calls her mother's father 'Nana Jaan' and mother's mother 'Nani Jaan.'

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.



Animation can be shown to the students for understanding different parts of plants.

Animated activities can be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for introducing the names of different trees and flowering plants.

Additional Suggested Activity

- The students can be taken out for a nature walk around the school garden. Let them observe different types of trees, flowers and plants. Ask them to talk about it.

COULD DO

10 MIN.

Home Task

- Parents can help the child to make a scrapbook. She can draw pictures of different trees and flowers she sees around. They can also paste some dry leaves and flowers between the pages.

Period 2

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

Let's Learn

- Use CRM signs to take the class to the music room. Let them dance as the music plays.

COULD DO
10 MIN.
- The students can be given flashcards of different parts of a plant. Let them identify each part. They can draw one part and pin it up on the display board in the class.

SHOULD DO
10 MIN.
- Next, ask them to open the book at page numbers 54 and 55. Let them observe the picture of the plant. Then, read aloud the names of different parts of the plant. Repeat the activity at least twice for the students to remember the parts of a plant.
- Once they have learnt the parts of the plant, guide them through the exercise 1 on page number 54. Point at each part of the plant and ask them to identify. Then read the names of parts of the plant and guide them to match with the respective part of the plant.

MUST DO
20 MIN.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

Slideshow can be used to reinforce the concepts taught in the lesson.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

COULD DO

10 MIN.

Additional Suggested Activity

- Divide the class into two groups. Give each group pictures of different parts of a plant. The students can be given sheets of paper and ask them to create a picture of a plant by arranging and pasting the pictures in order.

Home Task

- Parents can guide the child through exercise 2 on page number 55. Point at different types of trees given and read their names one by one. Let her/him observe each tree carefully and describe it. Ask if she/he has seen those trees around their house or school. Repeat the names of the trees. Also, take the child to a nearby park and try to show some of the trees.
- Help her/him draw and colour any one of the trees she/he liked in exercise 2. Take it to school for display.

Period 3

Place: The lesson can be conducted in the playground.

Let's Learn

- Take the students to the playground in a queue. Let them play 'Fire in the jungle, Run! Run! Run!' **COULD DO**
10 MIN.
- The students can be shown flashcards of different objects such as bat, ball, water, sunlight, chair, soil, etc. Ask them to identify the things that plants need to grow. Wait for their response and discuss. **SHOULD DO**
10 MIN.
- Ask the students to open the book at page number 56. Guide them to identify and circle the pictures that plants need to grow. **MUST DO**
20 MIN.
- Next, the students may be given parts of a plant to match with the names and complete the picture in a jigsaw puzzle. Write the parts of a plant on the board and guide them to label the picture on page number 57.



eBook could be shown to recapitulate the content taught.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw and colour a plant on a chart paper. Ask them to label its parts and display it in the class.

Home Task

- Parents can engage the child in simple gardening activities like watering plants, planting seeds or repotting small plants.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • work in collaboration with peers and share their thoughts and ideas
Cognitive Development	<ul style="list-style-type: none"> • comprehend and follow the instructions given by the teacher • identify parts of plants • know more about things needed to grow by flowering plants and trees • solve simple jigsaw puzzle on parts of a plant
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • engage in gardening activities and grow their own plants • make a scrapbook on the different types of trees
Positive Learning Habits	<ul style="list-style-type: none"> • learn to grow plants

Lesson 13: Introduction to Machines

Theme 5:
Happy
Holidays

 2 Periods (40 minutes each)



CRM signs, flashcards, sheet of paper, matching sheet, Lina's standee, a toy train



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:




- develop strength and coordination of fine muscles
- develop cognitive skills and understand simple machines
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1


Place: The lesson can be conducted in the classroom.

Let's Read

- Greet the students. Manage the class using CRM signs. The students can be shown flashcards depicting some common machines. Ask them to identify each one and confirm the correct responses. **COULD DO**

- The students can draw and colour a machine they use in their house. Let them show it to their peers. Encourage them to talk about in simple and short sentences. **SHOULD DO**

- Place Lina's standee at the centre and a toy train and tell them that Lina's has come to tell about her train journey. Ask the students if they have been on a train journey. Then, ask them to open the book at page numbers 58 and 59 and observe the picture given. Let them share their thoughts. Read and explain the conversation between Lina and Nani Jaan. Tell them that machines make our life easier. **MUST DO**


A note to the teacher: Read the text for the students.

Let's Learn

- Then ask them to look at the pictures of machines given on page number 59. Read aloud the names of the machines. Encourage them to talk about the pictures by asking questions like,
- What is an iron box used for?
- Why do we use mobile phones?
- What is the use of a mixer? **MUST DO**


P.S. This section is aligned to the SDG 9 Industry, Innovation and Infrastructure.

Tell the students that it is better to give away and recycle old working devices or machines in

place of throwing those in the waste. This will help in achieving SDG 9 Industry, Innovation and Infrastructure.



Animated activities can be shown to the students for identifying some common machines and its use.

Animation can be shown to the students for understanding simple machines.

COULD DO

eBook can be used to teach the lesson in digital format. Show each part and explain simple machines.

10 MIN.

Additional Suggested Activity

- The students can be given pictures of different machines. Ask them to paste the pictures in a chart paper to make a collage. Let them do the activity in groups.

Home Task

- Parents can help the child in doing the activity given on page number 60. Help them draw or paste pictures about the kind of machine the child would like to create.

Period 2

Place: The lesson can be conducted in the playground.

- Use CRM signs to give instruction to the students and take them to the playground. Let them play with the equipment they like.
- Hide flashcards of different items including machines in the playground. Let them go around and find the flashcards of machines. Let them describe the use of the machine they found.
- Next, ask the students to open the book at page number 61. Read and explain the statement given. Tell them to see the pictures given. Ask them to tick the ones that are machines and cross the ones which are not.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a matching sheet with pictures of machines and their names. Point at the pictures of machines for the students to identify. Then guide them to match pictures with their names.

Home Task

- Parents can help the child in making a simple machine with chart paper or old newspaper. For instance, they can make a mobile phone or fan.
- Guide the child through exercise 1 on page number 60. Ask her/him to collect pictures of machine which she/he would like to create from old magazines and newspapers and paste them in the book. Encourage her to talk about the uses of the machine she would create.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)• use sport equipment to play and strengthen muscles
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• communicate effectively with peers and familiar adults
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify different types of simple machines used in the house
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• describe the functioning or uses of different simple machines used around them
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a simple machine using craft material
Positive Learning Habits	<ul style="list-style-type: none">• try to innovate and create simple machines

Lesson 14: Introduction to Computers

Theme 5:
Happy
Holidays

 2 Periods (40 minutes each)



CRM signs, flashcards, chart paper, crayons,



Animation, Animated Activities, eBook, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop strength and coordination of fine muscles
- develop cognitive skills and understand the use of computer
- use expressive and receptive communication skills
- develop positive learning habits


Methodology

Period 1

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

- Use CRM signs and instruct the students to move to the computer room. Ask them to observe the different parts of a computer. **COULD DO** 
- The students can be shown flashcards of different objects. Ask them to choose the pictures of parts of the computer. Encourage them to speak about it in simple sentences or their home language. **SHOULD DO** 
- Next, ask the students to open the book at page number 62. Let them observe the picture and describe it in short and simple sentences. Tell them that computers are machines used in many places like hotels, schools, offices and hospitals. Read and explain the conversation between Lina and Nana Jaan. **MUST DO** 

Let's Practise

- Show them flashcards to identify the parts of a computer. Then ask them to turn to page number 63. Tell them about the different parts of a computer. Let them ask questions and name the parts of the computer shown. Guide them to trace the names of the parts of a computer given on page number 63 and read aloud. **MUST 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.

- 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.



Animations can be shown to the students for identifying the parts of a computer.

COULD DO

10 MIN.

Animated activities can be shown to the students for identifying some common parts of a computer.

eBook can be used to teach the lesson in digital format. Show each part and explain the use of computers.

Additional Suggested Activity

- The students can be asked to draw pictures of parts of computer on a chart paper and display in the class.

Home Task

- Parents can guide the child to use the computer and doodle.
- Help the child identify the parts of a computer as learnt in the class.

Period 2

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

Let's Learn

- Greet the students and manage the class using CRM signs. Let them identify the parts of a computer. Encourage them to say its name. **COULD DO** 10 MIN.
- The students can be asked to create a model of a keyboard with chart paper and crayons. Let them work in groups. **SHOULD DO** 10 MIN.
- Ask the students to form groups of four students each. Give them flashcards with parts of a computer to identify and describe their use. Next, ask the students to open the book at page number 64. Read aloud the uses of a computer. Tell them that they can draw pictures, play games, listen to music, attend classes, watch movies and stay in touch with friends and families through computers. Let them share their thoughts.

Let's Relax

- Next, guide them to do the exercise given on page number 65. Divide the class into two teams. Ask one question for each team to answer. Confirm the correct responses and ask them to tick the correct answers in the book. Then ask them to check their answers once again as you read. **MUST DO** 20 MIN.
- Engage them in a class discussion on the use of technology in daily activities.



Slideshow can be used to reinforce the concepts taught in the lesson.

Test Generator could be used to test the understanding and comprehension of the lesson by the students.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be guided to do activities where they can practise typing their names using a word processor.

Home Task

- Parents can guide the child to identify the parts of a computer. And ask them to say the use of each part. Then help her in doodling on the computer and enjoy.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• communicate effectively with peers and familiar adults
Cognitive Development	<ul style="list-style-type: none">• comprehend and follow the instructions given by the teacher• identify different parts of the computer• learn about the use of computers in daily life
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• describe the functioning or uses of computer
Aesthetic and Cultural Development	<ul style="list-style-type: none">• learn to identify and draw a computer and its various parts
Positive Learning Habits	<ul style="list-style-type: none">• use computer for daily activities like attending classes, staying in touch with family and friends, etc.

Lesson 15: India – Introduction

Theme 6:
Monsoon
Magic

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, crayons, sheets, paints, bowls



Animation, Animated Activity, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and a fit and flexible body
- develop cognitive skills and explore the physical and natural environment
- develop effective communication skills
- gain knowledge of India
- develop positive learning habits

Methodology

Period 1

Place: The lesson can be conducted in the library.

- Using CRM signs, guide the students to the library. Organise the class in a semicircle. Ask them to do some hand movements such as raise their arms and move their hands. Then roll their hands in the front, first forward and then backward.

COULD DO

5 MIN.

Let's Read

- The students can be shown the national flag. Ask them to stand up and salute the flag. Let them describe the flag and identify the three colours. Talk to them about the significance of each colour.
- Next, ask them to open the book at page 66. Observe the picture and describe the flag hoisting in simple, short sentences or their home language. Read the story and explain that we celebrate Independence Day on 15 August every year.

SHOULD DO

15 MIN.

A Note to the Teacher: This section is aligned to the *SDG 16 Peace, Justice and Strong Institutions*. While teaching them about Independence Day, teach them the significance of peace in the growth of the nation.

- 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.

Let's Learn

- Show them flashcards to name the national symbols. Tell them that each country has its own national symbols just like India. Then ask them to open the book at page 67. Point at each image for them to recognise and name it.

MUST DO

10 MIN.

- Next, read the questions in exercise 1 on page 68. Ask them to choose the correct option and tick the circle.

MUST DO

10 MIN.



Animation could be shown to the students to generate an interest in the lesson.

Animated activity could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw one of the national symbols that they like the most on a sheet and colour it.

Home Task

- Parents can guide the child while watching the movie on the Indian freedom struggle. Talk to them about the sacrifices made by the Indians for their motherland.
- Help the child make a mini flag following the steps given in the activity on page 69. Then hoist the flag in open space.

Period 2

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

Let's Relax

- Create space before the class begins. Greet the students and manage the class using CRM signs. Ask them to march like soldiers and salute the national flag.
- Settle the students in a semicircle. Demonstrate the activity on page 71 to them. Then guide them to dip their fingers in the bowls, with the blue and green paints, placed on their tables. Instruct them to complete the peacock on page 71 with finger impressions and put it up for display.

COULD DO

15 MIN.

SHOULD DO

25 MIN.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

Test Generator could be used to test students' understanding and comprehension of the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw and colour a lotus, the national flower. Then cut it out with the help of an adult and pin it up on the display board.

Home Task

- Parents can guide the child to follow the steps and conduct the activity on page 70 and enjoy seeing flag colours walking on water.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• listen and follow short instructions• describe the national symbols
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• listen attentively and retell the story in simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in artwork• make the national flag using craft material
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus• engage in class activities

Lesson 16: All About Animals

Theme 6:
Monsoon
Magic

 4 Periods (40 minutes each)



Main Coursebook, CRM signs, crayons, sheets, paints, bowls, ice-cream sticks and sheets of paper



Animation, Animated Activities, eBook, Infographic, Video, Test Generator

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop sharpness in sensorial perceptions
- develop cognitive skills and explore the physical and natural environment
- develop positive regard for the natural environment and creatures
- develop effective communication skills

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Show CRM signs 'Eyes on Me' and 'Stand in a Line' and guide the students to move to the playground quietly. Organise the class in a circle and let them play 'Simon Says'. One of the students can play Simon and command the rest of the students. They will follow the command, such as jump, hop on one leg, turn around and so on. **COULD DO** 
- The students can be played an audio with the sounds of animals to identify and name the animal. Then ask them to say if that particular animal lives in the wild or in the farm or as a pet at home. They may enact the animal they like the most. **SHOULD DO** 
- Ask them to open the book at pages 72-73. Point at each animal for them to identify. Then ask them to listen attentively as you read the story. Ask them if they have seen a wild animal and describe it. **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.

 **Animation** can be shown to the students for recapitulating the wild animals.

COULD DO



Animated activities can be shown to the students for identifying the wild animals.

eBook can be used to teach the lesson in digital format.

Additional Suggested Activity

- The students can be given pictures of wild animals to prepare a collage on a chart paper.

Home Task

- Parents can guide the child identify wild animals and find more information about their homes and food using books and Internet.


Period 2

Place: The lesson can be conducted in the classroom.

- Using CRM signs, organize the class in a semicircle. Ask them to clap their hands and nod their heads from left to right five times. Tell them to close their eyes and breathe deeply. They must focus on their breathing and count the number of times they breathe in the time slot of one minute. **COULD DO**
15 MIN.
- Settle the students in a semicircle. Show them pictures of the farm animals as well as pet animals to identify. Ask them to name the ones they would like to keep at home as their pet. As they name the animals, write the pet animals on the board and explain that rest of the animals are farm animals. Then ask them to open the book at page 74. Point at each animal and say their names. Encourage them to describe each animal as you provide information. For example, a lamb, the young one of a sheep, bleats. Then they may say we can see sheep on a farm. Later, read the story on page 74 and discuss that the animals that give milk, egg and meat are raised on a farm. Guide them through the exercise 2 on page 76. They may name the animals. Accept the correct responses and ask them to write their names in the blanks. **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.

- 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. **SHOULD DO**
10 MIN.
- Next, read the story on page 77 and ask them to name the animals each character in the story wants. Then they can tell the name of each pet and complete the crossword in exercise 3.

 **Animated activities** could be shown to the students to engage them in class activities. **COULD DO**
10 MIN.

Infographic can be used to enhance students' knowledge.

Additional Suggested Activity

- The students can be guided to sort the pictures of animals as wild, farm and pet animals. Then paste their pictures in three bubbles marked with the captions on a chart.
- Give them a sheet to draw a sheep. Then paste cotton using glue on the sheep.

Home Task

- Parents can ask the child to name the animals in exercise 1 on page 75. Then help them unscramble the words and write the names of animals in the blanks provided.

Period 3

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

- The students can follow the CRM signs 'Stand in a Line, Eyes on Me and Shh...' as shown to them and move to the school garden. In the garden ask them to move around and observe. Instruct them not to pluck flowers or leaves. They have to just observe and share it with their peers. Organise them in a circle and ask them to name the things they could see. Categorise and tell them that sparrow, pigeon and crow are birds whereas butterfly is an insect. Let them share their experiences about birds and insects. **COULD DO**
10 MIN.
- Ask the students to open the book at pages 78-79 and observe the given pictures. Elicit response from them and direct the discussion to the birds and animals shown. Point at each bird and insect and name them for the students to repeat after you. Then read the story loud and clear for the students. **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.

- The students should not be assessed on the tracing or the writing of the letters that have not been taught. **SHOULD DO**
5 MIN.
- Ask the students to identify the insects in exercise 4 on page 80 and match them with their shadows. **MUST DO**
15 MIN.
- Next, ask them to name the birds shown in exercise 6 on page 81. Write their names on the board and help them read. Then guide them to write the names of the birds in the blank space provided.



Video could be shown to the students to reinforce the concept being taught.

Test Generator could be used to test students' understanding and comprehension of the lesson. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be seated in groups of four each. Let each group name the birds one by one while you write them on the board. The group to name maximum number of birds gets a smiley.

Home Task

- Parents can help the child identify the insects in exercise 5 on page 80. Then complete their names by filling in the missing letters.
- Guide the child to identify birds commonly found in the surroundings. Then make a bird feeder following the steps on page 82 in the book.

Period 4

Place: The lesson can be conducted in the classroom.

Let's Learn

- The students can be asked to try walking like different animals and birds. They may make animal sounds too. Form groups of three students each. Ask them to choose one animal they would like to act. **COULD DO**
15 MIN.

- Ask them to open the book at page 84. Point at each animal, insect and bird for the students to recognise them as wild, farm or pet animal and write W, F, I and B for wild animals, farm animals, insects and birds respectively.
- Divide the class into two groups. Let them draw and colour a butterfly. Then put it up for display in the class.

SHOULD DO
15 MIN.

MUST DO
10 MIN.

COULD DO
10 MIN.



eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- Form groups of three students each. Let them make stick puppets of animals, birds and insects using ice-cream sticks and sheets of paper. Then role-play a scene with animals.

Home Task

- Parents can help the child make a Whirly Twirly Bird using balloon and two feathers. They must read and follow the steps provided on page 83. Then they must share their experience in the class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • respond positively with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> • listen and follow short instructions • recognise the kinds of animals as wild, farm or pet animals • identify and name common birds with support from teacher
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or their home language • describe birds using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • display creativity and inventiveness in using a variety of materials
Positive Learning Habits	<ul style="list-style-type: none"> • acquire skills to plan and focus • engage in class activities

Lesson 17: Water Animals

Theme 6:
Monsoon
Magic

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, crayons, sheets, old newspaper, triangular pieces of recyclable polythene, glue



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with use of materials
- develop cognitive skills and explore the physical and natural environment
- develop positive regard for the natural environment and creatures
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

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

- The students can be taken to the craft room using CRM sign 'Eyes on Me' and 'Stand in a Line'. They can be asked to put their hands one above the other and move their thumbs and little fingers to move them like a fish. Then sing a rhyme on fish. They may compose one on the spot with your help.

COULD DO

15 MIN.

Let's Learn

- Place the character standees of Lina, Jas, Sam, Ryan and Maria for the students to see. Then they can open the book at page 85 and asked to observe the picture. Point at each animal and name it for the students to follow after you. Tell them that children saw a few water animals during their trip. Read the story loud and clear with proper intonation for them to comprehend.

SHOULD DO

10 MIN.

A Note to the Teacher: This section is aligned to the **SDG 14 Life Below Water**. The students must be taught never to feed the marine animals in order to protect the ocean environment and nature.

- 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.


Let's Practise

- Show them flashcards to name the marine animals. Also, tell them about their habitat. Then ask them to identify the water animals in exercise 1 on page 86 and find their names in the word search. Tell them to encircle the words. Then write the names of the animals neatly in the blank space provided.

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 shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.



Additional Suggested Activity

- Each student can be given the cutout of a fish and asked to paste triangular pieces of newspaper/recyclable polythene to form the scales of the fish. Then put it up for display in the class.

P.S. You may form the scene of an ocean as the background and pin the fishes made by the students.

Home Task

- Parents can guide the child read the picture on page 85 and name the water animals.
- Help the child make a paper fish following the steps given on page 88 in the book. Then bring it to school for 'Show and Tell' activity.

Period 2

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

- The students can be asked to show their 'paper fish' and tell about it. They must be encouraged to use simple words and phrases or their home language.
- Settle the students in a semicircle. Ask them to identify the water animals as you hold each flashcard or stick puppet for the water animals in exercise 2. Repeat the activity at least twice. Then tell them to tick the correct name for each animal shown on page 87.



 **Infographic** could be used to provide information to the students about the concepts taught in the lesson.

Slideshow can be used to reinforce the concepts taught in the lesson.

Test Generator could be used to test the students' comprehension of the lesson.



Additional Suggested Activity

- The students can be given a sheet and crayons. Then tell them to draw an ocean scene as per their imagination and creativity.
- Engage them in a class talk on taking steps at personal level to save the marine life. Suggest that they can avoid using plastic bottles, poly bags, etc., which finally end up in the ocean. You may show them a documentary or tell them a story related to it.

Home Task

- Parents can guide the child to count and write the number of water animals in the blank in exercise 3 on page 89.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• listen and follow short instructions• recognise water animals and describe their habitat
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language• listen attentively and retell the story in simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in artwork• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 18: Land Transport

Theme 7:
Festival Fun

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, character standees of Ryan and Maria, crayons, sheets, an old newspaper, 2 straws, 4 bottle caps and an empty juice carton



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop cognitive skills and explore the physical and natural environment
- develop positive attitude towards productive work

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Using CRM signs 'Eyes on Me' and 'Stand in a Line', the students can be accompanied to the playground. Show them CRM sign 'Green card' and ask them to form their 'Train of Delight'. Let them move around the playground at least twice. Then hold the CRM sign 'Red card' to stop the train. Organise the students in a semicircle and ask them the name of their favourite vehicle. Let them describe the vehicle they like the best.

COULD DO

15 MIN.

Let's Learn

- Place the character standees of Ryan and Maria for the students to see. Then ask them to describe the picture on page 90 in the book. Instruct them to listen attentively as you read the story loud and clear with proper intonation. Engage them in a class discussion on celebration of the festival of lights, Diwali. Let them share how they celebrate Diwali. Also, ask them to name a few means of land transport.

SHOULD DO

10 MIN.

A Note to the Teacher: This section is aligned to the **SDG 13 Climate Action**. The students must be taught that we should drive less and prefer to walk, cycle, use public transport or car pool.

- 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.

Let's Practise

- Give them a few toy vehicles like a car, a truck, a boat, a helicopter, etc., to play for five minutes and watch them. Then ask them to put them back in their proper place.
- Next, tell them to open the book at page 91 and decode the pictures by using the colour code given to colour them.

MUST DO

15 MIN.



Animation could be shown to the students to generate an interest in the lesson.

COULD DO

10 MIN.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- The students can be given an anchor chart with means of transport. Point at each vehicle and ask them to name it.

Home Task

- Parents can help the child make a car ramp using cardboard. They can read the steps given on page 93 to make the car ramp. Then enjoy car racing with them.

Period 2

Place: The lesson can be conducted in the classroom.

- The students can be shown models or pictures of vehicles and asked to arrange them in order of their speed.

COULD DO

15 MIN.

- Then point at each vehicle and ask them to name them on page 92. Also, guide them to write their names neatly in the blanks provided.

SHOULD DO

25 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.



Animated activities could be shown to the students to engage them in class activities.

Infographic could be used to provide information to the students about the concepts taught in the lesson.

Slideshow can be used to reinforce the concepts taught in the lesson.

COULD DO

10 MIN.

Test Generator could be used to test the students' comprehension of the lesson.

Additional Suggested Activity

- The students can be given an old newspaper, 2 straws, 4 bottle caps and an empty juice carton. Ask them to make a vehicle using the craft material and unleash their imagination and creativity.

Home Task

- Parents can guide the child to count and write the total number of each vehicle in the blank in exercise 3 on page 94.
- Help the child frame simple sentences on the use of land transport and its harmful impact on the environment. Then discuss the same in the evening when all the family members sit together.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• display eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher• demonstrate willingness and participation in age-appropriate physical work towards helping others (place the toys back in their appropriate place after use)
Cognitive Development	<ul style="list-style-type: none">• listen and follow short instructions• identify the vehicles used as means of land transport
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas about land transport using simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with different material to create a 2D or 3D artwork
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 19: Road Signs

Theme 7:
Festival Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs, Maria's standee, crayons, pictures of the road signs



Animation, Animated Activity, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)



To enable the students:

- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with the use of materials
- develop cognitive skills and explore the physical and natural environment
- develop positive learning habits

Methodology


Period 1

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

- The students can be shown CRM signs 'Stand in a Line, Shh...' and instructed to move to the dance room quietly through the corridors. Then ask them to raise their hands up to the shoulder level, move them from right to left and then left to right. They can be asked to clap their hands and stamp their feet. **COULD DO** 
- Place Maria's standee in front of the students. Ask them to identify the character and describe it. Then open the book at page 95. They can observe the picture and describe it in simple words, phrases or their home language. Then instruct them to listen attentively and read the story on page 95 with proper intonation. Also, explain that Maria saw the road sign for 'School Ahead'. Engage them in a class talk on road signs and explain that just like traffic lights, road signs also help us in staying safe. They may ask and answer questions. **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.

Let's Learn

- Paste a chart with the road signs given on page 96, on the wall. Point at each sign and tell them about it. Ask them to identify the places where each sign could be used. For example, the 'Speed Limit' road sign could be near a hospital or school or a steep curve on the mountains. Then ask them to match the road signs with their meanings given on page 97. **MUST DO** 

Let's Relax

- The students can be divided into two teams. Give them pictures of the road signs in exercise 3 on page 99. Team A will hold one of their cards and team B will show the card that completes it. If they show the correct match, they get one point. Repeat the activity till all five road signs are completely matched.

COULD DO

10 MIN.



Animation could be shown to the students to generate an interest in the lesson.

Animated activity could be shown to the students to engage them in class activities.

COULD DO

10 MIN.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- The students can be given a chart to draw and colour a road sign. Then show and tell their road sign to the class. They may speak simple, short phrases or their home language based on their understanding of the road signs.

Home Task

- Parents can help the child describe the pictures and identify the road sign that matches the picture in exercise 2 on page 98.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">listen and follow short instructionsidentify the road signsexplore the physical environment by asking questions and making generalisations
Language and Literacy Development	<ul style="list-style-type: none">communicate their ideas about road signs using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">adopt class norms and engage in class activities

Lesson 20: Water Transport

Theme 7:
Festival Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs, Ryan's standee, crayons, pictures of water transport, puzzles with 2-3 pieces, sponge, a straw and a craft sheet



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)



To enable the students:

- use effective verbal and non-verbal communication skills
- develop strength and coordination of fine muscles
- make sense of world around through observation and logical thinking
- demonstrate creativity and inventiveness with materials
- develop positive learning habits

Methodology


Period 1

Place: The lesson can be conducted in the classroom.


- The students can be shown the CRM sign to stand in a line. Then ask them to sing and enact the rhyme 'Row, row, row your boat'. **COULD DO** 
- Place Ryan's and Maria's standees in front of the students. Ask them to open the book at page 100, observe the given picture and describe it in simple words, phrases or their home language. Instruct them to listen to the story attentively as you read it with proper intonation. Ask them if they have travelled using water transport. Let them share their experiences. **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.

Let's Learn

- Ask the students to open the book at page 101 and name the objects after you. Point at each one again for them to identify. Then they can be given pictures of water transport in the form of puzzles with 2-3 pieces. Divide the class into groups of three students each. Give each group a puzzle to be put together. Once they are done, they can be asked to pass it on to the next group to play again. **MUST DO** 

Let's Relax

- The students can be divided into groups of three each. Tell them to open the book at page 103. Then decode the given picture by colouring it according to the given code. They can be asked to compare with the other groups. **COULD DO** 



Animation could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.

COULD DO

10 MIN.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- The students can be asked to make a collage of water transport by pasting pictures on a coloured sheet.
- Form two teams of the students. Hold the picture of each mode of water transport for the teams to identify. Each correct response is given a star.

Home Task

- Parents can help the child make a Sponge Boat using the craft material (a sponge, a straw and a craft sheet) and steps mentioned on page 102.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • engage actively in class activities and respond positively to the peers
Cognitive Development	<ul style="list-style-type: none"> • listen and follow short instructions • identify the means of water transport • recall their experience and correlate it with the lesson • decode the given picture by using the given colour code • solve puzzles with 2-3 pieces
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas about water transport using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • communicate and appreciate a variety of responses • explore and play with different materials to create a 2D or 3D artwork
Positive Learning Habits	<ul style="list-style-type: none"> • acquire skills to plan and focus

Lesson 21: Air Transport

Theme 7:
Festival Fun

 1 Period (40 minutes)



Main Coursebook, CRM signs, Maria's, Ryan's standees, crayons, pictures of air transport, construction paper, balloons, flashcards



Animation, Animated Activities, eBook, Infographic, Slideshow, Video, Test Generator

Curricular Goals and Objectives (ECCE)



To enable the students:

- develop sharpness in sensorial perceptions
- develop coordination of fine muscles with dexterity
- develop cognitive skills and explore the physical and natural environment
- demonstrate creativity and inventiveness with materials
- develop positive learning habits

Methodology


Period 1

Place: The lesson can be conducted in the classroom.

- The students can be asked to fly like a bird. Give each student the construction paper to make a paper plane. Let them fly their planes and enjoy. **COULD DO** 
- Place Lina's, Jas's, Ryan's and Maria's standees for the students to recognise and describe. Then ask them to look at the picture on page 104 and describe it in simple, short sentences or their home language. Let them talk about how the characters look cheerful. It is Diwali and Maria's mother has got gifts for them. Discuss how air transport makes travel faster and easier. **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.

Let's Practise

- The students can be shown pictures of air transport on page 105 to identify. Point at each picture and ask them to name them. Then guide them to trace and write the means of air transport in the blanks. **MUST 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.

Let's Relax

- Ask the students to work in pairs. Give them flashcards with L, W and A to denote land, water and air transport respectively. Show them pictures on page 106. Then ask them to hold the flashcard and identify the type of transport. Next, they can be asked to circle the correct answers in exercise 2 using a green crayon. **COULD DO** 



Animation could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.

COULD DO



eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.



Additional Suggested Activity

- The students can be asked to make a hot-air balloon by pasting a balloon on a sheet and drawing a basket with crayons.

Home Task

- Parents can help the child identify the means of air transport.
- Help them make any one means of transport using discarded material and unleash their creativity and imagination.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • engage actively in class activities and respond positively to the peers
Cognitive Development	<ul style="list-style-type: none"> • listen and follow short instructions • identify the means of air transport
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas about air transport using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • explore and play with different material to create a 2D or 3D artwork • display creativity and inventiveness in using a variety of materials
Positive Learning Habits	<ul style="list-style-type: none"> • adopt class norms and engage in class activities

Lesson 22: Things That Go Together

Theme 8:
Sparkling
November



1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, a lock, a pencil and soap



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sharpness in sensorial perceptions
- develop cognitive skills and explore the physical and natural environment

Methodology

Period 1

Place: The lesson can be conducted in the classroom.

- The students can be shown CRM signs to form a semicircle. Then ask them to raise their arms and tiptoe across the classroom. **COULD DO**
10 MIN.
- Ask the students to form pairs. Then give them objects like a lock, a pencil and soap. Ask them to tell the things that go with them. Correct answers would be a key, an eraser and soap case. Discuss how things belong to each other. **SHOULD DO**
15 MIN.
- Show them flashcards to match the things that belong together. Then they can be guided through the exercise 1 on page 107 to match the things that belong together. **MUST DO**
15 MIN.



Animation could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be asked to make pairs of things in the worksheet.

Home Task

- Parents can help the child identify things that go together in the house.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• respond positively during class activities to peers
Cognitive Development	<ul style="list-style-type: none">• listen and follow short instructions• learn about the things that go together
Language and Literacy Development	<ul style="list-style-type: none">• describe the things that go together
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus

Lesson 23: Let Us Play

Theme 8:
Sparkling
November

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, ball, tennis racket, skipping rope



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and fit and flexible body
- develop sharpness in sensorial perceptions
- develop cognitive skills and explore the physical and natural environment

Methodology

Period 1

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

- Using CRM signs, the students can be accompanied to the play area. Ask them to pick sports equipment of their choice such as ball, tennis racket, skipping rope and so on. Observe them so that they play safely and do not get hurt. They can also be asked to tell their favourite games and how they play. They may share the traditional games that they play at home. **COULD DO**
20 MIN.

- Ask the students to look at the pictures on pages 108-109. They can describe them in simple sentences using the vocabulary already learnt. Point and name each object. Help them frame simple, short sentences about playing, spending time together and physical fitness. Let them discuss the importance of playing outdoors. Tell them about games and number of players needed for each game. **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.

- Give them flashcards to match indoor and outdoor games with the equipment required to play them. They can work in pairs to find the correct answers. **MUST DO**
10 MIN.

 **Animations** can be shown to the students to recapitulate games they play.

Animated activities can be shown to the students for identifying games.

eBook can be used to teach the lesson in digital format. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be assisted in making a collage of games and sports. Then ask them to differentiate indoor games from outdoor games.

Home Task

- Parents can accompany the child to the park and play with them. Talk to them about the importance of physical fitness. Also, tell them about famous players of the country who have earned laurels at the international level.
- Let them identify their favourite game. Help them draw and colour a picture of them playing the game.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show strength and endurance in walking and running
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• listen and follow short instructions• learn about games, number of players
Language and Literacy Development	<ul style="list-style-type: none">• describe the games they play• talk about their favourite game and things required
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus

Lesson 24: Introduction to Music

Theme 8:
Sparkling
November

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, flashcards, flute, mouth organ, pictures of musical instruments



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- make sense of world around through observation and logical thinking

Methodology


Period 1

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

- Show CRM signs 'Eyes on Me, Stand in a Line' to the students and take them to the music room. Play a rhyme for them to sing and enact. Then ask them to identify the musical instrument they are familiar with. Then tell them about each musical instrument. **COULD DO**
15 MIN.
- Ask them to describe the picture on page 111 in simple, short sentence or their home language. Read the story with proper intonation for them to follow. Let them identify the characters, events and form the storyline. They may share the musical instruments they play or would like to play. Then guide them through the exercise 1 on page 112 and match the musical instrument with its performer. **SHOULD DO**
15 MIN.

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

- Show them flashcards to match the musical instruments with their shadows. They can work in pairs to find the correct answers in exercise 2 on page 112. **MUST DO**
10 MIN.

 **Animation** could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw their favourite musical instrument on a sheet and colour it neatly.

Home Task

- Parents can ask the child to name the musical instruments.

Period 2


Place: The lesson can be conducted in the classroom.

- Using CRM signs, organise the class in a semicircle. Then ask them to draw or try making one musical instrument using paper.
- Ask the students to open the book and name the musical instruments in exercise 3 on page 113. Then trace their names neatly on the dotted lines.
- The students can work in pairs. Point at each musical instrument given in exercise 4 on page 114 for them to identify. Then write the correct answers on board and tell them to find the words in the word search given.

COULD DO
10 MIN.

SHOULD DO
15 MIN.

MUST DO
15 MIN.

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

Test Generator could be used to test the students' comprehension of the musical instruments.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to make a picture depicting a story with musical instruments. They may need your help in telling the story in simple, short sentences. They may also use their home language.

Home Task

- Parents can guide the child to make the musical instrument using straws, ice-cream sticks and glue. They must follow the steps given on page 115.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> • listen and follow short instructions • learn about musical instruments
Language and Literacy Development	<ul style="list-style-type: none"> • describe the musical instruments • talk about their favourite musical instruments
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • explore and play with different material to create a 2D or 3D artwork
Positive Learning Habits	<ul style="list-style-type: none"> • acquire skills to plan and focus • observe minute details and explore using various senses

Lesson 25: Types of Clothes

Theme 9:
Ho, Ho, Ho!

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, flashcards, crayons, pictures of clothes, paper, glue, old newspaper or magazines



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with the use of materials
- develop cognitive skills and explore the physical and natural environment

Methodology

Period 1

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

- Accompany the students to the school garden. Using CRM signs 'Stand in a Line, Shh..., Sit Down', organise them in a circle. Ask them to jog on the spot and breathe deeply. Demonstrate a few hand exercises for them to follow such as hands raised, snapping their fingers. **COULD DO**
15 MIN.
- Ask them to tell the names of the places they would like to go on a holiday. Let them share the reason for the choice of place. Guide them to open the book at page 116 and observe the picture carefully. Point at each character and object for them to describe in short and simple sentences or their home language. Then read the story loud and clear with proper intonation and pauses. Discuss the storyline with the students that Jas and his family have gone to the beach to spend their holidays whereas Ryan has gone to a cold place. Let them share their experiences during their holidays. Encourage them to tell their preferences for certain places like hills or beaches. **SHOULD DO**
15 MIN.

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

- Show them flashcards to identify summer clothes. Then guide them to match the clothes with their names in exercise 1 on page 117. **MUST DO**
10 MIN.

 **Animation** could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities. **COULD DO**
10 MIN.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- The students can be asked to design a dress using old newspaper or magazines.

Home Task

- Parents can ask the child to name different kinds of clothes worn by people during summer.

Period 2

Place: The lesson can be conducted in the classroom.

- Using CRM signs, organise the class in a semicircle. Ask them to sing a rhyme on rain.
- The students can be shown the pictures on page 118 to identify. Then read the statement and tell them to match the pictures of rainy clothes with their names.
- The students can work in pairs. Ask them to open the book at page 119 and describe winter clothes in simple short sentences. Then read their names for them to point at each type of winter clothes and match them.



Infographic could be used to provide information to the students about the concepts taught in the lesson.

Slideshow can be used to reinforce the concepts taught in the lesson.

Test Generator could be used to test the students' comprehension of different types of clothes worn by people.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to work in groups of four. Guide them to draw a scenery. Then cut out types of clothes from coloured sheets or old newspaper and paste them on the scenery.

Home Task

- Parents can guide the child to name types of clothes worn in different seasons. Then circle the correct season for each picture in exercise 4 on page 120.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none"> listen and follow short instructions learn about types of clothes worn in summer, winter and rainy season explore the physical environment by asking questions and making generalisations

Language and Literacy Development	<ul style="list-style-type: none">• talk about their types of clothes worn in different seasons• express their preferences using simple words, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in artwork
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details and explore using various senses

Lesson 26: Months in a Year

Theme 9:
Ho, Ho, Ho!



1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, crayons, calendar, coloured paper, glue, old newspaper or magazines



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

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with materials
- make sense of world around through observation and logical thinking

Methodology

Period 1

Place: The lesson can be conducted in the library.

- Using CRM sign 'Stand in a Line' to the students and let them move to the library. Then show CRM sign 'Shh...' and instruct them to move quietly through the corridors. On reaching the library, they can be assembled in a big circle. Ask them to raise their hands and move ten times. Then they can stamp their feet five times and stand on the right foot for as long as they can balance. **COULD DO**

- Ask them to tell the names of months in a year. Then tell them to open their books at page 121 and observe the picture. Point at each character and object for them to recognise and tell their names. Then read the story with proper intonation and pauses. Let them listen and comprehend the correct sequence of months in a year. Ask them to tell one special thing about each month. It could be a festival or a fruit, etc. Ensure that each student participates in the discussion. **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.

- Show them a calendar to identify the months in a year. Then read the names of months in exercise 1 on page 122 for them to follow. Ask them to trace and write the names of months neatly on the dotted lines. Also, tell them to count the number of months and write it in the box provided. **MUST DO**

Let's Relax

- The students can work in pairs. Read and explain the exercise Let's Relax. Then give them flashcards to be arranged in the correct order of the months. Tell them to read the names and join them in the book on page 126. **SHOULD DO**



Animation could be shown to the students to generate an interest in the lesson.

Animated activities could be shown to the students to engage them in class activities.

COULD DO

10 MIN.

eBook can be used to teach the lesson in digital format. Show each part and explain simultaneously for better understanding of the concepts.

Additional Suggested Activity

- Form two teams of the students. They can be asked to pick a month and tell its number in the year. Correct responses are given a smiley and the incorrect ones are given another chance to answer.

Home Task

- Parents can ask the child to name the months in a year and its number. Then complete exercise 2 on page 125 by writing the months and numbers neatly on the dotted lines.
- Help the child complete the activities mentioned in the calendar year on pages 123-124. Ensure that they do it independently as far as possible and talk about it in short, simple sentences or their home language.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show strength and endurance in walking or standing on one foot
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> listen and follow short instructions learn about months in a year perform monthly activities mentioned in the calendar
Language and Literacy Development	<ul style="list-style-type: none"> talk about months in a year express their thoughts using simple words, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> work collaboratively in artwork
Positive Learning Habits	<ul style="list-style-type: none"> adopt class norms and engage in class activities