

# Yearly Scheme of Work

**Time Taken:** 58 Periods (each period of 40 minutes duration)

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

**Digital Assets:** Animation, Animated Activities, eBook, Infographics, Slideshows, Test Generator

## Class UKG

### Scheme of Lessons – Micro Schedule – Maths = 58 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods	Theme/Lesson No. & Name	Suggested Allocation of Periods
<b>Theme 1: Winter Wow</b>		7. Making Groups of 10	2
1. Numbers 1 to 50	13	8. Grouping Tens and Ones	2
<b>Theme 2: Fab Feb</b>		<b>Theme 6: Monsoon Magic</b>	
2. Shapes and Patterns	6	9. Addition	3
<b>Theme 3: Spring in Our Steps</b>		<b>Theme 7: Festival Fun</b>	
3. Numbers 51 to 100	12	10. Subtraction	2
<b>Theme 4: Summer Splash</b>		<b>Theme 8: Sparkling November</b>	
4. Pre-numbers Concepts	9	11. Time	2
<b>Theme 5: Happy Holidays</b>		12. Money	1
5. Making Groups of 2	2	<b>Theme 9: Ho, Ho, Ho!</b>	
6. Making Groups of 5	2	13. Measurement	1
		14. Data Handling	1

### Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

# Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

## **The main features of the teacher's guide are:**

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

Each activity is marked with

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


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

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

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

# Lesson 1: Numbers 1 to 50

Theme 1:  
Winter Wow

 13 Periods (40 minutes each)



Small flags with smileys, flashcards/number cards, colourful beads, buttons, colour pencils, old business cards, CRM signs of Learning Kit, chart/sheets of paper



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

## Curricular Goals and Objectives (ECCE)



### To enable the students:


- develop fine motor skills
- develop cognitive skills
- learn the number series from 1 to 50
- develop positive learning habits
- apply knowledge to solve the given tasks
- practise number skills
- gain knowledge of India
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) of Learning Kit and manage the class. Take them to the art room in a queue. As they move out of the class, hand over a small flag with smiley to each student. On reaching the art room, let them keep their flags in a bowl and count. Then stand in the middle of the room and ask them to tell the number of flags collected. Also, ask if they could count more than that, say, up to 50. **COULD DO** 
- Show pictures/flashcards depicting festivities to the students. Ask them to express what they see and which festivals they like the most. Talk about the number of people in the pictures and things they have. Then ask them to draw and colour things they like on their favourite festival. **SHOULD DO** 
- The students can be asked to show their art to their peers. Encourage them to speak about it in simple short sentences or their home language.

**P.S.** Ensure that each student speaks a sentence through subtle gestures (like standing near the students who are shy or quiet). Being near the child helps her gain confidence and feel comfortable to speak their mind. **MUST DO** 



**Fun Practice** could be used to engage the students in activities related to the number concepts taught.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Arrange the given set of crayons and count them. Then write the number on board.

### Home Task

- Parents can engage the child in organising her wardrobe by counting the number of dresses. The child may also be asked to count the number of toys or books he/she has.

## Period 2

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

- Ask the students to dance as you play some music. They may feel free to dance. Ensure that they do not bump into each other.
 

**COULD DO**

05 MIN.
- The students must be instructed to be alert and attentive as you narrate the story. Then ask them to open the book at page number 6. Encourage them to look at the pictures and describe the characters, situation, etc. in short and simple sentences or their home language.
 

**SHOULD DO**

15 MIN.
- After the class talk, read the story to the students. Let them reflect if they interpreted the story correctly or not by asking questions like,
- Who has arrived at Jas's place?
- Why did they arrive?
- Which festival are they celebrating?
- What do the children wear?
- Where do the kids go?
- How many items does Ryan have?
- How many items does Sam have?

**MUST DO**

20 MIN.

Confirm the correct answers and discuss with the students that how Lohri is a harvest festival and marks the end of winters and beginning of sunnier days.

### Additional Suggested Activity

- The students can be shown the list of items used on Lohri. Ask them to count and write the number.

### Home Task

- Parents can guide the child to count the number of gifts they will have to buy for the festival approaching in near future or for his/her birthday.

## Period 3

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

### Number Zero

- Use CRM signs to manage the students in a line. Then ask them to hold their partner's hands and form a circle. **COULD DO**   
05 MIN.
- Ask the students to show their hands and say how many things they have. Answer would be nothing. Show the flashcard with a zero to the students and explain that when we do not have anything it is called as Zero or '0'. Show and guide them to air trace a Zero. Then show them two bowls – one with crayons/beads and the other without anything to identify the one with Zero quantity. Explain that zero means there is nothing and the number count begins from 1 after 0. **SHOULD DO**   
15 MIN.
- Read and explain the statement to the students. Ask them to pick a pink crayon and trace 0 in exercise 1 of page number 7. Then show it to their partner. **MUST DO**   
20 MIN.

 **Animation** could be used to engage the students and revise the number concepts taught. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- Students can be given the task of keeping their books in the shelf so that there are zero books on their tables.

### Home Task

- Parents can ask the child to organise his/her things so that there are zero things scattered in the room.
- Help the child find the baskets with zero carrots in exercise 2 and circle it with a purple crayon.
- Give the child an old newspaper/piece of cloth and hand paint. Guide her to trace Zero '0' and put it for drying.

## Period 4

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

- Form pairs of students and give them flashcards to match the pictures of objects with the numbers they represent. Confirm the correct answers. **COULD DO**   
05 MIN.
- Ask the students to open the book at page number 8. Then read and explain the statement in exercise 3. Ask them to count the number of honey bees and colour the box with more number of honey bees. **SHOULD DO**   
20 MIN.

### Number Names 1 to 10

- Ask the students to form a circle. Then give them a bowl with mixed flashcards with numbers from 1 to 20. Ask one of the students to pick and show the card to the class. Let them identify the number and tell its number name. Repeat the activity till everyone gets a chance to answer or they have identified all the numbers from 1 to 20. **MUST DO**   
15 MIN.
- Guide the students to write the numbers on page 9.

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





**eBook** could be used to recapitulate the number concepts taught.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a sheet to draw the number of balls they see on the flashcard shown.

### Home Task

- Parents can play number game with the child. Show the flashcards with pictures to count. Then combine two cards and count all the objects shown to get the number count from 1 to 20.
- Guide the child to write the numbers on page 10 in Number Names 11 to 20, exercise 5.
- Help the child trace the number names from 1 to 20 with the crayon of his/her choice.

## Period 5

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

- Form groups of three students each. Give them five number cards to be arranged in the correct order. Go around the class and check each group. Then confirm the sequence and ask them to repeat the numbers.
- Give the students a set of number cards to be placed in the blanks of the given sequence. Let them find the missing numbers and put the correct card. Repeat the exercise for each group.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

### Number Names 1 to 20

- The students can be asked to open the book at page number 11. Ask them to count numbers from 1 to 20. Let them count forward and find the missing numbers in the given series. They can write the missing numbers with green crayon. Next, give them a chance to count the number of leaves in exercise 7. Once they have counted, confirm the correct answers.

### Additional Suggested Activity

- Form two teams of the students. Show a flashcard to each team to guess the number and their number names.

### Home Task

- Parents can read and explain the statement for the exercise 8. The child can be guided to count and match the same number of objects.



## Period 6

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

- The students can be organised in a semicircle. Give each student a bundle of ice-cream sticks to sort and count up to 20. Then guide them to make something they like with the sticks. **COULD DO**   
05 MIN.
- Divide the class into groups of three each. Then give each group of students a few flashcards with objects to count and tell. Confirm the correct answers. **SHOULD DO**   
10 MIN.
- After they have revised number count up to 20, show them CRM signs to 'Wait' and listen. Then read and explain the statement for the exercise 9. Ask them to read the number names on the left after you have read them. They can work individually first to count the number of objects given on the right and match with their number names. Confirm the correct answers. **MUST DO**   
25 MIN.

 **Infographic** could be used to provide more information about the number concepts taught to the students.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Students could be given buttons to count and sort according to their colour.

### Home Task

- Teacher can write the home task in the diary for parents to understand the task assigned. Parents can give number blocks to the child to arrange in order from 1 to 20. Repeat it thrice. Then make four blanks on a sheet of paper between the numbers 15 and 20 and ask her to place the correct number boxes to complete the series. Similarly, number series from 1 to 20 can be given to complete.

## Period 7

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

- Greet the students and show them CRM signs to stand in a line. Then ask them to raise their hand and number count to see how many are there in the class. Talk to them about number up to 50. **COULD DO**   
10 MIN.
- The students can be given a number caterpillar with missing numbers to be filled in. **SHOULD DO**   
15 MIN.
- Then read and explain the statement for the exercise 10 to the students. Let them check the series given and ask them to fill in the missing numbers. Confirm the correct answers. **MUST DO**   
15 MIN.

### Additional Suggested Activity

- Show CRM signs to the students and ask them to stand in a line. Give them flashcards with the numbers to hold (at random). Then tell them to listen to the number count as you speak out the number series and stand near you. Let them stand holding their cards and complete the number series from anywhere between 1 to 50.

### Home Task

- Parents to read and explain the statement for exercise 11 on page 14 to the child. Guide him/her to write the missing numbers.

## Period 8

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

- Use CRM signs to give instructions to the students and take the class to the playground. Let them play with the sports equipment they like.
- Give each pair of students a set of cards with numbers to match with the objects shown. Confirm the correct answers by going around the class.
- Ask the students to talk about the games they like to play. Let them speak about basketball and discuss how it is played. Then tell them to open the book at page number 15. Read and explain the statement and ask them to match the basketballs with the corresponding net by using the given numbers.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

### Additional Suggested Activity

- The students can be given flashcards to match the numbers with the objects.

### Home Task

- Parents can play basketball with the child.
- Give number blocks to match with their number names to the child. You may use flashcards provided in the learning kit.

## Period 9

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

### Number Names 31 to 40

- Using CRM signs take the class to the music room. Let them listen to the music and dance.
- The students can work in pairs. Ask them to open the book at page number 15. First ask them to air trace the numbers seven, twelve and nineteen. Then let them match number names on the locks with the numbers on the keys.
- The students can be guided to do the exercise 14 on page number 16. Let them write the numbers and trace the number names.

**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 used to reinforce the number concepts taught.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- Paste number names on the tables. Give number cards to the students. Tell them to match the number cards with the number names.

### Home Task

- Parents can help the child in doing exercise 15 on page number 17. Let him/her write the numbers and trace the number names.

## Period 10

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

- The students can work in pairs. Let them use old newspapers to make one boat. Then arrange the boats and count them.
- Form two teams in the class. Tell them that each team will be given a number name to identify and trace the number. They will get a smiley for each correct answer.
- The students can be asked to open the book at page number 17. Read and explain the statement to the students. Let them read the number names given. Then they can be asked to write the numbers and trace the number names.

**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

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

 **Slideshow** could be used to reinforce the number concepts taught.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Divide the class into two teams. The students can be given a box with numbers. Ask them to come one by one and pick one number. The other team will have to say the number name for the same. Each correct response will be given a star.

### Home Task

- Parents can help the child in doing exercise 18 on page number 20. Let him/her choose and circle the correct number.

## Period 11

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

- The students can raise their hands and clap. Then sing the rhyme 'One, Two Buckle my shoe...'
- The students can work in pairs. Let them match the number names on the flashcards to the corresponding numbers.
- Show the number cards in the learning kit to the students. Let them identify the numbers. Then guide them to find the number names in the word search provided.

**COULD DO**   
05 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
25 MIN.

 **Test Generator** could be used to test students' comprehension of the number concepts taught.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Show the number names to the students. Let them air trace the number or draw exact number of balls.

### Home Task

- Parents can solve the word search for the numbers from 41 to 50 with the child.

## Period 12

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

### Rearranging Numbers

- The students can be shown CRM signs and taken to the playground. Show them a tennis ball and a football. Ask them to point at the one that is bigger in size and the other one is small in size. Repeat the activity.
- The students can work in pairs. Let them open the book at page number 21. Ask them to see the numbers on the staircase that Sam is climbing and explain that she is going up from small to big numbers. Give them number cards to arrange from small to big numbers.
- The students can work in pairs. Ask them to observe the given numbers in exercise 19 of page 21. Tell them to write the smallest number to begin with and go on to bigger numbers. Then write the biggest number on the t-shirts. Let them read the sequence of numbers written.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

### Additional Suggested Activity

- The students can be given numbers to be pasted on a sheet in order from small to big numbers.

### Home Task

- Parents can guide the child do the second part of exercise 19 to be done in the book. Let him/her repeat the number sequence.

## Period 13

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

### Big to Small

- The students can be shown CRM signs and taken to the playground. Ask them to collect the fallen leaves. Then arrange them such that the biggest leaf is followed by smaller leaves and the smallest at the end.
- The students can work in pairs. Let them open the book at page number 22. Ask them to see the numbers on the staircase that Jas is climbing and explain that he is going down from big to small numbers. Give them number cards to arrange from big to small numbers.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

### Exercise 20

- The students can work in pairs. Ask them to observe the given numbers. Tell them to write the biggest number to begin with and go on to smaller numbers. Then write the smallest number on mangoes. Let them read the sequence of numbers written.

**MUST DO**

15 MIN.

### Additional Suggested Activity

- The students can be given numbers to be pasted on a sheet in order from big to small numbers.

### Home Task

- Parents can guide the child to do the second part of exercise 20 to be done in the book. Let her repeat the number sequence.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• write/trace the numbers 1-50</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• spend time with family and enjoy activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and arrange the numbers 1-50 in order</li><li>• identify and understand the significance of the number Zero</li><li>• find the number names in the word search</li><li>• arrange the numbers in an order from big to small and vice versa</li><li>• match the pictures with equal number of objects</li><li>• find the missing numbers in the given series</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• identify the number of objects through storytelling</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw or paste the given numbers</li><li>• know about the festival of Lohri celebrated in India</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• help parents in doing tasks at home</li></ul>

# Lesson 2: Shapes and Patterns

Theme 2:  
Fab Feb

 6 Periods (40 minutes each)



Colourful beads, buttons, chart, sheets of paper, flashcards, CRM signs of Learning Kit, expression cards



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop cognitive skills and develop adequate vocabulary
- recognising basic shapes
- understand patterns
- apply the knowledge acquired to solve the given tasks
- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Show flashcards depicting the months in a year to the students. Encourage them to share their birthday months and create a birthday chart.
- Bring large cardboard cutouts of the 4 basic shapes – rectangle, square, triangle and circle. Show these shapes to the students highlighting the number of sides and corners. Give these shapes to students and ask them to run their fingers on the sides of each shape as you count the sides and corners.
- The students can be asked to come and tell the number of sides of the objects like a sandwich, ball, keyboard and so on. Encourage them to speak about it in simple and short sentences or their home language.  
P.S. Ensure that each student speaks a sentence by asking simple questions that they can answer in a word or two.

**SHOULD DO**

15 MIN.

**COULD DO**

15 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.



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

### Additional Suggested activities

- Ask the students to point out shapes they see in the classroom such as windows (square), blackboard (rectangle) etc.


### Home Task

- Parents can guide the child to recognise the shapes of objects she/he sees in the house.

## Period 2

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

- Ask the students to dance as you play some music related to months in a year. They may feel free to dance. Ensure that they do not bump into each other.
- Make the students sit in a circle. Put some pieces of the four basic shapes in a cloth bag. Play the music and pass the bag around. When the music stops, the student has to take one piece and say its name. The shape is put back and the game continues.
- Ask students to create a dance where students move their bodies to form different shapes with their body parts.

 **Animation** can be shown to the students for reinforcing the concept of basic geometric shapes.

**SHOULD DO**   
10 MIN.

**MUST DO**   
20 MIN.

**COULD DO**   
10 MIN.

**COULD DO**   
10 MIN.

## Period 3

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

### Identifying Shapes

- Hide shape cutouts around the classroom. Ask the students to search for them and identify the shapes.
- Guide the students to open the book at page 24. Ask them to count and write the number of shapes given.
- Give students some drawing materials like crayons and chart paper. Ask them to draw the shapes they see around in the classroom.

 **Animated activities** could be used to recapitulate the shapes taught in class.

**MUST DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**COULD DO**   
15 MIN.

**COULD DO**   
10 MIN.

## Period 4

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

- Give each student a set of blocks of basic shapes. Ask them to sort the objects by shape. For example, placing all the triangles in one place.
- Give students a set of pattern cards to observe. Then tell them to create their own patterns using everyday objects like buttons or different colour beads. They can glue the things on paper to form new patterns.
- Form groups of three students each. Ask them to form patterns with shapes and give it to the other team to complete it.

**COULD DO**

15 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

10 MIN.



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

**COULD DO**

10 MIN.

### Home Task

- Parents can guide the child to create simple patterns using sliced fruits such as apple slices, orange segments and banana cuts.

## Period 5

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

### More Shapes

- Ask the students to open the book at page 25 and match the given shapes with their names. Ask them to colour the shapes using the given colour code.
- Form groups of three students each. Give them clay in different colours and help them create various shapes like triangles, circles, squares, rectangles and ovals. Encourage them to create shapes that they see around.

**MUST DO**

20 MIN.

**COULD DO**

10 MIN.

### Parts and Whole

- The students can be given objects or pictures to match with their half or whole parts. Then ask them to divide the whole shapes they have created into half or one-fourth parts.

**SHOULD DO**

10 MIN.



**Fun Practice** could be used to reinforce the concept of shapes.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to make their own patterns using shapes like triangles, squares and circles. The divide them into a half and further into one-fourth parts.

### Home task

- Parents can help the child in doing exercise 4 given on page 26. Guide them to use colour blue for whole objects and red colour for objects that are in parts.

## Period 6

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

### Patterns

- Ask the students to open the book at page 27. Guide them to complete the pattern given by circling the correct shape that completes the given sequence.
- Give the students partially completed patterns with shapes such as circles, squares and triangles. Ask them to draw the next pattern with crayons in the blank space provided.

**MUST DO**

20 MIN.

**SHOULD DO**

20 MIN.



**Infographic** can be shown to give more information to the students.

**Test Generator** could be used to test the students' comprehension of the concept of shapes and patterns.

**COULD DO**

10 MIN.

### Home Task

- Parents can guide the child to complete the pattern given in exercise 6 on page 28.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures in basic geometric shapes and patterns</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• express their thoughts with peers and teacher comfortably</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• recognise basic geometric shapes and their observable properties</li> <li>• identify and extend simple patterns in their surroundings, shapes and numbers</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas using simple words or home language</li> <li>• identify basic geometric shapes and patterns</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• explore and play with variety of materials and tools to create simple patterns using sliced fruits</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• identify shapes and pattern in objects in their surroundings</li> </ul>

# Lesson 3: Numbers 51 to 100

Theme 3:  
Spring in  
Our Steps

 12 Periods (40 minutes each)



CRM signs of Learning Kit, flashcards, number cards, colourful beads, colour pencils, chart, sheets of paper, small balls, pictures with dotted outline



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

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- develop positive learning habits
- develop communication skills with oral math talk
- develop fine motor skills
- understand number series 51 to 100
- practise number skills
- gain knowledge of India
- apply the knowledge acquired to do the given tasks

## Methodology


### Period 1

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

- Using CRM signs of Learning Kit, manage the class and give a paper star to each one of them. Accompany the students to the art room. Tell them to count the number of stars they all have got. **COULD DO**   

- Show pictures or flashcards depicting festivals to the students. Ask them to describe each one and identify the one they like the most. Ask them to draw and colour things they like to do on their favourite festivals. **MUST DO**   

- Encourage them to speak about it in short and simple sentences or their home language. Make sure that each student gets a chance to speak. Then tell them the story on page 29 and ask total money they got as Eidi. **SHOULD DO**   


**A note to the teacher:** Explain to the students that Eidi means a gift of money or presents given to the children during Eid celebrations.



**eBook** can be shown to the students for introducing the number series 51-100. **COULD DO**   


### Additional Suggested Activity

- Ask the students to arrange the given set of beads and count them. Then call them one by one to write the number on the board.

## Home Task

- Parents can play a game of festivals using the flashcards. Show them the flashcards and ask them to identify the festival. Confirm the correct responses with a star.

## Period 2

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

### Number Names 51 to 100s

- Make a number line by stringing number cards 51 to 100 in sequential order. Display it in the class. Point at each number card and ask the students to identify the number.
- Guide the students to open the book at page 30. Ask the students to read the number names after you.
- Then ask the students to trace the number names from 51 to 60 in exercise 2 on page 32.

**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** can be shown to the students for understanding the number series.

COULD DO

15 MIN.

MUST DO

10 MIN.

SHOULD DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be asked to count the list of gifts they will have to buy on Eid. Ask them to count and write the number.

## Home Task

- Parents can guide the child to trace the numbers given in exercise 1 on page 31.
- Parents can engage the child in counting the objects around the house.

## Period 3

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

### Numbers 51 to 60

- Ask the students to number count up to 60. Then guide them write the missing numbers in exercise 3 given on page 33. Once they finish writing, you may ask them to read and confirm if they have written the correct numbers.
- Form two teams of the students. One team can be given the numbers and the other team the number names to be matched with. Next, guide the students to play a game. One team holds the card for numbers and the other team will show the number names corresponding to that. Repeat the activity with roles reversed between the teams.
- Display a chart paper with the numbers 51 to 100 written in order but with numbers missing. Divide the class into four groups. Ask the students to work together to find the missing number. The team to get the maximum correct answers gets the 'Number Wizards' badge.

COULD DO

10 MIN.

MUST DO

10 MIN.

SHOULD DO

10 MIN.

- The students can be given a few numbers to air trace. Then ask them to trace the number names in a sand tub. Next, guide them trace the number names on page 36.

**MUST DO**

10 MIN.

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



**Animated activities** can be displayed to the students for reinforcing number names.

**COULD DO**

10 MIN.

### Home Task

- Parents can guide the child to trace the numbers from 61 to 70 given on page 35.

## Period 4

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

### Numbers 61 to 70

- Hide cards with numbers from 61 to 70 around the classroom. Ask the students to tell the number name of the cards they find. Confirm the correct responses.
- Ask the students to open the book at page 37. Then read and explain the statement. Ask them to count the number of butterflies and write the number in the box provided.
- The students could be guided to find the number missing in the series given in exercise 8 on page 37. Then ask them to write the correct responses in the boxes.

**COULD DO**

10 MIN.

**MUST DO**

20 MIN.

**SHOULD DO**

10 MIN.

### Additional Suggested Activity

- Students can be given a piece of paper to draw a specific number of balls either 60 or 80.

### Home task

- Parents can guide the child to do the exercise 9 given in page 38.

## Period 5

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

- Play music and let the students dance freely. They would feel relaxed and rejuvenated.
- Draw a number grid on the floor with numbers 51 to 100. Greet the students and show them CRM signs to stand in a line. Play music and have students dance. When the music stops, each student will tell the number they are standing on.

**COULD DO**

10 MIN.

**MUST DO**

10 MIN.

- Then let them count the number of bananas given in exercise 10 on page 39 and write their number names. They may need help in writing the number names correctly.

**SHOULD DO**

10 MIN.

### Number Names 71 to 80

- Give flashcards with numbers 71 to 80 to the students. Ask them to identify the numbers. Then tell them to repeat the number names after you. The activity may be conducted at least thrice for better understanding and retention of number names.

**COULD DO**

10 MIN.

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



**Fun Practice** can be shown to the students for understanding numbers and number names.

### Additional Suggested Activity

- Students can be taken out to play the game of numbers. Ask them to form a circle. Place the box with numbers and number names at the centre. Ask the students to come one by one and close their eyes before picking the number. Then tell the number they got. Repeat the activity.

### Home Task

- Parents can guide the students to trace the numbers and their number names in exercises 11 and 12 on page 41 and 42.

## Period 6

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

- Ask the students to open the book at page 43. Ask them to say the number count from 71 to 80. Then they can join the dots from 71 to 80 and identify the picture. Also, tell them to colour the picture.
- Show flashcards with numbers written on them. Give cards to the students, and ask them to identify the number that comes before and after the one on the card.
- Read and explain the statement for exercise 14 on page 43. Guide the students to write the missing numbers before and after.

**SHOULD DO**

15 MIN.

**COULD DO**

10 MIN.

**MUST DO**

15 MIN.



**Animated activities** can be shown to the students for introducing numbers before and after.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Form a triangle on the floor. Ask the students to stand on it. Then give them numbers in the same sequence for the three sides. Pick a number from the learning kit and pin it up on the display board. All the students on the three sides will check the numbers they have. The ones to get the same number will come and join the number group. Repeat the activity.

### Home Task

- Parents to read and explain the statement for exercise 15 on page 44. Guide the child to match the numbers with their number names.

## Period 7

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

- Use CRM signs to give instructions to the students and take the class to the playground. Let them play with the sports equipment they like.
- Divide the class into two teams. Place number cards from 51 to 100 at one end of the playground and empty boxes at the other end. Students race to pick up the number card, bring it back and place it in the correct boxes in numerical order.
- Ask the students to open the book at page number 45. Ask them to read the numbers and their number names after you. Repeat the activity.

**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

### Additional Suggested Activity

- Give students number blocks and ask them to arrange the numbers in the correct order. Then ask the students to say the number names of the blocks given in order.

### Home task

- Parents can guide the students to trace the numbers from 81 to 90 given on page 46. Repeat the activity.
- Parents can guide the students to trace the numbers in exercise 16 on page 46.

## Period 8

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

- Form pairs of students and give them a set of number cards for 51 to 100. Ask them to arrange them in the correct order.
- Ask the students to open the book at page 47. Ask them to air trace the numbers from 81 to 90 and read aloud.
- Ask the students to trace the number names given in exercise 17 on page 47.

**SHOULD DO**   
10 MIN.

**COULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

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

 **eBook** can be shown to the students for understanding numbers and number names.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a picture with dotted outline from numbers 81 to 100. Ask them to trace along the dotted line in correct order of numbers to complete the picture.

### Home Task

- Parents can guide the child to match the numbers with the number names given in page 48.

## Period 9

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

### Number Names 91 to 100

- Use CRM signs to manage the class. Take the students to the music room in a queue. Let them listen to the music and dance.
- The students can be given a sheet of paper with the picture of a pet animal with dotted outline numbers. Ask the students to trace the outline and colour the picture. Ask them to come and show their art to their peers.
- Next, guide the students to trace the number names given in exercise 20 on page 51.

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



**Infographic** can be shown to the students for understanding numbers and number names.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a number and asked to write its number name on a white sheet with a crayon they like.

### Home Task

- Parents can sit with the child comfortably. Then, read and explain the statement for exercise 21 on page 52. Guide the child to circle the numbers from 91 to 100 and write them on the coloured cards.
- Ask the child to trace the numbers from 91 to 100 given in exercise 19 on page number 50.

## Period 10

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

### Before Number

- Form a circle of the students using CRM signs. Then ask the students to open the book at page 53. Read and explain the statement for the students. Guide them to read the number on each lock as well as the key. Then tell them to match each lock with its key.
- Next, three students can be asked to stand in front of the class. Give them three number flashcards and ask them to read or place them in order. Ask them for the number that comes before the given number. For example, 45, 46 and 47 has 45 before 46. Similarly, 46 comes before the number 47. Call the next group of the students for another set of numbers. Repeat the activity and ask them to fill the stars in exercise 23, with numbers that come before the given numbers.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

### After Number

- Students can be given number cards randomly. Ask them to tell the numbers that come after each number shown. They can be asked to play the number game on a number line drawn on the floor.

MUST DO

15 MIN.



**Animation** can be shown to the students for understanding the numbers that come before and after.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be taken to the playground using CRM signs. Hide number cards around the playground. Ask them to find a number. When the students find a number ask them to identify the number that comes before and after it.

### Home task

- Parents can take the students to the garden. Ask them to count the number of plants and flowers. Write the total number in the notebook at home.
- Parents to read and explain the statement for exercise 24 given on page 54. Guide the child to fill in the blanks with the number that comes after the given numbers.
- Parents can guide the child to do the exercise 25 on page 54 and circle the number that comes after the given number.

## Period 11

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

### Between Numbers

- Place cards of number names on the table or floor. The students can work in groups. Give them a chart paper with the numbers. Ask them to paste the number with their respective number names on the chart paper.
- The students can work in pairs. Let them open the book at page 55. Read and explain the statement in exercise 26 to the students. Ask them to see the numbers for each flower pots.
- Ask the students where do the boats sail? Confirm the correct responses and tell them to observe the given picture on page 55. Ask them to read the numbers on the boats. Tell them to write the missing numbers in exercise 27. They can check it for their partner.



**Slideshow** can be shown to the students for understanding the numbers and their number names.



### Additional Suggested Activity

- Number cards can be placed on the table with some numbers missing in line. The students can be asked to identify the missing numbers in the cards.

### Home Task

- Parents can guide the child to do the exercise 28 given on page 56. Guide the child to match the numbers with their number names.

## Period 12

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

- Form two teams of the students. Give them flashcards with the numbers. Let them tell the ones that are bigger. Tell them that alligator will eat the big numbers so it will open its mouth '>'. As it does not like the small numbers it will show a closed mouth '<'. Explain the concept of greater or smaller than to the students. Ask them to correctly place the signs between the numbers.



- Guide the students to open the book at page 58. Read and explain the statement given. Ask them to count the things and write the greater than or smaller than symbols accordingly.

**COULD DO**

15 MIN.

### Equal to

- Let them open the book at page 59. Ask them to draw and colour the given pictures so as to make the given number of pictures equal.

**MUST DO**

15 MIN.



**eBook** can be shown to the students for explaining the greater than and less than concept in numbers.

**Test generator** could be used to test the students' comprehension of the number concepts taught in the lesson.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Ask the students to work in pairs. Give each pair 10 or 20 beads and 2 bowls. One student puts a certain number of beads in the bowl. The partner counts the buttons and puts the same number in the other bowl. Let them compare and see if they got the equal number of beads.
- Place some small balls on two plates A and B. Ask the students to count the balls in both plates and say which plate has more number of balls and which has the less number.

### Home task

- Parents can encourage the child to find objects that are equal in number in the house.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• write/trace the numbers by holding writing tools like crayons, pencils, etc.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• understand and respond positively to classroom norms</li> <li>• know about the festivals celebrated in India</li> <li>• interact comfortably with other children and adults</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify and arrange the numbers up to 100</li> <li>• understand the number concepts to identify the number before, after, between or equal to the given set of numbers</li> <li>• trace numbers and number names from 51-100</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas using simple words or home language</li> <li>• identify the number of objects that are equal in number, bigger or smaller</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• adopt and follow classroom norms</li> </ul>

# Lesson 4: Pre-number Concepts

Theme 4:  
Summer  
Splash

 9 Periods (40 minutes each)



CRM signs of Learning Kit, pictures, flashcards, number cards, beads, rope, craft sticks, colour pencils, chart, sheets of paper, old newspapers



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- understand the pre-number concepts
- understand comparative terms to describe the objects
- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

#### More-Less

- Using CRM signs (Eyes one Me, Please Wait, Stand in line, Sit Down) in the Learning kit, take the students to the art room in a queue. Give them some beads and buttons in a bowl. Ask them to identify the one which has more beads or buttons and which one has less.
- Ask the students to listen attentively as you are going to narrate the story. Show them Lina's, Jas's, Ryan's, Sam's and Maria's standees and read the story aloud. Ask them to open the book at page 60 and describe the picture. Then read the story to the students and explain the concept of more and less sandwiches that Lina has with her friends.
- Next, tell them to open the book at page 61. Read and explain the statement for the exercise 1. Guide the students to compare the things given and write M for more and L for less in the given boxes.



**Animation** can be shown to the students for introducing concept of 'more and less'.

COULD DO

15 MIN.

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given two set of objects such as ice-cream sticks and crayons. Ask them to count and say which set has more number and which has less.

## Home Task

- Parents can take the child to the garden in the house. Ask the child to find which plant has more number of flowers and which plant has less.
- Help the child complete the exercises 3 and 4 on page 62. Ask him/her to count and find the ones with more or less objects to be identified.

## Period 2

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

### Left-Right

- Use CRM signs and accompany the students to the craft room. Let them make an object out of old newspapers and display in the class.
- Divide the class into groups of two. Ask one group to raise their left hand. Ask the other group to raise their right hand. Repeat the activity four or five times. They may be asked to form a train of five students and go from left to right.
- Next, ask the students to open the book at page 63. Tell them to take a green crayon and join the dots from left to right in exercise 5.



**Animated activities** can be shown to the students for understanding left and right.

### Additional Suggested Activity

- Give them a sheet of paper and ask them to trace the outline of their left palm with a brown pencil.
- The students can be asked to show their shoes worn in the left foot as well as the right foot.

### Home task

- Parents can guide the child to complete the exercise 6 given on page 63. Help him/her dip the left and right thumbs in paint and put impressions.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

## Period 3

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

### Same-Different

- Students can be given multi-coloured beads. Ask them to sort the beads and put them in bowls of the same colour.
- Ask the students to open the book at page 64. Read and explain the statement given in exercise 7. Ask them to tick the picture that shows same number of objects. Confirm the correct responses.
- The class can be divided into two groups. Give each group a set of flashcards with pictures of objects. Ask them to sort the ones that are similar and the ones that are different.



**eBook** can be shown to the students for using comparative terms – same and different.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be taken to the playground. Ask them to find birds or flowers of the same colour.

### Home Task

- Parents can guide the child to do the exercise 8 on page 64. Ask him/her to circle the picture that is different from the others.

## Period 4

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

### Up-Down

- Take the students to the music room in a queue. On reaching the room ask them to sit in a circle. Let them sing a rhyme they have learnt recently and enjoy. **COULD DO**   
10 MIN.
- Show pictures to the students showing kites flying up in the sky, duck in a pond, etc. Explain that the kites flying are going up in the sky whereas the ducks in the pond are down. Similarly, show them the picture of a see-saw on page 65 and explain the concept of up and down. Then, ask them to colour the picture that have things going up and down in exercise 9 as per the colour code. **SHOULD DO**   
15 MIN.
- The students can be asked to open the book at page number 65. Ask them to colour the box that is shown up with a red crayon and colour the box that is shown below with a green crayon. **MUST DO**   
15 MIN.

 **Animated activities** can be shown to the students for introducing up and down position. **COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be taken to the playground. Engage them in small conversation as to identify what they can see up in the sky and what they can see down on the ground.

### Home task

- Parents can help the child to climb stairs up and down by holding their hands.
- Parents to read and explain the statement given in exercise 10 on page 66. Guide them to write 'up' and 'down' for the picture given below. Then colour the picture.

## Period 5

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

### Thick-Thin

- The class can be divided in two groups. Give them books with different thickness. Explain the concept of thick and thin. Then give them a collection of things to be sorted as thick and thin objects. **COULD DO**   
10 MIN.
- Ask the students to open the book at page number 67. Read and explain the statement given in exercise 11. Ask them to colour the thick one with a blue crayon and the thin one with a yellow crayon. **SHOULD DO**   
15 MIN.

- After that, show them CRM signs 'Please Wait' and ask them to listen. Guide them to open the book at page 68 and complete exercise 12. Ask them to tick the one that is thin. Next, ask them to do the exercise 13. Ask them to tick the tree which has a thin trunk.

**MUST DO**

15 MIN.



**Animation** can be shown to the students for reinforcing the concept of thick and thin.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards depicting images of thick and thin objects. Ask them to pick the thin book and leave the thick book.

### Home task

- Parents can help the child in doing exercise 14 at page number 68. Guide them to draw a thick line in the given space.

## Period 6

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

### High-Low

- The students can be given flashcards with pictures of animals or birds at different heights. Ask them to observe and identify the pictures with objects that are at high level and cross out the pictures that are at a low level.
- Next, ask the students to look at the picture on page 69. Read and explain the conversation between Sam and Jas about the planes flying high and cars on the ground are at a low level. Then guide them through the exercise 15 on page 69 and colour the picture with the monkey sitting on the low side of the tree.

**COULD DO**

10 MIN.

**MUST DO**

10 MIN.

### Small-Smaller-Smallest

- The students can be shown triangles of different sizes. Ask them to differentiate the ones that are small, smaller and smallest. Ask them to paste the triangles on a chart paper in the decreasing order of their size.
- After completing the exercise, show them CRM signs to wait and listen. Tell them to open the book at page number 70 and colour the small vegetables with red crayon, smaller ones with violet crayon and smallest with green crayon.

**SHOULD DO**

10 MIN.

**MUST DO**

10 MIN.



**Fun Practice** can be shown to the students for understanding the concept of high-low and comparative terms 'Small-Smaller-Smallest'.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given flashcards depicting images with high and low. Ask the students to identify the things that are at a high and at a low level.
- They can be given pictures of different sizes. Ask them to sort the pictures and paste them on the basis of small, smaller and smallest on a sheet.

### Home Task

- Parents can guide the child in doing exercise 17 on page 70 and match the fruits with their correct size.

## Period 7

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


### Big-Bigger-Biggest

- Greet the students and show them CRM signs 'Stand in a line'. Take the class to the music room. Play rhymes or music for them to dance.
- The students can be given a set of objects of different sizes such as balls, blocks etc. Ask them to make a line of objects in the order of big, bigger and biggest.
- Then read and explain the statement for the exercise 18 to the students given in page 71. Let them compare the size of the objects and ask them to write 1 for big, 2 for bigger and the 3 for the biggest in the boxes.

**COULD DO**   
10 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
15 MIN.

-  **Animation** can be shown to the students for understanding comparative terms big-bigger-biggest.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Students could be given buttons of different sizes. Ask them to sort it according to their size.

### Home Task

- Parents can guide the child to find three items from their living room. Then arrange them in the order of big, bigger and biggest.

## Period 8

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

### Short-Shorter-Shortest

- Ask the students to look at their hands and find short, shorter and the shortest finger, that is, their little finger. Explain the concept of objects being short in height or length. Then show them three sticks and ask them to arrange in the order short, shorter and the shortest.
- Then ask them to look at the pictures on page 72 and identify the benches the boy is sitting on as the short, shorter and the shortest benches. Also, guide them through the exercise 19 to identify and number the pictures as 1 for short, 2 for shorter and 3 for the shortest building.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

### Tall-Taller-Tallest

- Give students flashcards of animals or trees of different heights. Ask them to paste the pictures of tallest ones in a chart paper pasted on the wall.
- The students can be given white sheets of paper. Ask them to draw objects which are of different lengths. Ask the students to open the book at page 73. Read and explain the exercise 20. Ask them to colour the tall, taller and tallest trees with the given colour code.

**SHOULD DO**   
05 MIN.

**MUST DO**   
15 MIN.

-  **eBook** can be shown to the students for introducing comparative terms short, shorter and shortest.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given chart paper to draw and colour objects or animals which are tall, taller and tallest.
- The students can be given flashcards depicting tall and short images. Ask them to tick the long one and circle the short one.

### Home Task

- Parents can help the child compare objects in the house and identify them as short-shorter-shortest and tall-taller-tallest.

## Period 9

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

### Long-Longer-Longest

- Use CRM signs to instruct the students and take them to the playground. Let them play 'Simon says'.
- Objects of various length can be placed in the playground. Ask the students to point at and sort the objects as long, longer and the longest.
- Ask the students to talk about their favourite pet animal. Then tell them to open the book at page number 74. Ask them to match the animals with their tails. Also, ask them which animal has the longest tail. Next, ask them to do the exercise 22 on page 75. Ask them to draw longer and longest line with blue and orange crayon respectively.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.

### Additional Suggested Activity

- The students can be given ribbons of different lengths. Ask them to tick the longest one in each set.

### Home task

- Parents can guide the child to do exercise 23 on page 75. Talk about the caterpillars that look so happy. Let him/her colour as per the given colour codes.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• hold writing tools firmly (hand and finger movement)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• interact with peers and teacher comfortably</li> </ul>

<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• recognise basic positional concepts</li> <li>• understand the pre-number concepts and compare objects as per their size</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas using simple words or home language</li> <li>• use appropriate vocabulary to compare the objects and describe their differences in size or height</li> </ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• develop adequate working memory, mental flexibility and self-control to enhance the learning experience</li> </ul>

# Lesson 5: Making Groups of 2

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



CRM signs of Learning Kit, pictures, flashcards, number cards, beads, chart, sheets of paper



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

## Curricular Goals and Objectives (ECCE)


### To enable the students:

- understand the concept of pairing
- develop positive learning habits
- develop communication skills with oral math talk


## Methodology

### Period 1

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

- Use CRM signs to instruct the students and accompany them to the art room. Show them pictures or flashcards depicting holidays. Ask them to say what they would like to do during the holidays. Encourage them to speak about it in simple and short sentences or their home language. **COULD DO** 
- Place Lina's standee at the centre and tell the class that Lina visits her grandmother in Kashmir. Also, ask if they have ever been to Kashmir. Engage them in discussion on tourist places in India. Ask the students to open the book at page 76 and listen attentively as you read the story. Tell them to observe the picture and describe it in simple, short sentences or their home language. Then narrate the story loud and clear for the students to comprehend and answer the questions like,
  - What does Lina call her grandmother?
  - Where does Lina want to go?
  - What do they buy for Mama and Koka?
  - What does Chang tell Koka about socks?

Engage them in a class discussion on pairs of objects. Ask them to look at the masks and point at the pair of eyes, ears. Then let them think and cite examples.

- Next, the students can be given colourful beads. Ask them to make pairs of beads. Ask them to count the number of pairs they made. Let the students work in pairs. **SHOULD DO** 

- Ask the students to open the book at page number 77. Read and explain the statement of exercise 1. Ask the students to circle the objects in groups of 2 and count the number of groups formed and write in the box.

**MUST DO**

15 MIN.



**Animation** could be used to generate interest among the students for grouping of objects in 2s.

**Animated Activities** can be shown to the students for practising pairing or grouping of objects.

**eBook** can be shown to the students for introducing the concept of pairs.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given cards to make pairs. Ask them to count how many pairs they have altogether.

### Home Task

- Parents can ask the child to organise his/her things like dress, books in a pair.

## Period 2

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

### Skip Counting by 2

- Using CRM signs to instruct the students and accompany them to the playground. Let them play a game of pairing and skip a number.
- Draw a square grid on the playground. Each square can be labelled with numbers starting from 1 to 20. Ask students to stand on the squares while skip counting by 2s. Demonstrate that the student standing at starting point will skip and go on number 2, then 4, 6, 8 and so on.
- The students can be guided to do the exercise 3 on page number 78. Read and explain the statement that Elphy, the elephant will eat bananas in pairs or 2s. Tell them to colour the numbers while beginning with 2, skip counting by 2s.

**COULD DO**

10 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

15 MIN.



**Animated activities** can be shown to the students for practising the skip counting.

**Infographic** can be shown to provide more information to the students on skip counting.

**Slideshow** can be used to engage the students in doing activities on skip counting or grouping.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Number cards from 1-20 can be placed on the floor. Guide the students to stand in a line. Call out each student to take numbers in 2s. For instance they can take the numbers 2, 4, 6, 8, ...

### Home Task

- Parents can help the child in doing exercise 2 on page number 78. Guide him/her to colour the numbers using skip counting by 2s.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• hold writing tools firmly (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with peers and teacher effectively</li><li>• demonstrate willingness and participation in age appropriate physical work towards helping others</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and arrange the objects in pairs</li><li>• understand the concept of skip counting by 2s</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• use appropriate language for pairing of objects or skip count by 2s</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• know about the places of tourist interest in India</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• help parents in organising things at home</li></ul>

# Lesson 6: Making Groups of 5

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



CRM signs of Learning Kit, pictures, flashcards, number cards, beads, colour pencils, sheets of paper, crayons



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

## Curricular Goals and Objectives (ECCE)




### To enable the students:

- understand grouping of objects in 5s
- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- The students can be taken to music room using CRM signs. Ask them to dance as you play some music. Let them feel comfortable enough to dance. Ensure that they do not bump into each other.
- The students can be given a chart paper with pictures of group of flowers or fruits. Ask them to count and tick the group with five pictures. Explain that just like grouping of objects in 2s, we are going to group objects in 5s. Encourage them to talk about the fruits or flowers they like the most. 
- Place Lina's standee for the students and tell them that they are going to listen to the story now. Show CRM signs – 'Shh....' and 'Eyes on Me' to the class and instruct them to listen attentively. Ask them to open the book at page 79 and look at the pictures. Let them describe the pictures. You may have to support them with appropriate vocabulary. Narrate the story that Lina is having breakfast with her family. Read the story loud and clear for the class to comprehend. Engage them in a class discussion on healthy eating habits and grouping of apples by Lina. Explain that just like grouping of objects in 2s, we can group objects in 5s for easy counting of large number of objects. 
- Ask the students to open the book at page 80. Read and explain the statement for exercise 1. Ask them to tick the box with the group of five objects. 



**eBook** can be shown to the students for introducing the concept of grouping of objects in 5s.

**COULD DO**

10 MIN.



**Animation** could be used to generate interest among the students for grouping of objects in 5s.

**Animated Activities** can be shown to the students for practising pairing or grouping of objects in 5s.

### Additional Suggested Activity

- The students can be given flashcards with pictures. Ask them to make groups of five. Let them work in groups. Go around the class and check each group.

### Home Task

- Parents can play the favourite game of child with them.

## Period 2

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

- Divide the class into groups of five students. Give them crayons in bowls. Ask them to make groups of five crayons with a red, a blue, a green, a yellow and a black crayon in each. Then explain how other objects or people could be grouped in 5s.
- Next, draw or paste a number line on the floor. Call one student to jump five steps from the starting point at zero. Then ask the student to jump next 5 steps and tell the number reached, that is, 10. Likewise, other students can be called to jump five steps and practise.
- After repeating the exercise, they may be asked to attempt exercise 2 on page 80. Help them skip count and confirm the correct responses.

**COULD DO**

10 MIN.



**SHOULD DO**

20 MIN.



**MUST DO**

10 MIN.



**Fun Practice** can be shown to the students for practising the skip counting.

**Infographic** can be shown to provide more information to the students on skip counting.

**COULD DO**

10 MIN.



**Slideshow** can be used to engage the students in doing activities on skip counting or grouping.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

### Additional Suggested Activity

- The students can be shown pictures of different fruits and asked to draw groups of five fruits on a white sheet of paper.

### Home Task

- Parents can guide the child to skip count by 5s using various objects in daily life.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• hold writing tools firmly (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with peers and teacher effectively</li><li>• participation in age appropriate activities in grouping objects</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and arrange the objects in groups of 5</li><li>• understand the concept of skip counting by 5s</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• use appropriate language for pairing of objects or skip count by 5s</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• eating healthy meals with fruits, vegetables etc.</li></ul>



# Lesson 7: Making Groups of 10

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



CRM signs of Learning Kit, pictures, flashcards, number cards, coins, beads, colour pencils, chart, sheets of paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:


- understand the concept of making groups of 10
- develop communication skills with oral math talk
- develop positive learning habits

## Methodology

### Period 1

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

- The class can be divided into groups of 10. Ask them to sit in a circle. Engage them in conversation about their favourite places, toys or games. Go around and listen to each group.
- Place items such as beads in a plate on the table. Place two empty plates at the other end of the table. Ask the students to make a group of 10 beads in the two plates.
- Place Lina's standee and tell them that Lina is going for a walk with Aita in the evening. Ask the students to open the book at page 81 and listen attentively. Let them describe the picture where Lina is making a bunch of 10 flowers with Aita after an evening walk. Narrate the story loud and clear for the students to comprehend the concepts of making a bunch of 10 flowers.

 **eBook** can be shown to the students for introducing the concept of grouping of objects in 10s.

**Animation** could be used to generate an interest among the students for grouping of objects in 10s.

**Animated Activities** can be shown to the students for practising grouping of objects in 10s.

**COULD DO**   
10 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
20 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given beads of different colours. Ask them to sort each colour into a group of 10 and paste it in a chart paper.

### Home Task

- The students can be given a set of coins. Parents can guide the child to sort the coins and make a group of 10.

## Period 2

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

- Organise the class into a square of 10 students on each side. Then demonstrate counting by 10s as they stand on the sides to form four lines. Let them count the total up to four 10s.
- The students can be given beads to count by 10s. Let them make a group of 10 beads and put them in a bowl. Once everyone has finished, they can be guided to count the total number of beads in 10s.
- The students can be asked to open the book at page 82. Read and explain the statement given in exercise 1. Ask them to join the dots and identify the picture formed. Also, ask them to colour it neatly along the lines.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



**Fun Practice** can be shown to the students for practising the skip counting.

**Infographic** can be shown to provide more information to the students on skip counting.

**Slideshow** can be used to engage the students in doing activities on skip counting or grouping.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a bundle of ice-cream sticks. Ask them to count and make a group of 10 ice-cream sticks.

### Home Task

- Parents can guide the child to skip count by 10s using pulses, groundnuts or any other object that is easily available.
- Help the child to count in 10s and circle the numbers in exercise 2 on page 82. Ask him/her to read the circled numbers.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• hold writing tools firmly (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with peers and teacher effectively</li><li>• participation in age appropriate activities in grouping objects</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and arrange the objects in groups of 10s</li><li>• understand the concept of skip counting by 10s</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• use appropriate language for pairing of objects or skip count by 10s</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• learn benefits of an evening walk</li></ul>

# Lesson 8: Grouping Tens and Ones

Theme 5:  
Happy  
Holidays

 2 Periods (40 minutes each)



CRM signs of Learning Kit, beads, buttons, ice-cream sticks, chart, sheets of paper



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

## Curricular Goals and Objectives (ECCE)

### To enable the students:


- develop cognitive skills and group objects in tens and ones
- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Using CRM signs (Shh..., Please Wait, Stand in a line) take the class to the music room. Let them listen to the music being played and danced. **COULD DO**  
10 MIN.
- The students can work in pairs. Give them buttons or beads up to 11 to 19 in number. Guide the students to count the buttons and group them into tens and ones. **SHOULD DO**  
10 MIN.
- Next, ask the students how they do their homework, who helps them in doing it, etc. Then, ask them to listen attentively as you will read the story loud and clear. Explain how Lina is doing sticker dot activity by counting in tens and ones. Koka tells her to stick 15 dots by pasting 10 dots in tens column and 5 dots in ones column. Ask the students to group 12 in tens and ones. **MUST DO**  
20 MIN.

 **eBook** can be shown to students for introducing the grouping of tens and ones. **COULD DO**  
10 MIN.

**Animation** can be used to generate an interest among the students for grouping of objects in tens and ones.

**Animated Activities** can be shown to the students for practising pairing or grouping of objects in tens and ones.

### Additional Suggested Activity

- The students can be given a chart paper with pasted beads. Ask them to count the beads and circle the tens with a blue crayon and circle the ones with a red crayon.

### Home Task

- Parents can give 12 or 15 ice-cream sticks to the child. Ask them to count the sticks and say how many tens and ones are there.

## Period 2

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


- Form two groups of ten students each using CRM signs. Then ask them to tell the number of tens and ones in the 17 by rearranging their groups. 7 students will join the other group of 10 students. Alternatively, they can be given coloured sticks to form tens and ones for 16, 13 and 18.



### Tens and Ones

- Next, guide the students to open the book at exercise 1 of page 84. Ask them to count the number of grapes in the picture and explain that 10 grapes together make 1 tens. Guide them to count in tens as a bunch of ten grapes is 1 ten so two bunches make 2 tens. Then ask them to count and say the number of tens and ones in each case. Tell them to write in the given boxes.
- The students can be given an abacus to show the tens and ones in the given numbers.



 **Fun Practice** can be shown to the students for practising the skip counting.

**Infographic** can be shown to provide more information to the students on skip counting.



**Slideshow** can be used to engage the students in doing activities on skip counting or grouping.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

### Additional Suggested Activity

### Home Task

- Parents can guide the child to do the exercise 2 given in page number 84. Read and explain the statement given. Guide the child to count the objects given and group it into tens and ones.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• hold writing tools firmly (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with peers and teacher effectively</li><li>• participation in age appropriate activities in grouping objects</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and arrange the objects in tens and ones</li><li>• understand the concept of skip counting in tens and ones</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• communicate their ideas using simple words or home language</li><li>• use appropriate language for pairing of objects in tens and ones</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• do their home task on time</li></ul>

# Lesson 9: Addition

Theme 6:  
Monsoon  
Magic

 3 Periods (40 minutes each)



Main Coursebook, CRM signs, beads, buttons, ice-cream sticks, chart paper, sheets of paper



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

## Curricular Goals and Objectives (ECCE)


### To enable the students:


- develop fine and gross motor skills
- develop cognitive skills
- develop positive learning habits
- develop communication skills with oral math talk


## Methodology

### Period 1

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

- The students can be shown CRM signs 'Eyes on Me' and 'Stand in a Line' to make them reach the playground. Then hold the sign 'Please Wait' and ask them to go one by one. After each student ask them to tell the total number of students in the playground. Once everyone has reached ask them to hop-skip-jump on the spot. Then raise their arms and shake their hands. **COULD DO** 

- Once they are settled, tell them to collect the fallen leaves in one minute. Then help them to count and add the leaves. Let them tell each other the number of leaves they could collect. **SHOULD DO** 

- After they have collected the leaves, tell them to listen to the story on page 85. Read and explain that children are so excited for the Sports day in their school. They are taking part in the Orange Collection Race. Then read the story once again with proper intonation and voice modulation. Tell them that children have to collect oranges from the finishing line in a basket and see who got the maximum number of oranges in three rounds. Then ask them to return to the classroom with the leaves collected. **MUST DO** 

 **Animation** can be used to generate an interest among the students for addition of numbers.

**Animated Activities** can be shown to the students for practising addition.

**eBook** can be shown to students for introducing addition. **COULD DO** 

## Additional Suggested Activity

- Form groups of three students each. Give each group a chart paper and glue. Ask the students to make a collage with the leaves collected and write the total number of leaves used on the chart. Then display the collages on the display board.

## Home Task

- Parents can help the child fold the clothes and tell the number of clothes each family member has. Then add folded clothes to tell the total number of clothes.
- Also, ask them to arrange their books. Then add the number of storybooks and crayons they have, to find the total number.

## Period 2

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

### Addition of Two Numbers

- Form groups of three students each. Give them red and blue buttons to count and add. Then show them flashcards with the sign '+' and 'Addition' and explain that when numbers or objects are added it is called as 'Addition' and is shown with the sign '+'. Then ask them to open the book at page 86 and read the picture. Explain that rabbits are adding carrots they have got for lunch. Then ask them to turn to page 87 in exercise 1, count the objects and write the numbers in the boxes provided. They can write the total number of objects shown – bells, strawberries, lotuses and footballs in the space provided.



### Adding Zero

- Next, form groups of four students. Give one member in each group, a crayon and ask the number of crayons they have when they are not given any more crayons. Expected response is that they have one crayon. Explain that when we add nothing to any number we get the same number as the answer just as they have got only 1 crayon. Then help them add 0 to the objects shown in exercise 3 and practise.



### Addition up to Number 10

- The students can be asked to form pairs. Give each pair a total of 5 red and 5 green beads to count and add. Ensure that they add few beads and add up to number 10 by asking them to take 8 red and 2 green or 6 red and 4 green beads, etc. After practising a few times, they can be asked to add numbers in exercise 4 part 1 on page 90 in the book.



**Fun Practice** can be shown to the students for practising addition.



**Infographic** can be shown to provide more information to the students on addition.

## Additional Suggested Activity

- The students can be guided to role-play as customer and a shopkeeper. They may enact a situation where they add items purchased. Then count the total number of items. They may also show when they do not buy anything and add 0.

## Home Task

- Parents can guide the child to do the exercise 2 given on page number 88. Help them observe and describe the picture. Then identify the groups of 5 and 10 and write them in the blank space provided.
- Help the child draw the number of circles mentioned, colour and add them in parts 2 and 3 of exercise 4 on page 90.

## Period 3

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

### Addition Story

- Show CRM signs 'Please Wait, Shh...' to the students and ask them to form a line and try to stand on one foot. They may stand as long as they do not fall on each other. Then they may jog on the spot and breathe deeply.
- The students can be asked to open the book at page 91 and observe the pictures closely. Let them describe the pictures and narrate a story based on it. They may use simple words or phrases or their home language.
- Ask them to count the number of kittens, parakeets and puppies and add them. Then write answers in the blanks provided.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

20 MIN.



**Slideshow** can be used to engage the students in adding numbers.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a set of crayons and ice-cream sticks to add and tell the numbers.
- Then give them 10 ice-cream sticks to form a shape on the table. Let them be creative and inventive in displaying their creation.

## Home Task

- Parents can help the child count the number of toys. Then the stuff toys and the other toys to find the total number. Encourage them to rearrange the toys.

## Learning Outcomes

**The students will:**

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• participate in everyday activities</li><li>• respond positively to peers and teachers during class activities</li></ul>

<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• follow CRM instructions</li> <li>• count and add the number of objects</li> <li>• use appropriate objects in daily life situations to learn addition of numbers</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• listen and follow short instructions</li> <li>• listen attentively to stories for a short period of time</li> <li>• begin to use appropriate vocabulary for common objects</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe minute details of objects and explore using various senses</li> <li>• acquire skills to focus, plan to achieve the desired outcomes.</li> </ul>

# Lesson 10: Subtraction

Theme 7:  
Festival Fun

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, beads, spoons



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop coordination of fine muscles with dexterity
- develop mathematical understanding of objects in their surroundings through quantity or numbers
- develop effective verbal and non-verbal communication skills
- develop positive learning habits
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Using CRM signs 'Eyes on Me, Stand in a line and Shh...', take the students to the craft room. Ask them to look around and describe things on display. They may use simple words or their home language. Then ask them to count the total number of items on display. Then remove any two and ask them to tell the total number of items left. Explain that this way they have subtracted to find the number of items left. **COULD DO** 
- Show the CRM sign 'Please Wait' and ask them to form a circle. Let them count the number of students. Then ask every alternate student standing to come inside the circle. Then ask them to count the number of students who moved in and the number of students left in the outer circle. Write the total number of students and the ones who moved in on the board as the statement for subtraction to find the total number of students left. Explain that this is how we subtract. Give them 10 beads and tell them to take away 3 beads to find how many are left, that is, 7 beads. **SHOULD DO** 
- After the class activities, place the character standees of Sam, Lina, Jas, Ryan and Maria in front of the class to see. Then read the story on page 92 with proper intonation, pauses and voice modulation. Talk to them about the society food programme that can be organised to provide food to the hungry. Ask them to describe the picture in simple phrases or their home language. Explain that they gave away all the food items except one. **MUST DO** 
- The students can be asked to count the number of stars in exercise 1 on page 93. Then count the stars left and draw them in the bubble. **COULD DO** 



**Animation** can be used to generate an interest among the students for subtraction.

COULD DO

**Animated Activities** can be shown to the students for practising subtraction.

10 MIN.

**eBook** can be shown to students for introducing subtraction.

### Additional Suggested Activity

- The students can work in pairs. Give them 10 books to count. Then remove 7 books to find the number of books left. Similarly, give them more combination of numbers to practise subtraction.

### Home Task

- Parents can help the child practise subtraction. Give them 10 spoons. Tell them to take away 5 and count the number of spoons left. Repeat the activity for practising subtraction.
- Read and explain the statement in exercise 2 on page 93 and 94. Ask them to write the total number of objects and birds in the first box and cross out the number of objects and birds as mentioned. Then count the number of objects and birds left and write in the box provided.

## Period 2

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

- The students can be asked to clap their hands and snap their fingers 10 times.
- Give 5 crayons and ask them to give one to their partner. Then tell the number of crayons they are left with. Similarly, you may give them more objects that are easily available to make them practise subtraction. Next, ask them to circle the number of objects taken away in exercise 3 on page 94. Then write the answer in the box.
- Next, form pairs of students. Read and explain the statement in exercise 4 on page 95. Ask them to write the total number of bunches of grapes left after Pa plucks 2 out of 7 bunches of grapes. Then guide them to write the subtraction sum in the blank space provided.
- Ask them to observe and describe the picture in exercise 5 on page 95. Read and explain the statement for the students to understand. Find the number of birds left to be pasted.
- Encourage them to talk about the pictures in exercise 8 on page 97. Then guide them to take away 3 objects from each row and write the answers.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

SHOULD DO

10 MIN.



**Fun Practice** can be shown to the students for practising subtraction.

**Infographic** can be shown to provide more information to the students on subtraction.

**Slideshow** can be used to engage the students in subtracting numbers.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be asked to count the number of chairs in the classroom. Then take 4 chairs away and ask them to tell the number of chairs left. Similarly, give them more combination of numbers to show subtraction of objects.

## Home Task

- Parents can guide the child to do the exercises 6, 7 given on page 96. Help them observe and describe the picture. Read and explain the statement for the students to find the number of candles and puzzle pieces left. Help them write the correct answers in the box provided.
- Help the child find the number of items left after subtraction in exercise 9 on page 98 and exercise 10 on page 99. Also, choose the correct option that matches with the answer.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to peers and teachers during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• understand the concept of taking away or subtraction</li><li>• use appropriate objects in daily life situations for practising subtraction</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• use oral math talk</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# Lesson 11: Time

Theme 8:  
Sparkling  
November

 2 Periods (40 minutes each)



Main Coursebook, CRM signs, poster on days and months in the Learning Kit, old business cards, analog clock, coloured sheets, cardboard, ribbon and other craft material,



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop mathematical understanding of time with respect to hours, weekdays and months
- explore the physical environment by asking questions and making generalisations
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Show CRM signs to the students and move to the music room. Let them sing a rhyme on time in group and move to the rhythm. Then ask them to raise their hands and tiptoe across the room, balancing themselves. Lastly, instruct them to return to their place. **COULD DO** 
- Show the CRM sign 'Please Wait' and ask them to observe the pictures on page 100 and describe them in simple words and phrases. They may use their home language. Instruct them to listen attentively to the story on page 100 as you read it with proper intonation and pauses. Discuss the events, characters and storyline with them. Let them share their experience of visiting the bookstore, just like Sam. **SHOULD DO** 
- Place the character standees and an analog clock for them to observe closely. Explain how to tell the time by looking at the movement of the minute and hour hands. Tell them that the small hand on the clock tells the hours and the long hand is the minute hand to indicate minutes. When the small hand is at any number on the face of the clock and long hand at 12, then it completes that hour. For example, small hour hand is at 3 and long minute hand is at 12 makes it 3 o'clock. Let them come one by one and try to move the minute and hour hands on the clock and tell the time. **MUST DO** 
- After practising, ask them to attempt exercise 1 on page 101. Guide them to look at the clocks and observe the hour hand and tick the correct option for the time given. **COULD DO** 



**Animation** can be used to generate an interest among the students for the concept of time.

**Animated Activities** can be shown to the students for practising the concept of time.

**COULD DO**

10 MIN.

**eBook** can be shown to students for introducing time.

### Additional Suggested Activity

- The students can be guided to make a time table with time mentioned for each activity that they do in the morning, afternoon, evening and night on a coloured sheet. Guide them to make a small clock for each activity.

### Home Task

- Parents can help the child draw the hands on the face of the clock in exercise 2 on page 101. Sit comfortably with the child and ask them when they wake up in the morning. Then let them draw the hands of the clock to show the time.

## Period 2

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

- Show CRM sign 'Stand in a Line' to the students and ask them to form lines of seven students each. Tell them to hold their hands and move from left to right. Then move from right to left on one leg. Warn them not to fall on each other.

**COULD DO**

10 MIN.

### Exercise 3

- Give them flashcards with the names of the week to hold. Read the names of the days of the week in order for them to follow. Explain that there are seven days in a week—5 weekdays and 2 weekends. Tell them to form pairs and arrange the cards in order. Then ask them to say the number for each day and write it in the boxes. Also, show them the poster from the learning kit and point at each day for them to identify.

**MUST DO**

15 MIN.

### Exercise 4

- Form groups of three students each. Give each group twelve cards with the names of the months in a calendar. Ask them to read the months after you and clap when they hear their birthday month. Repeat the activity and help them memorise the calendar associating it with their birthdays.

**SHOULD DO**

15 MIN.



**Fun Practice** can be shown to the students for practising weekdays and months in a year.

**Infographic** can be shown to provide more information to the students on weekdays and months in a year.

**COULD DO**

10 MIN.

**Slideshow** can be used to engage the students in learning the months in a calendar.

**Test Generator** could be shown to test the students' comprehension of the concepts taught.

### Additional Suggested Activity

- The students can be seated in groups of four. Tell them to write their date of birth on an old business card. Paste a chart with months on the wall. Help them paste their cards in the month that their birthday falls in. Their birthday calendar is ready. They may draw and colour

pictures depicting the season for each month. For example, they can draw snowflakes for December, raindrops for August and so on.

### Home Task

- Parents can guide the child to guess the months for the clues provided. Help them learn the months in a year in order by rearranging the cards with the names of the months.
- Help the child make a wall hanging on months in a year using cardboard, ribbon and other craft material. Write the names of the months and paste them on the ribbons so that it can be hung on the wall.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• understand the concept of time—clock, weekdays, months</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• use oral math talk</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• learn about the months through seasons or birthdays of their peers</li><li>• work collaboratively in art work</li><li>• explore and play with different material to create a 2D or 3D artwork</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# Lesson 12: Money

Theme 8:  
Sparkling  
November

 1 Period (40 minutes)



Main Coursebook, CRM signs, dummy currency (notes and coins in rupees)



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:



- develop coordination of fine muscles with dexterity
- develop mathematical understanding of money in rupees
- make sense of the world around through observation and logical thinking
- develop communication skills with oral math talk


## Methodology

### Period 1

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

- Use CRM signs 'Eyes on Me', 'Please Wait' and 'Stand in a Line' to guide the students move to the craft room. Ask them to raise their arms and clap ten times. Then breathe deeply and focus on their breath. **COULD DO** 
- Ask them to tell the denominations of the Indian currency they have seen in real life. Then show them the real Indian currency in notes and coins. Give them small sheets of paper to write the amount of money. **SHOULD DO** 
- Place the character standees of Sam and Ryan and narrate the story on page 104. Then ask them to observe and describe the picture. Read the story loud and clear for the students to understand that we need to pay for the things we buy from the shop. Discuss the story with the students focusing on the events and character of the story. **MUST DO** 
- Ask them to identify the coins they have seen, by colouring the box red in exercise 1 on page 105. Guide them to look at front and back of the coins. Next, tell them to observe the notes and identify their front and back by writing F and B for the front and back respectively in exercise 2 on page 105. **COULD DO** 

 **Animation** can be used to generate an interest among the students and teach the concept of money. **COULD DO** 

**Animated Activities** can be shown to the students for practising the concept of money. **COULD DO** 

**eBook** can be shown to students for introducing money.

### Additional Suggested Activity

- The students can be arranged in groups of three each. Give them coloured sheets of paper. Guide them to design their own currency in notes and coins. Then role play a market scene where they buy things.

### Home Task

- Parents can help the child understand the denominations in Indian currency by showing them the notes and coins.
- Take the child to the market and let them purchase small things like a pencil and pay in currency. Real life experience can help them develop an understanding of the concept of money.
- Help the child identify the pictures and the money tagged in exercise 3 on page 106. Then match them with the denominations on the right.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li><li>• learn to make simple transactions in rupees</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• understand the concept of money</li><li>• identify the denominations in rupees</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• use oral math talk</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• learn about money and design their own currency</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• engage in class activities</li></ul>

# Lesson 13: Measurement

Theme 9:  
Ho, Ho, Ho!

 1 Period (40 minutes)



Main Coursebook, CRM signs, ribbons, pencil, jute strings, sheets glue



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop sharpness in sensorial perceptions
- develop mathematical understanding and ability to measure objects and compare
- make sense of the world around through observation and logical thinking
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Ask the students to stand out of their seats. Raise their arms to the shoulder level and swing just as birds flap their wings. Then tell them to stand on their toes for as long as they do not fall on each other. Also, ask them to compare and say who is taller. Discuss the height of the students. **COULD DO** 
- Next, ask them to work in pairs and give them pencil and ice-cream sticks. Guide them to compare the lengths of pencils and ice-cream sticks by placing the beads along their length. They can count the number of beads and find the one that measures with the maximum number of beads. Explain that we can compare the length and height of the objects or people to find which one is longer or taller. Then ask them to compare the lengths of ribbons to elaborate the concept. Lay emphasis on the use of appropriate vocabulary for measurement. **SHOULD DO** 
- Then narrate the story on page 107 using the character standees of Lina, Sam, Jas, Ryan and Maria. Read it loud and clear with proper intonation and pauses. Also, guide them through the speech bubbles that are read from left to right and top to bottom. Explain how they enjoy making Christmas tree and compare their heights. Engage them in discussion by asking them to observe the picture and describe it in simple words or phrases. They may use their home language. **MUST DO** 
- Ask them to look at the pictures in exercise 1 on page 108. Then count the number of blocks for each cupboard and write in the box provided. Let them compare and identify the tallest cupboard. Encourage them to give reason for their choice and confirm the correct answer. **COULD DO** 



**Animation** can be used to generate an interest among the students for the concept of measurement.

**COULD DO**

10 MIN.



**Animated Activities** can be shown to the students for practising the concept of measurement.

**eBook** can be shown to students for introducing measurement.

### Additional Suggested Activity

- The students can be arranged in groups of three each. Give them ribbons or jute strings of varying lengths to compare their lengths and paste them on a sheet. Also, ask them to tick the longest one with a crayon.

### Home Task

- Parents can help the child observe the pencils in exercise 2 on page 108. Ask them to count the number of blocks for each and write in the box provided. Then see which one has the maximum number of blocks and is the longest.
- Help them observe the objects shown in exercise 3 on page 109 and describe them in simple words. Then identify them as long and tall objects by writing L and T respectively.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show coordination between sensorial perceptions and body movements in various activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>follow CRM instructions</li> <li>understand the concept of measurement and compare objects to find the longest and tallest objects or persons</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>listen and follow short instructions</li> <li>use oral math talk and appropriate vocabulary for measuring objects—longest, tallest, etc.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>acquire skills to plan, focus attention</li> <li>engage in class activities</li> </ul>

# Lesson 14: Data Handling

Theme 9:  
Ho, Ho, Ho!

 1 Period (40 minutes)



Main Coursebook, CRM signs, bowls, beads, balls, mirrors, sequins



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

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop coordination of fine muscles with dexterity
- develop fine motor skills and fit and flexible body
- develop mathematical understanding and ability to organise the collected data
- make sense of the world around through observation and logical thinking
- use emergent literary skills
- develop communication skills with oral math talk

## Methodology

### Period 1

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

- Use CRM signs 'Eyes on Me' and ask the students to form a circle in the art room. Then tell them to clap and jog on the spot. **COULD DO**   

- Next, ask them to work in pairs. Give them bowls and beads (red, blue and green). Tell them to sort the beads as per their colour. Then count the number of beads of each colour and compare with their partner to find which one is more or less. **SHOULD DO**   

- The students may be given a picture to count the number of objects and write them in the space provided. Then explain that this is how we organise the collected data for any object or people. **COULD DO**   

- Ask them to look at the pictures in exercise 1 on page 110. Engage them in a story about the picture that there is a fruitseller Rinku. He sells fruits so that children can be healthy. Let us see the different kinds of fruits he has. So, there are apples, oranges, watermelons, mangoes and papayas. Now, ask them to count the number of each kind of fruit and draw as many circles in the blanks provided. **MUST DO**   


 **Animation** can be used to generate an interest among the students for data handling.

**Animated Activities** can be shown to the students for practising data handling.

**COULD DO**   


**eBook** can be shown to students for introducing data handling.

### Additional Suggested Activity

- The students can be arranged in groups of three each. They can be given beads, mirrors, sequins and the other craft material to paste and make a mask with coloured sheet of paper. Then ask them to count and write the number for each on the sheet.

### Home Task

- Parents can accompany the child to the park. Then enjoy observing the number of flowers, leaves and trees in the park. Help them make a data for the flowers, leaves and trees by drawing small icons and writing the numbers for each on a sheet. Let them bring it to the class and compare with their peers.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• follow CRM instructions</li><li>• understand the concept of data handling</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• use oral math talk for the data collected</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan, focus attention</li><li>• engage in class activities</li></ul>