

Yearly Scheme of Work

Time Taken: 46 Periods (each period of 40 minutes duration)

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

Digital Assets: Mathseeds digital programme, eBook

Class UKG

Scheme of Lessons – Micro Schedule – Numbers = 46 periods

Theme Name	Suggested Allocation of Periods
Theme 1: Winter Wow	5
Theme 2: Fab Feb	5
Theme 3: Spring in Our Steps	7
Theme 4: Summer Splash	5
Theme 5: Happy Holidays	6
Theme 6: Monsoon Magic	4
Theme 7: Festival Fun	6
Theme 8: Sparkling November	5
Theme 9: Ho, Ho, Ho!	3

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with


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

From	To	Duration	Activity NCF	Activity Calyx
Morning Routine/Free Play/Corners Time				
09:30	10:15	45 minutes	Circle time/Conversation	English/Phonics
10:15	10:30	15 minutes	Snack Break	Snack Hour
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement	Rhymes and Stories
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.

Theme 1: Winter Wow

 5 Periods (40 minutes each)



Lesson 51_Worksheet 1 (Count On), Lesson 51_Worksheet 2 (Number Lines), Lesson 52_Worksheet 1 (Sides and Corners), Lesson 52_Worksheet 3 (Shape Sort), Lesson 53_Worksheet 1 (Counting), Lesson 53_Worksheet 3 (Take Away), Lesson 54_Worksheet 1 (O'Clock), Lesson 54_Worksheet 3 (Time), Lesson 55_Worksheet 1 (Near and Far), Lesson 55_Worksheet 2 (Position)
Main Coursebook, CRM signs, buttons/beads, bindis, locks and keys (made up of paper)



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- make sense of their surroundings through observation and logical thinking
- develop sharpness in sensorial perceptions
- develop mathematical understanding and learn number operations
- develop an understanding of 2D shapes

A Note to the Teacher:



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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers Book

- The students can be shown the flashcards/pictures of festivals. Elicit response from them and discuss how festivals bring happiness. Then let them draw and colour five flowers for decoration during festivals. **COULD DO**

- Ask the students to open the book at page number 6. Look at the picture and describe it. Then tell them to listen attentively as you read it. **SHOULD DO**

- Read and explain the story. Also, tell the students that dialogues are read from left to right and top to bottom. After reading the story ask few questions like,
- What is Maria celebrating?



- What is Mumma asking Maria to do?
- Do you also help your parents?

MUST DO

05 MIN.

Discuss and encourage the students to express their views in short and simple sentences.

REaMS

- Open Activity 1 of Lesson 51 on your REaMS Teacher Dashboard and say, "Mango and friends had a blast at the funfair! They played lots of games and won cool toys. Want to hear all about their exciting adventure? Get ready for some fun!". Watch the video with the students.

COULD DO

05 MIN.

- Play Activity 2 of Lesson 51 on your REaMS Teacher Dashboard. As the number line appears, ask the student to point to the numbers to be clicked. You may say, "Now, can you show me the first number we counted, on the number line?". Wait for the students to respond and then click on the answer. Moving on, show them how to move ahead on the number line in the video. When the third set of toys appears, you may ask the students to count the number of toys directly on the number line. Finally, ask the students to count all the numbers together on the number line.

SHOULD DO

05 MIN.

- Open Activity 10 of Lesson 51 on your REaMS Teacher Dashboard. Ask the students if they like playing with cards. Start the activity by saying, "Look at these cards, they have numbers on them. Now, look at the hat – it has a number on it. We need to find three numbers on the cards that add up to the number on the hat. Are you ready for the challenge? Let us do it together! First, we will pick a card and you tell me the number you see. Great! Now, let us find another card. What number do you see on this one? Wonderful! Now, let us add these numbers together. Use your fingers or count out loud. Does the total match the number on the hat? If not, no worries, let us rotate the cards to find more numbers." You may complete rest of the questions in the same way.

MUST DO

10 MIN.

Numbers Book

- Form two teams in the class. Give them beads/buttons in different bowls to count and tell the total number. The team to respond first gets a smiley. Then ask them to open the book to exercise 1 on page number 7. Count and add the given objects. Then match them with the correct answers on the right side. Confirm the correct answers.

MUST DO

10 MIN.



The Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given two sets of crayons/ice-cream sticks. Ask them to count, add and write the total number.

REaMS

- Start by discussing with the students about the animals they are familiar with. Ask them how many animals they can think of, and suggest animals like dogs, cats, and cows. Open Activity 7 of Lesson 51 on the REaMS Teacher Dashboard and tell the students, "We have a bunch of animals here with no legs. Let us find the right number of legs for each of our animal friends." Ask how many legs each animal needs and have the students count and match the legs on the board. For instance, if you choose the dog, you might say, "How many legs does the dog need? That is right, four legs! By counting and matching 4 legs correctly, we will have the dog ready to run." Find the legs for all the animals in a similar manner.

Home Task

- Complete Lesson 51 of Mathseeds along with Worksheet 1 (Count On) and Worksheet 2 (Number Lines).
- Parent can help the child in collecting and counting objects like pista shells. Then paste them into the shape of a flower.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector room

Introduction

- The students are divided into groups of three. Each group is given a set of locks and keys (made up of paper) with numbers. They have to match the lock with the correct number of key that matches with it. The groups to match first gets an ice-cream sticker.

COULD DO

05 MIN.

REaMS

- Begin with a conversation on triangles. You may say, "Do you remember triangles?" Encourage students to answer. Tell them, "Yes, a triangle has three sides. Let us draw a triangle." You may use your hands to draw a triangle in the air and ask students to imitate you. While drawing, remember to focus on the three sides of the triangle. You may ask students to repeat the exercise if necessary.

Next, ask students "Can you tell me some things that are in the shape of a triangle?" You may give them hints for objects like pizza slices, sandwiches, windows etc. Open Activity 2 of Lesson 52 and proceed to tell them, "Here is a triangle that Dizzy has made. Let us identify its sides?" Proceed to ask the students about the number of sides. Then, you may ask students to identify the corners of the triangle.

SHOULD DO

05 MIN.

- Open Activity 7 of Lesson 52 on your REaMS Teacher Dashboard. Begin by asking students what shapes they see on the board. Appreciate them as they respond. You may say, "Let us sort the shapes and keep them in the right buckets. In the triangle box, let us find shapes that are like the triangle and drop them in there! Moving to the circle box, we will put the round shapes." You may select the shapes, drag them and ask the students to point out their correct boxes.

SHOULD DO

05 MIN.

- Open Activity 13 of Lesson 52 on your REaMS Teacher Dashboard. Tell the students, "There are many shapes around us. Some are 2D, for example – squares, triangles and rectangles. But, some shapes are 3D, like cubes, spheres and cuboids. Now, we will do a fun activity. Look up to the board, we have a lot of shapes. You have to identify the 2D and 3D shapes. Shall we do that? Come on!" You may drag the labels and ask the students to point out the shapes.

SHOULD DO

05 MIN.

- Open Activity 14 of Lesson 52 on your REaMS Teacher Dashboard. Ask the students to look at the shapes on the board. You may say, "There are many shapes around us, there are triangles, rectangles, and more! Let us learn more about each shape. How many corners (points) do you see on a triangle, and how many sides does it have? Let us count with our fingers." You may ask students to come up to the board and help you count. Move ahead with the rest of the questions in the same way.

SHOULD DO

05 MIN.

Numbers Book

- Show flashcards with 2D shapes to the students to identify. Then let them draw any one object for any one of the shapes. They may be guided to display on board.

COULD DO

05 MIN.

- Then ask them to open the book to exercise 2 on page number 8. Read and explain the statement to the students. They will name the objects and identify their shapes. Let them count the number of objects for each shape and write it in the boxes provided.

MUST DO

10 MIN.



The Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to review the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given different objects to identify their shapes. They may draw any one object in 2D shape and colour it. They may take it home to show it to their parents.

REaMS

- Open Activity 8 of Lesson 52 on your REaMS Teacher Dashboard. You may ask the students "What shapes do you know?" They may come up with answers like Triangles, circles and others." Move on to introduce the activity by saying "Here are some dots on our board. Let us connect the dots and make some shapes! As we connect and draw the lines, we will see different shapes." You may call out individual students to join the dots.

Home Task

- Complete Lesson 52 of Mathseeds along with Worksheet 1 (Sides and Corners) and Worksheet 3 (Shape Sort).
- Parents can guide the child to match the objects in the room to 2D shapes she/he has learnt.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

Welcome the students to the class with a warm and cheerful Good Morning. Offer gentle fist-bumps and high-fives to warm the students up. Conduct a finger-warming exercise by leading the students in a game called 'Fingers up, fingers down'. You may demonstrate the game by saying, "Let us wiggle our fingers! Fingers up, fingers down, wiggle them all. Now, let us do it again, but this time, let us do it one by one. One finger up, now two fingers up, all fingers up, let us clap together!" Keep monitoring as students are doing the exercise with you.

Next, begin by asking the students to show you their fingers. You may say, "Let us count our fingers together! How many fingers do you have on one hand? Let us count - one, two, three, four, five!" Encourage all students to count along with you. Keep appreciating students as they count with enthusiasm.

Introduce the idea of hiding some fingers. You may say, "If we hide 3 fingers, how many fingers do we have? Can you show me?" Demonstrate by hiding 3 fingers on your hand and ask the students to count how many fingers are still visible. Encourage them to do the same with their own hands. You may proceed the same way with different numbers.

Extend the activity to addition by showing all fingers again and then adding more. You may say, "Now if we add 2 more fingers, how many fingers do we have?" Let the students take turns hiding and showing fingers, asking questions like, "If you hide 2 fingers and then show 3, how many fingers are you showing now?"

COULD DO

10 MIN.



REaMS

- Open Activity 2 of Lesson 53 on your REaMS Teacher Dashboard. You may say, Today, Mango, the monkey and Doc, the dodo have collected some boxes and are playing a fun game of hide and seek. Are you ready to join Mango in hiding and counting the boxes? Allow students to respond. You may then say, "Come on, let us help Mango." Ask the students to count the remaining boxes, for example, if Mango has hidden 2 boxes, you may say, "How many boxes can you see now? You may ask the students to count along with you and encourage them to answer. You may say "Let us count them, together. One, two, three. Yes, let us click on 3, we have 3 boxes left."

SHOULD DO

05 MIN.

- Open Activity 10 of Lesson 53 on your REaMS Teacher Dashboard. Before starting the activity, talk to the students about birds. You may ask questions like, "Who here loves watching little birds? Do you know how birds are born? Do you have a pet bird at home? Birds also make sweet sounds and wake us up in the morning. Can you tell me where birds live?" Allow students to answer as you ask and keep appreciating them. You may tell them that birds are born from eggs laid by their mother bird. "She keeps the eggs warm by sitting on them. After some time, the eggs crack and the baby birds come out. They live in the nest." You may then ask the students to look at the birds on the board. Ask them to count the birds on the tree. You may ask, "How many more birds do we need to make it 9, let us start counting", and ask the students to count onward from the number of birds sitting on the tree. The activity can be repeated the way for all the successive rounds.

SHOULD DO

10 MIN.

- Before beginning the activity, you may show students a picture of a sheep and ask them what they see on the board. Most of them will be able to identify the sheep. Open Activity 15 of Lesson 53 on your REaMS Teacher Dashboard. You may tell the students "You can see a few sheep on the board. Let us solve a problem and count the sheep." You may read the problem on the board and then ask the students to read the problem along with you aloud. Begin by asking them, "What is the question in the problem?" You may wait for their responses and give verbal clues if needed. Some of them may be able to identify the question. Encourage students to raise their hands to answer and keep appreciating them.

Next, you may tell the students "Let us see what we know. How many sheep has Ruby drawn?" Reread the statement and ask them to help you find out the numbers. Once students answer, you may click on the number and move ahead. You may further tell them that Ruby has covered some sheep with her hands. You may reread the statement and ask the students "How many sheep has Ruby covered with her hands?" Allow students to answer. You may click on the number as students respond. Next, click on covers up and inform students that the word 'covers up' means subtracting. To proceed ahead, move on to say, "If Ruby had 9 sheep, let us put all her sheep in the box." Drag the sheep in the box. You may ask the students to count the remaining sheep. Encourage students to count together and find the answer.

SHOULD DO

05 MIN.

Numbers Book

- Ask the students to work in pairs. Give them buttons to count 10 and take away 2 to subtract. Then tell the remaining buttons. Repeat the activity thrice. Then ask them to open the book to exercise 3 on page number 9. Subtract the given numbers using buttons/beads and find the answers. Teacher must go around the class to guide them.

MUST DO

10 MIN.



The Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to review the concepts taught in class.

Additional Suggested Activity

- The students can be given a chart to stick bindis and take away the given number of bindis to subtract them. Then write their answers.

REaMS

- Begin by talking to the students about apples. You may ask "Who likes apples? They are delicious fruits in bright red colour. Who here has eaten an apple today?" Allow students to raise their hands to respond. Open Activity 13 of Lesson 53 on your REaMS Teacher Dashboard.

You may ask them, "Can you count how many apples are there on the tree? Let us count together." Once you count, you may click on OK. You may then say, "Oh look, an animal is shaking the tree. Some apples have fallen on the ground. Let us count how many apples fell." Allow students to count the apples that fell. You may then ask the students to count the remaining apples on the tree. Appreciate students as they answer.

Home Task

- Complete Lesson 53 of Mathseeds along with Worksheet 1 (Counting) and Worksheet 3 (Take Away).
- Parents can play with the child the game of taking away. Use objects like pegs or spoons to find how many are left after taking away a certain number of things.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector room

Introduction

- Welcome the students to the class by saying, "Good morning, dear students! I hope you all woke up feeling happy and ready for the day." Encourage students to share about their morning routine. You may say, "Let us talk about what we do in the morning." You may ask questions like "What time did you wake up today?", "What time did you eat?", "What time did you leave for school?", "What time did the school bus arrive?" Allow students to answer by raising their hands to each question. Next, you may tell the students that Waldo is preparing for a holiday and is getting ready to catch his train.



REaMS

- Play Activity 1 of Lesson 54 on your REaMS Teacher Dashboard and watch it with the students. You may ask students "Can you tell me how we know what time it is?" Most students may be able to answer. You may say, "Yes, that is right, we see time with the help of a clock." If there is a wall clock in the classroom, you may ask the students to tell you what time it is.
- Open Activity 2 of Lesson 54 on your REaMS Teacher Dashboard. Ask the students what they see on the board. Once they respond, you may tell them "Yes, it is a clock. A clock, much like us, has two hands. With its two hands, it shows time. One is short, and one is long. Doc will tell us how a clock shows time, let us see". Watch the activity with the students. Then, you may ask students to tell you where the number 4 is, on the clock. You may click on number 4, as instructed in the activity. Keep bringing students' attention to the time shown as you click on the number. You may say, "The clock says it is 4 o'clock." Proceed the same way for the rest of the activity.
- Begin by showing students different sizes of clocks. As you show them, you may tell them that some clocks are big, some are small and can be tied on their wrists. Move on to Activity



4 of Lesson 54 on your REaMS Teacher Dashboard and tell the students, "We have a big clock on the board, let us find out what time it is. How will we know that? We have to see where the two hands of the clock are. Can you show me where the small hand is? And where is the big one? So, what time is it?" You may also encourage students to come up to the board and point out to the small and the big hand.

SHOULD DO

10 MIN.

Numbers Book


- Ask the students to tell the time they go to sleep. Then show them a wall clock and ask one of the students to adjust the time by moving its minute hand. Repeat the activity a few more times and ask the students to look at the clock in the book in exercise 6, page number 11 and draw the minute hand for their sleeping time.
- The students can be asked to look at the time on the clock and circle the correct time from the given options in exercise 7 on page number 11. Then show the correct time for their meals by colouring the digital clock.
P.S. Tell the students that they will learn more about time later.

MUST DO

05 MIN.

MUST DO

10 MIN.

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COULD DO

10 MIN.

eBook can be used to review the concepts taught in class.

Additional Suggested Activity

- Ask the students to write the activities they do after they wake up till the time they go to sleep. Then write the time for each activity and draw a clock showing that time.

REaMS

- Open Activity 9 of Lesson 54 on your REaMS Teacher Dashboard. You may inform students that they will be finding the right time by moving the clock's small hand. After explaining the instructions, you may say "Let us find the correct time." You may tell students, "It is 9 o'clock. Where should we move the small hand?". Ask the students to tell you the number and point towards the small hand of the clock. You may ask students to take turns and help you place the small hand of the clock for the rest of the questions.

Home Task

- Complete Lesson 54 of Mathseeds along with Worksheet 1 (o'Clock) and Worksheet 3 (Time).

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Ask the students to tell the things that are kept on the table. Explain that they are near or at a close distance. You may ask them to look outside and name the objects they could see. Then explain that things they have in the classroom are 'near' and the ones they could see outside are 'far'.

COULD DO

10 MIN.

REaMS

- Open Activity 1 of Lesson 55 on your REaMS Teacher Dashboard. Tell the students, "Mango and Dizzy are playing the 'Near and Far' game. Let us watch them." Watch the activity along with the students and enjoy. You may tell them that Mango has binoculars. Binoculars help us to see things that are far away from us.

SHOULD DO

05 MIN.


- Open Activity 2 of Lesson 55 on your REaMS Teacher Dashboard. You may tell the students that there are many toys on the screen. You may say, "Look at the toys on the board. Some are very close to us on the board, and some are far away. Can you show me which one is closer? Point to the toy that is closest to us." You may allow students to come to the board and point out the toy. Similarly, you may ask the students to point to the toys far away. Encourage students to clap for themselves and others once the activity is complete.
- Open Activity 4 of Lesson 55 on your REaMS Teacher Dashboard. You may ask the students what they see on the board. Allow them to respond. Tell them that balls come in different sizes and different colours. You may ask the students to identify the white ball. Up next, ask them to identify the ball nearest/farthest to the balls.



Numbers Book

- After the activity, ask the students to open the book to exercise 8 on page number 12. Look at the pictures and point at the ones that are near and those that are far. They may use pink crayon to circle the objects.



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eBook can be used to review the concepts taught in class.



Additional Suggested Activity

REaMS

- Tell the students Mango has composed a song. He is grooving and enjoying. Let us join him and sing it together." Play Activity 6 of Lesson 55 on your REaMS Teacher Dashboard and enjoy the song with the students. You may ask the students to sing along and stress on words "far" and "near". Repeat the song if required.

Home Task

- Complete Lesson 55 of Mathseeds along with Worksheet 1 (Near and Far) and Worksheet 2 (Position).
- Parents can take the child out for a walk to the park or the market place. Point at the objects that are near or far and ask him/her to give reason for the same.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• differentiate between shapes and colours• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers comfortably• understands and responds positively to the thoughts of other children
Cognitive Development	<ul style="list-style-type: none">• identify shapes and colours• sort objects into groups based on more than one property• recognise geometric shapes and their observable properties• understand that adding is combining two groups.• count to find a total.• represent addition on a number line.
Language and Literacy Development	<ul style="list-style-type: none">• listen attentively for specific information• listen and comprehend the story about festival and numbers
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw or paste picture for the given numbers
Positive Learning Habits	<ul style="list-style-type: none">• keep books and notebooks in order• adopt and follow class rules and teacher's instructions

Theme 2: Fab Feb



5 Periods (40 minutes each)



Lesson 56_Worksheet 1 (Counting), Lesson 57_Worksheet 2 (Position),
Lesson 58_Worksheet 1 (Count Back), Lesson 58_Worksheet 2 (Number Lines),
Lesson 59_Worksheet 1 (Area), Lesson 59_Worksheet 2 (Finding Area),
Lesson 60_Worksheet 1 (Number Sequence), Lesson 60_Worksheet 3 (Compare numbers)

Main Coursebook, CRM signs, ice-cream sticks, a water bottle, a pin, a notebook,
beads, buttons, abacus



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- make sense of their surroundings through observation and logical thinking
- develop sharpness in sensorial perceptions
- develop mathematical understanding and learn number operations
- develop an understanding of position words

A Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Form small groups of three students each. Then give them bundles of 10 ice-cream sticks. Ask them to take two away and tell the number of sticks left. Guide them to take away more number of sticks and practise.

COULD DO

05 MIN.

REaMS

- Open Activity 6 of Lesson 56 on your REaMS Teacher Dashboard, Begin by telling students that the number line is back again. You may say, "Look at the number line on the board. There is a toy train that will move ahead on the number line when we count correctly." Read the instructions that appear and encourage the students to help you do the activity.

SHOULD DO

05 MIN.

- Open Activity 12 of Lesson 56 on your REaMS Teacher Dashboard. Inform the students that they are going to solve a problem. Take them step by step through the problem. Next, ask them to identify the question in the problem statement. Encourage students to tell you the facts they know. You may explain to students how to use the number line to solve the problem.

MUST DO

10 MIN.

Numbers book

- Ask the students to open exercise 7 on page number 18. Tell them to look at the picture of apple trees and count the number of apples on each tree. Let them cross out one and count the apples left. Wait for their response and let them write the correct answer (9) in the box. Similarly, guide them to find the number of boats left.
- Form groups of four students. Then ask them to solve one part of the exercise 8 on page number 18. They will cross out the items to be subtracted and write in the box. Confirm the correct answers.

COULD DO

10 MIN.

SHOULD DO

10 MIN.



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eBook can be used to recapitulate the concepts taught in class.

MUST DO

10 MIN.

Additional Suggested Activity

- The students are organised in groups of three each. Give them cutouts of 8 flowers to colour. After they colour 4 flowers, ask them for the number of flowers left, that is, 4. Likewise, give them more examples for practice.

Home Task

- Complete Lesson 56 of Mathseeds along with Worksheet 1 (Counting) as homework.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- The students are seated in four rows. Ask them to tell the names of the students sitting behind them. Similarly ask them for the students in front of and between. Then give them a ball to place in the classroom to tell the position of objects as below, under and next to. Repeat the activity for practice.

COULD DO

05 MIN.

REaMS

- Open Activity 4 of Lesson 57 on your REaMS Teacher Dashboard. You may say, "It is time for a treasure hunt. A treasure hunt is a game where we search for hidden treasures using clues. Let us hide some clues." Play the activity and ask students to help you place the clues in different places as instructed in the activity. Keep reinforcing key terms, for example on top of, below, between etc. and encourage students to repeat after you. Lastly, let the students enjoy and groove to the song.
- Open Activity 8 of lesson 57 on your REaMS Teacher Dashboard. You may say, "Let us look at some pictures to observe which object is far away and which one is nearer." You may ask students to come to the board and point out the objects.

MUST DO

05 MIN.

SHOULD DO

05 MIN.

- Open Activity 11 of lesson 57 on your REaMS Teacher Dashboard. You may say, "Let us find some pictures in the grid." Allow students to hear the audio and answer. Keep reinforcing key terms such as below, between etc. Encourage them to raise their hands to name the objects.

MUST DO

05 MIN.

Numbers book

- Ask the students to open the book at page number 15. Read and explain the statement for exercise 3 and ask them to count the number of shirts and write their answer in the box provided.
- The students can be asked to observe the picture given on page number 14, exercise 1. Then ask them to tell the object as per its position mentioned. Choose their favourite crayon and tick the correct answer.
- Organise the class into a scene at a shop. Place objects and ask the students to identify them according to the position card that you read.
- Place a notebook on the table and ask the students to tell the position word that it describes. Similarly, ask them to tell the position of other objects in classroom.

MUST DO

10 MIN.

SHOULD DO

05 MIN.

COULD DO

05 MIN.



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COULD DO

10 MIN.

Additional Suggested Activity

- Show them an anchor chart for position words and explain it. Then give them a ball to place according to the position that you say.

Home Task

- Complete Lesson 57 of Mathseeds along with Worksheet 2 (Position) as homework.
- Parents can ask the child to tell the position of different objects in the room using position words learnt in the lesson.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- The students are asked to form a line. Then tell them to come one at a time and jump the number of steps you say. For example, you get the flashcard for number 3. So, the first student stands and jumps three steps on the number line. Then ask them to move backwards 2 steps. Once the student moves, ask him/her to tell the number of jumps left. Explain to the class that $3 - 2 = 1$ step and they have used the number line. Likewise, give them more numbers to subtract.

COULD DO

05 MIN.

REaMS

- Open Activity 4 of Lesson 58 on your REaMS Teacher Dashboard. You may say, "The number line is back! Let us count the number of objects we see on the board and help Snowy reach the number." Mark the number of objects on the number line. Continue the activity and keep reinforcing the concept of subtraction through the number line.

MUST DO

05 MIN.

- Open Activity 9 of Lesson 58 on your REaMS Teacher Dashboard. You may say, "Let us count the total cookies on the plate." Mark the total number of cookies on the board. Next, inform the students that the gremlin has come to steal some cookies. Encourage the students to help you solve the subtraction problem and mark the numbers in the boxes.
- Open Activity 11 of lesson 58 on your REaMS Teacher Dashboard. You may say, "Look, there are some sums arranged on the board. Let us find the answers to these individual sums and match them correctly. Let us start!" Bring their attention to the big number on top of the board and encourage them to help you do the activity.

SHOULD DO
05 MIN.

MUST DO
05 MIN.

Numbers book

- Ask the students to observe the picture in exercise 2 on page number 15. Let them describe the bird eating berries in simple words. Then ask them to find the number of berries left for the bird to eat.
- Give each student a number strip. Ask them to fold it the number of times and tell the remaining numbers. For example, out of 10 numbers on the strip, they fold 2 times and say that 8 numbers are left. Repeat the activity for practise.

MUST DO
10 MIN.

COULD DO
10 MIN.



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COULD DO
10 MIN.

Additional Suggested Activity

- Distribute Lesson 58_Worksheet 1 (Count Back). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 58 of Mathseeds along with Worksheet 2 (Number Lines) as homework.
- Parents can make the child practise subtraction while playing with toys. After playing, ask him/her to count the total number of toys. Then put two toys back and tell the number of toys left. Repeat the activity for practising subtraction.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Ask the students to form a semicircle using CRM signs. Place Maria's standee for the students to know that she has something interesting to tell them. They must listen attentively to the story. Then read the story loud and clear for them to comprehend. Explain how balls and Rubik's cubes occupy space and it is called as area of an object. Point at different objects in the classroom and ask them to say if they have equal or different area. A few questions may be asked for better assessment of the student's learning such as
 - What is the shape of a ball?
 - What is the shape of a Rubik's cube?
 - How many toys does Maria have in all?
 - What was kept in between the two balls?

Encourage them to share their thoughts and speak in short and simple sentences about area of an object.

COULD DO

10 MIN.

REaMS

- Open Activity 8 of Lesson 59 on your REaMS Teacher Dashboard. Remind students of the concept of 'Area'. You may show them some examples using the objects in the classroom such as books, chalk, duster etc. Next, bring their attention to the board.

You may say, "Let us find the objects that are large." As students answer, keep reinforcing the concept of area through the objects on the board. Continue the activity in the same way for the rest of the objects.

SHOULD DO

05 MIN.

- Open Activity 11 of Lesson 59 on your REaMS Teacher Dashboard. Inform students that they are going to help Waldo solve a problem. You may read the problem on the board and then ask the students to read the problem aloud along with you. Begin by asking them, "What is the question?" You may wait for their responses and give verbal clues if needed. Ask students to identify the facts of the problem. As they identify the facts, you may reinforce the word 'different' and tell the students that none of Waldo's shapes are the same. You may then ask students to help you make 3 shapes covering 6 squares. Allow students to come to the board to help you make different shapes. Finally, you may help students to understand and recall the steps of the problem.

MUST DO

10 MIN.

Numbers book

- Ask the students to observe the given pairs of objects in exercise 4 on page number 16 and identify the one that is big and occupies more space. Confirm the correct answer and ask them to circle it with a crayon
- Next, the students can be asked to look at the pictures in exercise 5 and identify the small objects on page 16. Ask them if it occupies more space or less space. Then they can be guided to circle the ones that occupy small area.
- Place a few objects like a water bottle, a pin, a notebook on the table for the students to identify the one that has small area or big area.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

COULD DO

05 MIN.



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eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- Ask them to draw two objects that have big area. Then draw two more objects with small area.
- Distribute Lesson 59_Worksheet 1 (Area). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 59 of Mathseeds along with Worksheet 2 (Finding Area) as homework.
- Parents can guide the child to say if a chair or a bottle has big area. Then help him/her compare more such objects.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Form pairs of students. Give them 20 red beads and 5 ice-cream sticks. Explain that red beads are 2 tens and ice-cream sticks are 5 ones. Likewise, ask them to form numbers in tens and ones with beads and ice-cream sticks.

COULD DO

10 MIN.

REaMS

- Open Activity 8 of Lesson 60 on your REaMS Teacher Dashboard. You may say "Look, there are three groups of objects on the board. The first box has objects arranged in groups of 10, the second one has objects in groups of 5 and the last one has objects in groups of 1. Let us count these objects to make the big number on the board. Keep reinforcing on the big number and encourage students to count with you."
- Open Activity 10 of Lesson 60 on your REaMS Teacher Dashboard. Tell the students that they are going to help Dizzy solve a problem. You may read the problem on the board and then ask the students to read the problem aloud along with you. Begin by asking them, "What is the question?" You may wait for their responses and give verbal cues if needed. Ask students to identify the facts of the problem. Encourage students to help you solve the problem as instructed in the activity. Finally, you may help students to understand and recall the steps of the problem.

SHOULD DO

05 MIN.

MUST DO

10 MIN.

Numbers book

- The students can work in pairs. Ask them to observe the given objects, count them and circle the correct numbers in exercise 6 on page number 17.
- The students can be given flashcards with objects to count and say the number in tens and ones.

MUST DO

05 MIN.

SHOULD DO

10 MIN.



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eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- Give an abacus to the students and ask them to count the number of beads in tens and ones. Repeat the activity for practising the numbers in tens and ones.

REaMS

- Distribute Lesson 60_Worksheet 1 (Number Sequence). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 60 along with worksheet 3 (Compare numbers) as homework.
- Parents can sit comfortably with the child and practise counting objects in tens and ones. Use beads/buttons/crayons to count and find the number in tens and ones.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers comfortably• understands and responds positively to the thoughts of other children
Cognitive Development	<ul style="list-style-type: none">• identify the position, area of objects• learn to subtract using objects• subtract numbers on a number line.
Language and Literacy Development	<ul style="list-style-type: none">• listen attentively for specific information• listen and comprehend the story
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw or paste picture for the given numbers
Positive Learning Habits	<ul style="list-style-type: none">• adopt and follow class rules and teacher's instructions



Theme 3: Spring in Our Steps

 7 Periods (40 minutes each)

Lesson 61_Worksheet 1 (Half and whole), Lesson 61_Worksheet 3 (Fractions), Lesson 62_Worksheet 4 (Check), Lesson 63_Worksheet 3 (Number Sense), Lesson 64_Worksheet 1 (Notes), Lesson 64_Worksheet 2 (Coins), Lesson 64_Worksheet 3 (Using Money), Lesson 65_Worksheet 1 (Count on), Lesson 65_Worksheet 2 (Number lines)



Main Coursebook, CRM signs, buttons/beads, flowers in a vase, ordinals on small cards, slips of paper, circular sheets, fruits(toys), a ball, a bat, a newspaper and a triangle made of paper, real denominations of rupees and coins, ice-cream sticks



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- make sense of their surroundings through observation and logical thinking
- develop sharpness in sensorial perceptions
- develop mathematical understanding and learn number operations
- develop an understanding of notes and coins

Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers book




- The students could be given a circular sheet. Tell them it is a whole or one complete part. Demonstrate to fold it once and point at the two parts formed. Tell them to colour one part and call it a half. Then explain that the things can be whole and half. Ask them to draw a square on a sheet and colour it in half part. Similarly, they can be given different shapes or pictures of objects to fold and form halves out of wholes. Answer their queries, if any.

COULD DO



10 MIN.





REaMS

- Open Activity 1 of Lesson 61 on your REaMS Teacher Dashboard. Ask the students, “Who loves pizzas?” Engage them with questions like, “Do you like sharing your pizza?”, “When was the last time you had a pizza?” Moving on, tell the students that Mango has got a big round pizza, he is going to share it with Ruby. For this he must cut the pizza in two equal halves. Play the activity and let the students see the video. **COULD DO** 
- Open Activity 3 of Lesson 61 on your REaMS Teacher Dashboard. Tell the students, “Only when we divide something into equal halves, it is fair. Let us see what Mango and Ruby are planning next.” Play the activity and watch it along with the students. **SHOULD DO** 
- Open Activity 8 of Lesson 61 on your REaMS Teacher Dashboard. Begin by asking the students, “Who loves some colouring and painting? It is time to colour the portions of the images on the screen.” Moving ahead, call the students one by one and ask them to colour the portions asked in the prompts. You may even first ask them to identify the portions and then as they pinpoint it, click on the portions to colour. **MUST DO** 

Numbers book

- Ask the students to open page number 20, exercise 1. You may point at each picture and ask the students to identify if it represents whole or half part. Instruct the students to match each picture with its corresponding half part. **MUST DO** 
- Ask the students to first identify each shape. Then trace its half part and colour to complete the picture on page number 23 in exercise 5. **MUST DO** 
- Show the students two glasses. Ask them to fill one with water and fill the other half with water. Explain that the one filled up to the brim is full and the other one is half. Also, give them toy apples to cut into half. Ask for their ideas about the apples and confirm the concept of full and half quantities of objects. They can be given pictures to identify as full or half-filled.

 **The Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home. **COULD DO** 

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Distribute the copies of Lesson 61_Worksheet 1 (Half and Whole) and ask the students to find out the objects that are whole. You are encouraged to move around the class and help the students complete the worksheet.


Home Task

- Complete Lesson 61 of Mathseeds along with Worksheet 3 (Fractions)
- Parents can help the child in dividing fruits like an apple, a kiwi and grapes into their half part. Prepare a fruit chat and enjoy eating it together.




Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector room.


Introduction


- Create space in the classroom before the lesson begins. Place objects like a ball, a bat, a newspaper and a triangle made of paper on the table. Ask them to sort the objects that are flat shapes and group them together. Call them as 2D objects. Then group the objects left as 3D objects. They can draw one picture for 2D and 3D on a sheet and put it up for display. **COULD DO** 

REaMS

- Open Activity 1 of Lesson 62 on your REaMS Teacher Dashboard. Tell the students, "Waldo and Dizzy are playing a game of stacking tins. Let us see what they are doing." Play the activity and watch it along with the students. **COULD DO** 
- Open Activity 2 of Lesson 62 on your REaMS Teacher Dashboard. Begin by telling the students if they would like to play a game of stacking shapes. Move on to say that not all shapes can be stacked. Play the activity and say, "So, let us see some shapes and observe if they can be stacked." Ask the students to identify the shapes first, and then click on the shapes to show if they can be stacked. **SHOULD DO** 
- Open Activity 4 of Lesson 62 on your REaMS Teacher Dashboard. Begin by telling the students that different shapes move differently. Some shapes roll, while some simply slide. Begin the activity and ask the students to come one by one and go on clicking on the shapes. With every click tell the students how the shape moves. **MUST DO** 

Numbers book

- The students can be asked to identify each object shown in exercise 2 on page number 21. Read and explain the statement and the shapes to the students. Ask them to match each object with its shape. **MUST DO** 
- Show an object for each shape – a cube, a sphere, a cylinder and a cone to the students. Explain the main features of each shape to be considered while studying different objects.

 **The Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO 

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Ask the students to look around the classroom and identify the objects and their solid shapes. They can form groups of three and draw pictures for each solid shape. Then display it in the class on board.
- Open Activity 7 of Lesson 62 and ask the students to match the pictures to the objects.


Home Task

- Complete Lesson 62 of Mathseeds along with Worksheet 4 (Check).
- Parents can sit with the child and look at the objects in the living room. Talk about the things that are in 2D or 3D shapes.



Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector room.


Introduction



- Ask the students to form a line outside the classroom. Then call them inside one by one and be seated in a circle. Then ask them to take a flower from the vase kept on the table. Mention that they come in the order as they entered in the class. As they come one by one give them flower with ordinals – first, second, third, and so on. **COULD DO** 

REaMS

- Open Activity 1 of Lesson 63 on your REaMS Teacher Dashboard. Tell the students, “Mango has brought his pets again. He is showing them to Ruby. Let us see what they are talking about.” After the video, tell the students about ordinal numbers. You may say, ordinal numbers are those numbers that tell us about the positions of something in a group. For example, first, second, third, etc. Move on to ask if the students remember the positions of Mango's pets. **SHOULD DO** 
- Open Activity 7 of Lesson 63 on your REaMS Teacher Dashboard. Tell the students that they are going to solve a problem. Take them step by step through the problem by first asking them to read the problem thoroughly. Up next, ask them to pinpoint at the question asked in the problem. Then, tell the students to find the facts given in the problem. After clicking on the facts, ask the students if they can find out what colour tie would Doc wear on the 9th day. Show the table to the students and ask them to show you which coloured tie has to appear on each day. Continue the pattern by asking the students to tell you the colours. You may even ask individual students to come one by one to do the exercise. **MUST DO** 

Numbers book

- Ask the students to repeat the ordinals after you as you show them the flashcards. Then read and explain the statement in exercise 4 on page number 22 to the students. Ask them to observe the picture and say the position of each in ordinals. Ask them to read the ordinal numbers once again. **MUST DO** 

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eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be shown a ladder on a sheet with missing ordinals. Let them read and find the missing ordinal. Write the answers on the board and ask them to fill in the blanks.
- Open Activity 7 of Lesson 63 and ask the students to match the words to the numbers.




Home Task

- Complete Lesson 63 of Mathseeds along with Worksheet 3 (Number Sense).
- Parents can help the child play BINGO. Give him/her a list with ordinals and keep the cards for the same. Pick one card and read the ordinal. Then she/he can tick the ordinals in the list. Once a row is ticked off he/she will shout BINGO!!

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers book

- Organise a role-play for the class. Ask them to play the role of a customer and a shop keeper. The students are shown real denominations of rupees and coins to be used. Let them identify each in Indian currency and explain that there are two types of denominations – rupees and coins. Rupees are in the denominations of 10, 20, 50, 100, 200, 500 whereas coins are 1, 2, 5, 10, 20. Also, tell them that Indian currency is represented by the symbol ₹. 
- Place Jas's standee in front of the class. Tell them that they are going to listen to the story when Jas went to the mall with his family in the evening. Ask if they also go for an outing and engage them in the conversation. Then read the story on page number 19 loud and clear for them to comprehend and express their thoughts in short and simple words. You may ask them a few questions to test their comprehension of the story. The questions could be
 - Who went to the mall with Jas?
 - What does Jas buy?
 - Name the items that Jas bought ?
 - What is the total number of items that Jas bought?
 - Why is the mall crowded?
 - What is your favourite day?
- Let them answer and express their thoughts in simple words or their home language. 
- Ask the students to sit in groups of four students each. They can be asked to identify the denominations of currency shown in exercise 3 on page 21. Then guide them write the denominations in the boxes provided. 



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Additional Suggested Activity

- The students can be given slips of paper to design their own currency. Then use it for the day in class or at home.

Home Task

- Parents can help the child use the currency designed in class while role-playing.
- Go for an evening walk to the market. Guide the child use currency in buying items of daily use like toothpaste or a fruit.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector room.

- Begin by asking students to name some countries they know. Some of them may say countries like China, America, Japan, Pakistan etc. Keep appreciating them as they answer. Next, introduce them to the country, the United Kingdom. You may say, "Did you know that London is a city in a country called the United Kingdom? London has a big clock tower called Big Ben. It is so big that you can see it from far away!" You may also show them pictures of the city using the book 'The UK World Adventures' (page 5) from the REaMS Library. Lead the discussion towards how people buy things in London. You may inform the students that every country uses different names for their money. Just like how we use rupees in India. **COULD DO**
05 MIN.
- You may show them pictures of Indian currency notes and coins. Encourage students to identify the value of each domination. Then, name each domination and ask students to repeat after you. You may say, "This is a 10 rupee note." You may continue in the same way for each domination like 20 rupee note, 50 rupee note, 1 rupee coin, 5 rupee coin and so on. **SHOULD DO**
05 MIN.
- Next, you may ask them, "Do you know that people in London call their money 'pounds' and 'pence? Pounds are like big pieces of money, just like the big notes we use here in India! And pence is like the small shiny coins we see. They are tiny parts of money, but still very important." **SHOULD DO**
10 MIN.
- You may show them pictures of pounds and pence on the board using the book 'Money' from the REaMS library. You may say, "Pence is the smallest amount of money in the UK." Then, name each domination and ask students to repeat after you. You may say, "This is a 2-pence coin." You may continue in the same way for each domination like 5-pence, 10-pence and so on (page 4), 5-pound note, 10-pound note, 20-pound note (page 14). Next, you may say, "£1 (1 pound) is made up of 100 pence (p), and £2 (2 pound) is made up of 200 pence (p)." **MUST DO**
10 MIN.
- Distribute copies of Lesson 64_Worksheet 1 (Notes) among the students and ask them to match the correct note to the amount in both activities. You may walk around the class to help the students complete the worksheet. **MUST DO**
10 MIN.



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COULD DO

10 MIN.






Home Task:

- Complete Lesson 64_Worksheet 2 (Coins).

Period 6

Place: The lesson can be conducted in the Digital Classroom/ Projector room.

REaMS

- Begin the class by greeting the students and creating a warm environment. You may use the book 'Notes' from the REaMS library to facilitate their understanding and reinforce the concept of pence and pounds taught in the previous period. You may ask the students to tell which note they will use to buy the objects shown in the book. Appreciate students as they answer. **COULD DO** 
- Open Activity 4 of lesson 64 on your REaMS Teacher Dashboard. Begin the activity by telling the students that they are going to see something interesting. You may say, "We can see the price tag of some toys on the board. Let us match each toy's price tag with its note." You may ask students to come forward one by one and complete the rounds of the activity. **SHOULD DO** 
- Open Activity 11 of lesson 64 on your REaMS Teacher Dashboard. Tell the students that they are going to see a coin that denotes some amount. Then, tell them that they have to collect other coins and use them to make the same amount as the given coin. As the first coin appears, ask the students to read the amount and show you the coins that can be put together to make that amount. Click on the coins and drag them to the given box to make the final amount. **SHOULD DO** 
- Open Activity 13 of lesson 64 on your REaMS Teacher Dashboard. Tell the students that they are going to see a note that denotes some amount. Then, tell them that they have to collect other notes to make the same amount as the given note. As the first note appears, ask the students to read the amount and show you the notes that can be put together to make that amount. Click on the notes and drag them to the given box to make the final amount. **MUST DO** 
- Open Activity 17 of lesson 64 on your REaMS Teacher Dashboard. You may say, "Look, there are a bunch of objects on the board and all of them have price tags, just as we see in different shops and shopping malls." Ask the students to read the prices mentioned in the tags and add them to find a total. Finally, ask them to choose the option that matches the sum. **MUST DO** 



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eBook can be used to recapitulate the concepts taught in class.

COULD DO



Additional Suggested Activity

- Open Activity 6 of lesson 64 on your REaMS Teacher Dashboard. Inform students that this time they have to match the coin with the price tag of each toy.

Home Task

- Complete Lesson 64 of Mathseeds along with Worksheet 3 (Using Money).

Period 7

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction


- Organise the class into two groups. Give them number cards from 1-10. Call two students from each group with the number cards say, 4 and 7. Ask the class to count 7 more after 4 on their fingers and answer. Confirm the correct answer that is 11. Likewise, give them more numbers to add up to 20. **COULD DO**
10 MIN.

REaMS

- Open Activity 4 of Lesson 65 on your REaMS Teacher Dashboard. Begin by telling the students that Ruby has some bottles and some magazines. Tell the students, "There are 11 magazines, let us count the bottles from 11 onwards." Get the students count ahead from 11. For the next round, tell the students that there are 14 bottles and they need to count the magazines from 14 onwards. At the end of counting, tell the students what number they have got. **COULD DO**
05 MIN.
- Open Activity 12 of Lesson 65 on your REaMS Teacher Dashboard. Tell the students that they are going to solve a problem. Take them step by step through the problem by first asking them to read the problem thoroughly. Up next, ask them to pinpoint at the question asked in the problem. Then, tell the students to find the facts in the problem. After clicking on the facts, ask the students to count ahead 6 places from 11. After they reach the answer, repeat all the steps to the children to let them know the process properly. **SHOULD DO**
05 MIN.
- Open Activity 15 of Lesson 65 on your REaMS Teacher Dashboard. Begin by asking the students if they like listening to music. You may ask questions like, "Do you love songs or music? Would you like to play some music?" Play the activity and ask the students to listen to the audio carefully. Ask them to do the sum and tell you the answer. As per student's answer, click on the cassette of the same number to play the music. You may even ask individual students to come over and do the rounds of the exercise. **MUST DO**
10 MIN.

Numbers book

- Ask the students to open the book on page 23. Read and explain the statement for exercise 6. They can be guided through each part to add the numbers and fill in the blanks. They can add the numbers using ice-cream sticks. **MUST DO**
10 MIN.

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eBook can be used to recapitulate the concepts taught in class. **COULD DO**
10 MIN.

Additional Suggested Activity

- Form groups of three students each. Give them a set of ice-cream sticks with numbers to be added and their answer. For example, 3, 4 and 7 given to the students in a group. Guide them to arrange the sticks in a way that shows $3 + 4 = 7$ and explain how the numbers are added.

Home Task

- Complete Lesson 65 of Mathseeds along with Worksheet 1 (Count on) and Worksheet 2 (Number lines).
- Parents can take the child for a walk. Then help the child observe the house numbers and add them. For example, house number 68 gives $6 + 8 = 14$. Repeat the activity and make him/her practice.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• hold the writing tool• differentiate between 2D and 3D shapes and correlate with the objects in the immediate surroundings
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• starts recognising 'self' as an individual belonging to a family• responds positively to different thoughts
Cognitive Development	<ul style="list-style-type: none">• identify the parts of 2D shapes as half and a whole• identify the 3D shapes• use ordinals to recognise the sequence• recognise currency in Indian rupees as well as in London• performs simple transactions using money up to ₹100• add numbers up to 20
Language and Literacy Development	<ul style="list-style-type: none">• comprehend the story and its storyline for specific information and use it in daily-life experiences
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw or paste picture for the given numbers• design their own currency
Positive Learning Habits	<ul style="list-style-type: none">• observe, explore and apply knowledge gained

Theme 4: Summer Splash



5 Periods (40 minutes each)



Lesson 66_Worksheet 1 (Quarters), Lesson 66_Worksheet 2 (Whole Half Quarter), Lesson 66_Worksheet 3 (Fractions), Lesson 67_Worksheet 2 (Number Sense), Lesson 67_Worksheet 3 (Compare Numbers), Lesson 68_Worksheet (Count the difference), Lesson 68_Worksheet 2 (Number lines), Lesson 68_Worksheet 3 (Number Sentences), Lesson 69_Worksheet 1 (2D Shapes), Lesson70_Worksheet 1 (Digital Time)

Main Coursebook, CRM signs, clock, old newspapers



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- make sense of their surroundings through observation and logical thinking
- develop sharpness in sensorial perceptions
- develop mathematical understanding and learn number operations
- develop an understanding of the concept of half and quarter, time

A Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers Book

- Show the picture of a birthday scene to the students along with the candles and birthday cap. Ask them to identify the shapes – cone and cylinder. Elicit response from them. Then place Ryan's standee and say that he has something interesting to share with them. Show CRM sign 'Eyes on Me' and ask them to listen attentively. Read the story on page number 24 aloud and clear for the students to comprehend. Explain the concept of shapes, and counting for more than 30. Ask them a few questions based on the lesson like,
- Who is telling the story to Ryan?
- What is the story about?
- What is the rabbit wearing?

- What does the rabbit blow?
- How many gifts has the rabbit got?

COULD DO

10 MIN.

Encourage the student to talk about the story in simple and short sentences.

REaMS

- Open Activity 1 of Lesson 66 on your REaMS Teacher Dashboard .You may say, "Dock has got a yummy jelly snake and he is excited to gobble it." Moving on, you may say, "Let us find out what is he doing." You may play the video and watch it along with the students.
- Play Activity 6 of Lesson 66 on your REaMS Teacher Dashboard. You may say, "when something is divided into two equal parts, they are called halves and when divided into four equal parts, they are called quarters." You may then ask the students to look at the images on the screen and identify the objects, cut in quarters. You may invite few students to come forward and participate in this activity.
- Open Activity 11 of Lesson 66 on your REaMS Teacher Dashboard. You may say, "In this activity, we will be colouring the correct fractions." You may then ask students to look at the first question and then select the number of fractions to be colour in the circle. You may ask individual students to come forward to click on the parts of the circle to be coloured.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Numbers Book

- Ask the students to look at the pictures given in exercise 3 on page 26 and name them. Then ask them to colour the other half of the object Explain the key terms 'half and 'quarter' and guide them to describe objects.
- Ask the students to observe the given pictures in exercise 4 on page 26. Ask them to identify them as halves and quarters. Then they can match the objects.
- Give construction paper to each student. Ask them to fold it once and then give it one more fold. Then open the sheet and notice the sections formed. They can colour one square and term it as a quarter. Then let them explain the terms learnt to show parts of an object.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

COULD DO

05 MIN.



The Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Divide the students into four teams. Give a face mask to each one of them and ask them to fold it horizontally. Then say the parts that are in two parts. For example, eyes and nose in one half; lips and little bit of nose in the other half. Then fold it further and name the parts in each of the four squares.

REaMS

Home Task

- Complete Lesson 66 of Mathseeds along with Worksheet 1 (Quarters).
- Parents can guide the child to colour a picture. Fold it into four parts. Then tell the things that are in each quarter.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Divide the class into groups of four students each. Give them beads to count and say the number 30-40. Repeat the activity with buttons or crayons. Let them practise counting numbers up to 40.

COULD DO

10 MIN.

REaMS

- Open Activity 1 of Lesson 67 on your REaMS Teacher Dashboard. You may ask students "Do you like watching birds? Can you name some birds?". You may then tell the students that their friend Mango is watching some birds and we will find out how many birds are there. Play the activity and watch it along with the students.

COULD DO

05 MIN.

- Open Activity 2 of Lesson 67 on your REaMS Teacher Dashboard. You may ask students, "Do you see the colourful birds sitting on the tree, they resemble a number line." You may then ask the students to count each number starting from 30. After that, you may ask the students to count ahead and complete the number line. You may invite few students to come forward and participate in the activity.

SHOULD DO

05 MIN.

- Open Activity 14 of Lesson 67 on your REaMS Teacher Dashboard. You may tell the students that in this activity they are going to solve a problem together. You may first ask the students to read the problem carefully, then help them identify the question within the problem. After that, ask them to pick out the facts in the problem. After that, have them organise counters into groups of 10 in a table. You may invite students up one by one to click on the counters and move them to the blocks. You may then, tell the students to count 10 counters first and then the remaining 6 to see that $10 + 6$ equals 16.

MUST DO

10 MIN.

Numbers Book

- The students can be asked to open page 25 and look at exercise 1. Then read the numbers and join the dots using crayons. Let them figure out the picture formed and colour it neatly. Let them read the numbers they have joined loudly as an oral drill.
- Draw a number line 31-40 on the floor. Ask them to say the numbers and step on the number announced. Then they can find the missing numbers in exercise 2 on page 25. Then let them read the number names after you and match them.

MUST DO

10 MIN.



The **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Form a big circle of the students. Give them old newspapers. Ask them to tear paper and make small balls. Once everyone has made the ball, ask them to put them in a box. Then let them count the number of balls from 31-40.

Home Task

- Complete Lesson 67 of Mathseeds along with Worksheet 2 (Number Sense) and Worksheet 3 (Compare Numbers).

- Parents can guide the child to join the dots for the picture of a kite and colour it.
- Go for a walk with the child. Collect fallen leaves in a basket. Bring them home and paste them on a sheet. Then count the number of leaves collected. Ensure the leaves are enough to count up to 40.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Ask the students to work in pairs. Give them flashcards with dots. Ask them to count the number of dots each one has got. Then crossing out the same number of dots, they will say the number of dots left and find the difference. For example, student A got 7 dots and student B has 5 dots. Crossing out 5 dots, they are left with 2 dots which is the difference required.



REaMS


- Open Activity 10 of Lesson 68 on your REaMS Teacher Dashboard. You may say, "How many of you like eating apples? You may then say that in this activity we will find out how many apples will fall from the tree and who is shaking the apple tree. You may then ask the students to first count the number of apples in the tree. Then ask them to point at the Rhino, who will come and shake the tree. After that, you may ask students to count the number of apples that fall from tree and the remaining apples on the tree.
- Open Activity 13 of Lesson 68 on your REaMS Teacher Dashboard. You may tell the students that in this activity they are going to solve a problem together. You may first ask the students to read the problem carefully, then help them identify the question within the problem. Next, ask them to pick out the facts in the problem. You may then tell the students that the problem can be solved using a number line. You may then ask them to find a high number (for example 7), then ask them to count 5 places back in the number line, the number they would reach is the answer (for example, 2). You may also tell them the two numbers that have a difference of 5.



Numbers Book

- The students can be given a set of 10 crayons. Tell them to count the number of crayons they have. Then give three crayons to their partner and say how many they are left with. Explain that they can find the difference in exercise 5 on page 27. Let them count the total number of pups, clocks, bows and shapes. Then find the ones left after subtracting the given number and write it in the box.
- The students can be asked to describe the picture in exercise 6 on page 28. Then read and explain them the questions to find the answers. Let them find the number of children and apples. Write the numbers on board. Then ask them to tell the number of apples left after they have eaten one each, that is, 2 apples.



 **The Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.



eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given ladders drawn on a sheet. Ask them to count the total number of rungs of the ladder. Then find the number of broken ones and find the number of rungs that are unbroken. Then they can write the difference in the space provided.

REaMS

- Distribute Lesson 68_Worksheet 1 (Count the difference). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 68 of Mathseeds along with Worksheet 2 (Number lines) and Worksheet 3 (Number sentences).
- Parents can guide the child to find the number of shirts and trousers or skirts she/he has. Then find the difference. The child can be given other objects like spoons and forks, books and notebooks to count and find the difference.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers Book

- Form groups of three students each. Give them shapes (triangle, square, circle) to assemble. Then count the number of each shape and tell their partner.
- Give a sheet to each student. Ask them to draw a face using shapes and tell the number of each shape used.

COULD DO

ID MIN.

REaMS

- Open Activity 4 of Lesson 69 on your REaMS Teacher Dashboard. You may tell the students that there are several larger shapes displayed on the board alongside smaller shapes. You may then ask them to select the smaller shapes and fit them into the larger ones. You may invite individual students to approach one by one, select shapes and place them within the larger shapes. Encourage them to rotate the shapes as needed until they fit correctly.
- Open Activity 13 of Lesson 69 on your REaMS Teacher Dashboard. You may tell the students that in this activity they are going to solve a problem together. You may first ask the students to read the problem carefully, then help them identify the question within the problem. Next, ask them to pick out the facts in the problem. You may then tell the students that they can make the rocket by filling it with some shapes. After that, ask the students to come one by one and drag the shapes to the rocket. You may encourage them to rotate the shapes and fill the rocket.

SHOULD DO

ID MIN.

MUST DO


ID MIN.

Numbers Book

- The students can be given cut outs of shapes to pick and paste on a sheet. Then name each shape they have pasted. Next ask them to open the book at page 29 and colour the shapes in exercise 7. Later they can count and write the number of each shape in the box provided.

MUST DO

ID MIN.

 **The Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO

ID MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Form pairs of students. Give them a picture with shapes. They will observe, explore and write the number of shapes used as well as number of each shape.

REaMS

- Open Activity 14 of Lesson 69 on your REaMS Teacher Dashboard. In this activity students have to identify which number is smaller and which number is larger and then choose the appropriate label. For example, between the numbers 25 and 37, the students have to identify the larger number and the smaller number between them and then apply the correct labels.

Home Task

- Complete Lesson 69 of Mathseeds along with Worksheet 1 (2D Shapes).
- Parents can guide the child to find objects of various shapes in the house. Then draw the shapes and cut them with the help of an adult. Paste the shapes and make a collage.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Numbers Books

- Show a clock to the students and ask them to read the numbers on the face of the clock. Then tell them about the hands of the clock – minute hand and hour hand. Ask one of the students to come and move the minute hand of the clock. The rest of the class will guess the time it shows. Likewise, other students can be called to move the minute hand of the clock and tell the time.



REaMS

- Open Activity 4 of Lesson 70 on your REaMS Teacher Dashboard. You may tell the students that a clock is displayed on the board, along with three time options, displayed on the digital clock. You may ask the students to identify the times on the digital clock. Finally, ask them to identify the time displayed on the larger clock and match it with the correct option.
- Open Activity 6 of Lesson 70 on your REaMS Teacher Dashboard. You may tell the students that there is a large clock displayed on the board. You may ask them to locate the large hand. You may say, "When the large hand is pointing to 6, it is referred to as 'half-past'." Encourage them to also find the small hand and understand its function in indicating the minutes. You may say, "When the small hand is on 2 and the large hand is on 6, it is called 'half-past 2'." Then, as the watches are shown, you may ask the students to listen to the audio and match the watch to the correct time. After that, you may ask the students to refer to the large clock on the board and select the correct time from the options provided.



Numbers Book

- Ask the students to open the book at page 29. Read and explain the statement for exercise 8 and ask them to write the missing numbers on each clock and draw hands for the given time.
- The students could be given clocks to find time. Then give them flashcards with time in words such as half past 8, half past 4 to show on the clock.





The Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.



eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Form groups of three students each. Give each member a clock. Ask them to draw the minute hand for their favourite time of the day.

REaMS

- Open Activity 12 of Lesson 70 on your REaMS Teacher Dashboard. You may say, "Look, there is a large clock displayed on the screen. Let us observe the clock and identify the time." You may ask the students to point at the correct option.

Home Task

- Complete Lesson 70 of Mathseeds along with Worksheet 1 (Digital Time).
- Parents can guide the child to watch the clock and tell the time by identifying the position of the hands of the clock.
- Sit with the child and make a time table for Sunday. Ensure that she/he tell the time on the clock too.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> hold the writing tools (hand and finger movement) tear newspaper and make paper balls
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> communicate effectively with peers and teacher respond positively
Cognitive Development	<ul style="list-style-type: none"> identify shapes and colours learn to tell the time by minute hand count the numbers 31-40 and join the dots to create a picture recognise the whole, half and quarter of an object and colour the part specified represent subtraction through objects
Language and Literacy Development	<ul style="list-style-type: none"> listen attentively for specific information listen and comprehend the story use the vocabulary based on shapes, time, wholes and halves to communicate
Aesthetic and Cultural Development	<ul style="list-style-type: none"> draw or paste picture for the given numbers
Positive Learning Habits	<ul style="list-style-type: none"> observe, explore and infer from the information provided

Theme 5: Happy Holidays



6 Periods (40 minutes each)

Lesson 71_Worksheet 1 (Counting Out), Lesson 71_Worksheet 2 (Sharing),
Lesson 72_Worksheet 1 (Counting Doubles), Lesson 72_Worksheet 2 (Doubling),
Lesson 73_Worksheet 1 (Heavy and Light), Lesson 73_Worksheet 2 (Balancing Scales),
Lesson 74_Worksheet 1 (Counting Out), Lesson 74_Worksheet 2 (Grouping),
Lesson 75_Worksheet 1 (Number Sequence), Lesson 75_Worksheet 2 (Order),
Lesson 76_Worksheet 1 (Number Sentences)



Main Coursebook, CRM signs(Eyes on Me, Shh..., Stand in a Line, Please Wait), paper, chart with 4 bubbles, 20 flowers, ice-cream sticks, beads, buttons, bowls, 9-pin geoboard, elastic bands, 50 straws, a chart with 4 bubbles and 20 flowers made of paper, jute string, pista shells



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and make sense of their surroundings through observation and logical thinking
- develop motor skills and sharpness in sensorial perceptions
- develop mathematical understanding and learn number operations
- develop an understanding of sharing and grouping numbers

A Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Form groups of five students each. Ask the students to take five sheets of paper and share it among the group members. Tell them to draw and colour a sweet dish they like the most. Explain that they must share things with friends and family.

COULD DO

10 MIN.



REaMS

- Open Activity 4 of Lesson 71 on your REaMS Teacher Dashboard. You may inform the students that they will be growing a plant today. You may say, "Let us count the total number of seeds that we see on the board and distribute them equally in the pots." Appreciate students as they answer.
- Open Activity 7 of Lesson 71 on your REaMS Teacher Dashboard. Inform the students that they will help Waldo solve a problem. You may first ask the students to read the problem carefully, then help them identify the question within the problem. Next, ask them to pick the facts in the problem. Keep reinforcing the word 'share' to remind them that the fishes have to be divided equally.

SHOULD DO

05 MIN.

MUST DO

10 MIN.

Numbers book

- The students can be asked to look at the picture in exercise 1 on page number 31 and describe it in simple words or their home language. Then read and explain the statement and ask them to draw rasgullas for each child in the bubbles and cross out the ones on the table. Also, tell them that sharing with other doubles our happiness.
- The students can be asked to work in pairs. Give each pair of students a bundle of 10 coloured ice-cream sticks to divide among themselves equally. Tell the number of sticks each one has got.

SHOULD DO

10 MIN.

COULD DO

05 MIN.



The **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

MUST DO

10 MIN.

Additional Suggested Activity

- Form group of four students each. Give them a chart with 4 bubbles and 20 flowers made of paper. Ask them to paste one flower each in the bubbles till they get all pasted. Then count how many they have in each bubble.
- Distribute Lesson 71_Worksheet 1 (Counting Out). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 71 of Mathseeds along with Worksheet 2 (Sharing) as homework.
- Parents can guide the child to count the number of toys she/he has that could be shared with two friends.
- Help the child divide 40 beads equally in 4 bowls. Count the number of beads in each bowl.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- The students can be given five crayons and five ice-cream sticks to count and tell the total number, that is, 10. Then ask them to listen to the story attentively given on page 30. Read the story loud and clear for them to comprehend and answer a few questions like,
 - How many tomatoes does Daarji bring from the market?

- How many tomatoes are there at home?
- Explain the concept of 'doubles to double 10' to the students. Ask them to count the total number of tomatoes that Biji has.

SHOULD DO

10 MIN.

REaMS

- Open Activity 1 of Lesson 72 on your REaMS Teacher Dashboard. You may ask the students "Do you remember Mango's pet, the hermit crab? It is his birthday today! Let us see what Mango got for him." You may then inform the students that they will learn about the concept of Doubling. Play the activity and watch it with the students.
- Open Activity 2 of Lesson 72 on your REaMS Teacher Dashboard. You may ask the students to count the number of shells in both the jars and then select the correct answer. You may invite few students to come forward and participate in the activity.
- Open Activity 4 of Lesson 72 on your REaMS Teacher Dashboard. You may ask the students to count the total number of shells in jar 1 and then place the same number of shells in the empty jar. Then, ask the students to count the number of shells in both the jars and then select the correct answer. You may invite few students to come forward and participate in the activity.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Numbers Book

- Form groups of three students each. Give them a bowl of pista shells to count and paste them equally in five circles. Find the total number of shells in each circle.
- Continue with the group of three students each. Give each group of student a bowl of 33 marbles to share among themselves and tell the number of marbles each one has got.

SHOULD DO

05 MIN.

COULD DO

10 MIN.



The **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- Form group of five students each. Ask them to share 50 straws among the group members and tell the total number of straws each one has got.
- Distribute Lesson 72_Worksheet 1 (Counting Doubles) worksheets among the students and discuss the questions of the worksheet. You may even walk around the class to help the students complete the worksheet.

Home Task

- Complete Lesson 72 of Mathseeds along with Worksheet 2 (Doubling) as homework.
- Parents can go for a walk in the park with the child. Help him/her to count the number of flowers in the park.
- The child can collect sunflower seeds in a bowl and count them.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Place Lina's and Jas's standees in front of the students. Tell them that they have come to tell them an interesting fact. Show them feather, balloon and a book. Call one student and ask him/her to hold each item one by one and tell the difference. Discuss and explain that feather and balloon are light whereas the book is heavy. Anything that has weight is heavy.

COULD DO

10 MIN.

REaMS

- Open Activity 1 of Lesson 73 on your REaMS Teacher Dashboard. You may tell the students that their friend Waldo will help them understand the concept of Heavy and Light. Play the activity and watch it with the students. Inform them that they will be using a balance scale to learn what is heavy and what is light.
- Open activity 1 of Lesson 73 on your REaMS Teacher Dashboard. You may tell the students, "There is a balancing scale on the screen. Let us place items on the balance scale to determine which is heavier and which is lighter." Invite students to take turns placing objects on the balance scale and identifying the heavier and lighter ones.
- Open Activity 2 of Lesson 73 on your REaMS Teacher Dashboard. You may say, "There is a balancing scale on the board, let us place the given objects on the balance scale to find out which is heavier and which is lighter."
- Open Activity 4 of Lesson 73 on your REaMS Teacher Dashboard. Inform the students that there is a balancing board on the screen and objects have been placed on one side of the scale. You may then say, "Let us add some eggs on the other side to balance the weight." You may ask the students to count the eggs as they are placed on the scale and then count the total number of eggs.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Numbers book

- Ask the students to look at exercise 4 on page number 33 and observe the pictures. Read and explain them that they have to circle the lighter object.
- Next, guide them to do the exercise 3 on page number 32 and revise 2D and 3D shapes of toys. Show the shapes either on flashcards or models to the students. Let them identify the shapes that are 2D and 3D in the picture given in exercise 3.
- Form two groups of the students. Place different objects such as paper, paper weight, empty bottle, bottle that is filled with water, marbles, sponge that are heavy and light in the classroom for display. Ask the students in group A to pick things that are heavy and group B to pick things that are light in weight. Then discuss and explain the concept of heavy and light objects and ask them to circle the heavier object in exercise 5 on page number 33.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

MUST DO

05 MIN.



The Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be asked to work in pairs. They could be given a 9-pin geoboard and a selection of elastic bands. Demonstrate the way to form 2D shapes on the board using elastic band around the pegs on the board. Then identify each shape thus formed.
- Distribute Lesson73_Worksheet 1 (Heavy and Light). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete Lesson 73 of Mathseeds along with Worksheet 2 (Balance Scales) as homework.
- Parents can guide the child to find the objects around the house that are heavy and light in weight.
- Help the child identify the shapes of various objects in the house. Say if they are 2D or 3D shapes. Let him/her describe the shape.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Ask the students to sit in groups of three. Give beads and boxes to be grouped as per their colour. Then count the number of beads in each box. Explain that we can group different objects and find the total number.

COULD DO

10 MIN.

REaMS

- Open Activity 4 of Lesson 74 on your REaMS Teacher Dashboard. Inform students that they have to count all the objects on the board. You may then say, " Let's put the objects into the boxes and count how many items are there in each box. Are you ready? Let's count!"
- Open Activity 10 of Lesson 74 on your REaMS Teacher Dashboard. Inform students that there are a few objects on the board which have been arranged in groups. You may say, "Let us find out objects arranged in groups of two."

SHOULD DO

05 MIN.

SHOULD DO

05 MIN.

- Open Activity 13 of Lesson 74 on your REaMS Teacher Dashboard. Inform students that they are going to solve a problem. Take them step by step through the problem by first asking them to read the problem thoroughly along with you. Up next, ask them to find the question asked and the facts in the problem. You may say, "Let us put 12 legs in the pond. Since ducks have 2 legs, let us give two legs to each duck in the pond and count the total number of ducks."

MUST DO

05 MIN.

Numbers Book

- Form four groups of the students. Give each group a chart and shapes such as triangles, squares and circles cut out of old newspaper. Ask them to form a collage with shapes. It could be a face or a tree or any other shape they like. Then ask them to count each shape pasted and write it in the box on the chart paper. Explain that this way they have grouped the shapes and learnt counting too.
- Ask the students to tear newspaper and make tiny balls. Then draw their favourite pet animal and paste the balls on it to give it a 3D effect. Also, count the number of balls pasted.

SHOULD DO

05 MIN.

COULD DO

10 MIN.



The **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a chart with 10 flowers drawn and cut outs of leaves. Guide them to paste them such that there are two leaves per flower. Then ask them to count the total number of leaves pasted, that is, 20 leaves.
- Distribute Lesson74_Worksheet 1 (Counting Out). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete lesson 74 of Mathseeds along with Worksheet 2 (Grouping) as homework.
- Parents can guide the child to collect all the toys. Then sort them as stuff toys and the ones that are mobile. Then put them in two different boxes.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction

- Give the students a chart with number grid. Ask them to tell the missing number in series from 41-50. They could also be given number cards from the Learning kit to show the missing number.

COULD DO

10 MIN.

REaMS

- Open Activity 4 of Lesson 75 on your REaMS Teacher Dashboard. Begin by talking to the students about flying kites. You may ask them questions such as "Who has seen kites?, Who likes to fly kites?" Move on to ask students to help you count the kites on the board and find the missing numbers. Next, ask students to listen to the audio instructions carefully and answer the questions.
- Open Activity 12 of Lesson 75 on your REaMS Teacher Dashboard. Inform students that there are blocks stacked in groups of different numbers on the board. Ask the students to count the number of groups for each number of blocks. For example, you may ask them to count the number of groups containing blocks of tens and ones.

SHOULD DO

10 MIN.

MUST DO

05 MIN.

Numbers Book

- Ask the students to tell the age of their family members. They can tell who is the oldest by comparing their age. Then ask them to open exercise 6 on page number 34. Read and explain the statement and ask them for Baba's age. Then they can be asked to colour the cake with the correct answer.
- Ask them how they come to school. Then tell them to help Lina by finding the route as they fill the missing numbers 41-50 in exercise 7 on page number 34.
- The students can be given the number cards to be arranged in an order. Explain that on adding the two numbers we get the new numbers in series.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

COULD DO

05 MIN.



The **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- Divide the class into two teams. Give them beads to string in a jute string. The team to string maximum number of beads gets the smiley. Then ask them to count the number of beads for each team.
- Distribute Lesson75_Worksheet 1 (Number Sequence). Encourage students to follow the instructions on the worksheet as you read each instruction aloud and then point that number on the number line.

Home Task

- Complete lesson 75 of Mathseeds along with Worksheets 2 (Order) as homework.
- Parents can guide the child to count beads and buttons from 41-50. Pista shells could also be used to count and paste on a sheet.

Period 6

Place: The lesson can be conducted in the Digital Classroom/Projector room.

Introduction


- Form groups of students and give them a bowl with countable objects like buttons, sticks and so on. Ask the students to count the number of objects and see if they are equal or not. Explain that when we compare two objects that are equal in number we use '=' sign. Paste charts with different objects that are equal in number. **COULD DO**
10 MIN.

REaMS

- Open Activity 1 of Lesson 76 on your REaMS Teacher Dashboard. Inform the students that they are going to learn about a new sign today. Play the activity and watch it along with the students. **COULD DO**
05 MIN.
- Open Activity 2 of Lesson 76 on your REaMS Teacher Dashboard. You may ask the students to count the number of blocks on each side of the balance. Reinforce how one number can be equal to a sum of two other numbers. For example, if there are 6 blocks on one side, you may say, "6 blocks are equal to a sum of two groups of 3 blocks." **SHOULD DO**
05 MIN.
- Open Activity 4 of Lesson 76 on your REaMS Teacher Dashboard. Ask the students to count the dots on each domino and then see if the sums of the dots are equal to each other. If the sum is equal, you may tell them that the statement is true, otherwise, it is false. Encourage students to participate in the activity. **MUST DO**
05 MIN.

Numbers book

- Ask the students to open exercise 8 on page number 35 and tell that Sam has a box with 35 candies. Now, they have to count and find the box with equal number of candies. **SHOULD DO**
05 MIN.
- Ask them to count the number of ice creams on the left and colour the same number of ice creams on the right in exercise 9 on page number 35. **MUST DO**
10 MIN.

 The **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- The students could be given bundles of ice-cream sticks and buttons to arrange and see if they are equal. Then make them equal by adding more to the group.

REaMS

- Open Activity 13 of Lesson 76 on your REaMS Teacher Dashboard. Inform students that there are some numbers on both sides of the '=' sign. Encourage students to help you check if the numbers are equal to each other.

Home Task


- Complete lesson 76 along with Worksheet 1 (Number Sentences).
- Parents can guide the child count the number of cars in the parking. Find the number of cars of each colour and see if they are equal.
- Guide the child through exercise 10 on page number 36. Ask him/her to find the box with equal number of objects shown on page number 35.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• differentiate between shapes• show precision and control in working with their hands and fingers (paper tearing, pasting, rolling paper into balls)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers comfortably• understand and respond positively to the thoughts of other children
Cognitive Development	<ul style="list-style-type: none">• learn the concept of equal sharing of objects• learn grouping of objects with similar features• play maths games and revise numbers• practise counting numbers from 41-50• practise doubles to double 10• understand and practise the spatial concepts• learn to differentiate 2D and 3D shapes• apply simple numerical concepts
Language and Literacy Development	<ul style="list-style-type: none">• listen attentively for specific information and reproduce in their own words• understand oral instructions for a complex task• comprehend narrated story and identify the characters and storyline
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with a variety of materials and tools to create 2D shapes
Positive Learning Habits	<ul style="list-style-type: none">• adopt and follow class rules and teacher's instructions• learn problem-solving skills• observe and explore their surroundings

Theme 6: Monsoon Magic

 4 Periods (40 minutes each)



Lesson 77_Worksheet 1 (Counting by 2s and 5s), Lesson 82_Worksheet 1 (Will, won't, might)

Main Coursebook, CRM signs, flashcards, crayons, number grid, sticks, marbles, beads, toys, paper planes, notebooks, tape



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop sharpness in sensorial perceptions
- develop positive regard for the natural environment and creatures
- develop mathematical understanding and abilities to skip count by 2s and 5s
- demonstrate creativity and inventiveness with materials

A Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Draw circles with numbers on the floor before the class begins. Write skip counting by 2s on the circles. The students can be asked to play 'Stepping Stones' in the class. Let them pick numbers from the bowl in pairs. Then stand on those circles. Repeat the activity till all the circles are occupied.

COULD DO

15 MIN.

REaMS

- Open Activity 2 of Lesson 77 on your REaMS Teacher Dashboard. Begin by asking students what they see on the board. Some students may mention they see pairs of socks. Then, encourage them to count the socks on the board with you. Keep reinforcing the concept of skip counting by 2s as you count.

MUST DO

5 MIN.

- Open Activity 4 of Lesson 77 on your REaMS Teacher Dashboard. You may say, "Let us count the gloves on the board. This time, we are going to count by fives. Let us start!" **SHOULD DO**
5 MIN.
- Open Activity 14 of Lesson 77 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity. **COULD DO**
5 MIN.

Numbers Book

- The students can be asked to join the dots beginning from the number in exercise 1 on page 38. They may speak the number and practise skip counting by 2s. **SHOULD DO**
10 MIN.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- Ask the students to form pairs. Give them a number grid with numbers 1 to 50. Tell them to place the counters counting by 2s. The team to complete the numbers up to 50 can be asked to speak out the numbers they got counting by 2s.

REaMS

- Open Activity 8 of Lesson 77 on your REaMS Teacher Dashboard. You may say, "Look, there is a rabbit on the number line on the board. Let us help the rabbit jump forward 5 places on the number line."

Home Task

- Complete Lesson 77 of Mathseeds along with Worksheet 1 (Counting by 2s and 5s).
- Parents can keep the coins of ₹5 in a box and ask the child to skip count by 5s. Help them put the coins on a board with circles having numbers in 5s—5, 10, 15, 20,... up to 50.
- Help the child count by 5s and write the missing numbers in exercise 3 on page 39.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be shown the CRM signs 'red and green signals'. Ask them to start laughing when green signal is shown and make a long face when red signal is shown. Then they can close their eyes and breathe deeply. They must focus on their breath and count the number of times they inhaled and exhaled. **COULD DO**
5 MIN.

REaMS

- Open Activity 2 of Lesson 78 on your REaMS Teacher Dashboard. Begin by reminding students about the concept of left and right and then say, "Let us make an L with our fingers as shown on the board and identify the left and right positions." **MUST DO**
5 MIN.
- Open Activity 4 of Lesson 78 on your REaMS Teacher Dashboard. You may say, "Oh look, Dizzy has hidden some toys in the playground. Let us find them." Encourage students to listen to the instructions to find the directions. **SHOULD DO**
5 MIN.

- Open Activity 8 of Lesson 78 on your REaMS Teacher Dashboard. Begin by telling students about a map. You may say, "A map helps us find all the important places such as a park, school, toy stores and even our house. Let us follow the directions on the map and find out where we are." **SHOULD DO**
5 MIN.

- Open Activity 11 of Lesson 78 on your REaMS Teacher Dashboard. Begin by saying, "There are different objects placed at different positions in the grid. Let us find out the correct object by listening to the instructions." **COULD DO**
5 MIN.

Numbers Book

- Ask the students to open the book at page 37 and observe the given pictures. They may be asked to describe it in simple, short sentences or their home language. Then ask them to listen attentively as you read the story with proper intonation and pauses. Talk to them about Teacher's Day celebration in the story. Let them share their thoughts on Teacher's Day. Then ask them to identify their right and left sides. Engage them in a discussion on the story and ask a few questions such as
 - What do children give their teacher on the Teacher's Day?
 - What have they got for their teacher?
 - Did they pluck flowers?
 - Name an object that is to your right/left in the classroom.

MUST DO


10 MIN.

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

- Tell the students that most of us write with our right hand. Ask them to show red crayon if they are sitting on the right side and green if they are on the left side. Then ask them to observe the pictures in exercise 2 on page 38 and tick the correct options. Confirm the correct responses.

SHOULD DO

5 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be seated in groups of four. Then ask them to name the ones who are sitting on the right side and those who are on the left side. Next, tell them to draw a sunflower if they are sitting on the right and the Sun if they are sitting on the left side. Display the pictures on board with L and R pasted to show the side they were on.

REaMS

- Open Activity 7 of Lesson 78 on your REaMS Teacher Dashboard. You may begin by saying, "There is a toy car on the board. Let us follow the directions and take the toy car to the correct destination." Ask students to tell you which direction to move in by pointing their fingers in the respective direction.

Home Task

- Complete Lesson 78 and Lesson 79 of Mathseeds.
- Parents can help the child practise the concept of left and right by asking them to arrange things on the side specified. Name the object and the side where it is to be placed.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students are organised in a circle, using CRM signs. They can be asked to jog on the spot and breathe deeply. Then ask them to spread their arms like wings and pretend flying across the classroom. Then return to their place.



REaMS

- Open Activity 4 of Lesson 80 on your REaMS Teacher Dashboard. Bring the students' attention to the coloured eggs on the board. Ask them to count the eggs in each row. As they count, ask them to identify the number of eggs from the given options and help you find the answer.
- Open Activity 6 of Lesson 80 on your REaMS Teacher Dashboard. Tell them that they will see some coloured triangles on the board. Start the activity and ask them to count the red triangles. As the first tally mark appears, tell them that the little line on the board is called a tally mark, which helps us count easily.
- Open Activity 10 of Lesson 80 on your REaMS Teacher Dashboard. Bring the students' attention to the fruits on the board. Ask them to help you place the fruits in the correct columns and make a picture graph.
- Open Activity 13 of Lesson 80 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity.



Numbers Book

- The students can be given sticks, marbles and notebooks to count and draw tally marks on the given sheet. Confirm the correct responses. Then ask them to open the book at page 41 and observe the picture. Then count the objects and draw tally marks for each in the table provided below. Also, ask them to write the number of each object. Confirm the correct responses.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.



Additional Suggested Activity

- Form groups of four students each. Give them a collection of marbles, beads, toys, paper planes to count. Write their number on the sheet and draw tally marks for the same. Display their sheets and compare.

Home Task

- Complete Lesson 80 and Lesson 81 of Mathseeds.
- Parents can sit comfortably with the child and count the numbers from 51 to 70. Then guide them to join the dots in exercise 6 on page 42. Tell them to say each number they join and describe the picture formed.
- Help the child find socks with the same numbers in exercise 7 on page 42. Then use same crayon to colour them.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Show CRM sign 'Stand in a Line' and ask the students to stand on a square (made before the class). Once they are settled, ask them to clap their hands and snap their fingers. Then tell them to jog on the spot for a few minutes. Repeat the activity for a few times.

COULD DO

10 MIN.

REaMS

- Open Activity 1 of Lesson 82 on your REaMS Teacher Dashboard. Tell students that Doc and Dizzy are planning to go for a picnic but they are worried that it might rain. Let us see what they are doing." Play the video and watch it along with the students.
- Open Activity 2 of Lesson 82 on your REaMS Teacher Dashboard. Start by talking to the students about 'chance'. For example, you may say, "Do you think there can be a chocolate rain? No, that won't happen. Do you think ice melts when we keep it in the Sun? Yes, that will happen." Ask them to identify if a situation will happen or won't happen from the pictures on the board.
- Open Activity 4 of Lesson 82 on your REaMS Teacher Dashboard. You may say, "There are some things we can be certain about, like the sun rising every morning. Then, some things might happen, for example, can we say that it may not rain today? It may or may not rain. And finally, there are activities where we are quite sure they will not happen, like money growing on a tree." Ask them to identify if a particular situation will happen, might happen or will not happen.
- Open Activity 8 of Lesson 82 on your REaMS Teacher Dashboard. Bring the students' attention to the pictures on the board and ask them to help you identify if it is less likely to happen or more likely to happen.

MUST DO

5 MIN.

SHOULD DO

5 MIN.

SHOULD DO

5 MIN.

COULD DO

5 MIN.

Numbers Book

- Form pairs of students and ask them to open the book at page 39. Then describe the pictures in exercise 4 in simple, short sentences or their home language and identify the ones they think will happen. Ask them to tick those pictures. Also, tell them to cross out the pictures they think will not happen. Explain that there are situations that are more likely to happen than the other situations.

COULD DO

10 MIN.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Form two teams of the students. They can be given cue cards with situations to say if they are more or less likely to happen. Read the cards for them to listen and comprehend.

REaMS

- Open Activity 12 of Lesson 82 on your REaMS Teacher Dashboard. Ask students to help you identify which situation is possible and which one is impossible.

Home Task


- Complete Lesson 82 of Mathseeds along with Worksheet 1 (Will, will not, might).
- Parents can help the child talk about the situations in the park and say if they are more or less likely to happen. For example, if their best friend would come to play or not.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop coordination of fine muscles with dexterity
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• skip count by 2s and 5s• recognise the position of an object on the left and right• sort objects into groups based on more than one property and understand the concept of data handling• learn number counting from 50-70• understand the concept of chance or possibility of a situation that is more or less likely to occur
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• comprehend and narrate story• identify the characters and describe the storyline in simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in art work• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan, focus attention

Theme 7: Festival Fun

 6 Periods (40 minutes each)



Lesson 84_Worksheet 2 (Measure length), Lesson 87_Worksheet 2 (Half past), Lesson 88_Worksheet 2 (Trading for a ten), Lesson 89_Worksheet 1 (Choosing units)

Main Coursebook, CRM signs, flashcards, crayons, cartons, sand, items used for getting ready for school, cardboard, analog clock, marbles, beads, abacus, ice-cream sticks



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- develop cognitive skills and explore the physical and natural environment
- make sense of world around through observation and logical thinking
- develop mathematical understanding of numbers in daily life situations
- develop listening and comprehension skills
- differentiate between the events that happened in the past and present (retell the story)

A Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students are shown CRM signs 'Eyes on me' and a few hand movements to follow. Spread both arms and swing them back and forth. Then stretch their arms up and stand on the toes. They can be asked to move on their toes around the class. Then return to their seat for the lesson.

COULD DO

5 MIN.

REaMS

- Inform students that they will be learning about currencies used in different countries. Remind them that in London, people call their money 'pounds' and 'pence,' as they learned last time. Open Activity 4 of Lesson 83 on your REaMS Teacher Dashboard. Tell them that Ruby and Dizzy are going to the market to get gifts for all their friends. You may then

say, "Now, let us help Ruby count how much money she should pay for the gifts." Bring the students' attention to the total amount shown on the board and ask them to help you find the option that matches the same amount.

MUST DO

5 MIN.

- Open Activity 13 of Lesson 83 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it after you and identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity.

SHOULD DO

10 MIN.

Numbers Book:


- The students can be seated in groups of three. Give them dummy currency of 20, 10, 5, 2 and 1 in Indian rupees. Show them objects with a price tag of up to ₹10. Guide them to add money to form ₹10. Give them more examples for practice. Then ask them to open the book at page 44 and look at the ice-creams with the price tag in exercise 1. For each type of ice-cream, they can be asked to count the money and circle the coins. You must go around the class and help them in calculations. Confirm the correct answers by writing on the board.
- Next, they can be guided through the exercise 2 on page 45. Point at each item and the money required to purchase it. Then ask them to tick the correct coins needed to buy them. Confirm the correct answers.

MUST DO

10 MIN.

SHOULD DO

10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can work in pairs for the activity. Give them few items with price tags. Ask them to draw coins in INR to match the amount on the price tags.

REaMS

- Open Activity 15 of Lesson 83 on your REaMS Teacher Dashboard. You may begin by saying, "Let us see how much the objects cost and how much change we will get in return." You may reinforce that the remaining amount is what we call change.

Home Task

- Complete Lesson 83 of Mathseeds.
- Parents can guide the child through the exercise 3 on page 46. Help them add the amount for the given items. Then find and tick the currency given in notes that matches the answer.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Show CRM signs to the students and ask them to 'Stand in a Line' in groups of five. Then they can leap like a frog. Ask them to tell the name of the student who made the longest leap.

COULD DO

10 MIN.

P.S. Create space in the classroom before the activity.

REaMS

- Open Activity 4 of Lesson 84 on your REaMS Teacher Dashboard. Ask students to identify which rabbits' hop was longer. Prompt them to use the measuring stick to count the number of blocks.

MUST DO

5 MIN.

- Open Activity 6 of Lesson 84 on your REaMS Teacher Dashboard. Bring the students' attention to the items on the board. Ask them to help you count the number of blocks for each item and identify which one item is long.
- Open Activity 9 of Lesson 84 on your REaMS Teacher Dashboard. Ask students to identify which item is the longest or the shortest.
- Open Activity 14 of Lesson 84 on your REaMS Teacher Dashboard. Ask students to measure the objects with Mango's special ruler.

SHOULD DO

5 MIN.

SHOULD DO

5 MIN.

COULD DO

5 MIN.

Numbers Book

- Ask the students to look at the picture on page 43. Encourage them to talk about the picture in simple short sentences or their home language. They can be asked to listen attentively as the story is narrated. Read the story loud and clear for them to comprehend and answer the questions such as
 - What are children doing in the park?
 - What is short?
 - What is long in the picture?
 - What is the time to leave the park?
- Discuss the concept of measuring length of objects. Also, tell them that 30 minutes make half an hour as discussed in the story.

SHOULD DO

10 MIN.

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

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eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can work in groups of three. Give them jute strings of varying lengths to compare and find who has the longest string.

Home Task

- Complete Lesson 84 of Mathseeds along with Worksheet 2 (Measure length).
- Parents can help the child compare the lengths of different objects in the house. They may tell the length in terms of building blocks or a notebook by measuring the length of the object with them.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be asked to form a circle using CRM signs. Tell them to raise their arms and roll them five times. Then bring them down and clap three times. Next, they can tap their nose twice and sit down.

COULD DO

5 MIN.

REaMS

- Open Activity 4 of Lesson 85 on your REaMS Teacher Dashboard. Ask students to identify the objects they see on the board. You may then say, "Yes, these are some starfish and some shells. Let us count them. Encourage students to help you find the difference between the two numbers.

MUST DO

5 MIN.

- Open Activity 6 of Lesson 85 on your REaMS Teacher Dashboard. Begin by bringing students' attention to the objects on the board. Ask them to help you find the number of objects on the number line and the difference between the two numbers. **SHOULD DO**
10 MIN.

- Open Activity 9 of Lesson 85 on your REaMS Teacher Dashboard. You may begin by saying, "Some banana skins are lying outside the dustbin. We should never throw them outside the dustbin. Let us put them inside the bin and keep counting them." Then, ask students to count how many banana skins are left on the floor. **SHOULD DO**
5 MIN.

- Open Activity 14 of Lesson 85 on your REaMS Teacher Dashboard. Inform students that the gremlin has arrived again and this time it is eating cookies. Ask them to find out the total number of cookies on the plate and the remaining cookies after the Gremlin ate some. **COULD DO**
5 MIN.

Numbers Book

- The students can work in groups of four. Give them bundles of 10 ice-cream sticks. Ask them to count and place the sticks on the table. Then take away the number of sticks specified to find the difference. Repeat the activity for reinforcing the concept taught. **COULD DO**
10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home. **COULD DO**
10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given sticky dots to use to find the difference of numbers given. Ask them to work in pairs and find the difference between numbers. by taking away the sticky dots specified.

Home Task

- Complete Lesson 85 and Lesson 86 of Mathseeds.
- Parents can help the child arrange the flashcards with numbers 50-89 in order. Then guide them to write the missing numbers in exercise 8 on page 50 in the book.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Show CRM sign 'Eyes on Me' and ask them to follow your actions. Stretch your arms above your head and tiptoe around the classroom. They can form a chain and tiptoe after you. Then tell them to clap their hands and return to their seat. **COULD DO**
5 MIN.

REaMS

- You may begin by asking students to tell you the time. You may also ask them questions such as, "What time do you sleep? , "What time do you eat your dinner?" etc. Open Activity 2 of Lesson 86 on your REaMS Teacher Dashboard and bring students' attention to the digital clock on the board. Watch the short video and tell them that when 30 minutes have passed after an hour, we call it - half past the hour, for example, 5:30 PM can also be called half past 5. **MUST DO**
5 MIN.

- Open Activity 6 of Lesson 86 on your REaMS Teacher Dashboard. Ask students to tell you the time on the digital clock. You may ask them, "What will the time be one hour later?" Reinforce the concept of adding 1 hour to the time shown on the digital clock. **MUST DO**
5 MIN.
- Open Activity 13 of Lesson 86 on your REaMS Teacher Dashboard. Ask the students to tell you the time on the giant clock on the board. **SHOULD DO**
5 MIN.
- Open Activity 17 of Lesson 86 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it after you and help you identify the question and the facts. You may continue to guide them solve the problem as instructed in the activity. **COULD DO**
10 MIN.

Numbers Book

- Ask them to retell the story on page 43 in simple, short sentences or their home language. Explain that 30 minutes make half an hour. Give them an analog clock to take turns to move the minute hand to make half an hour. Then ask them to circle the correct digital time in exercise 5 on page 47 in the book. **SHOULD DO**
10 MIN.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to sit in pairs. Give them cardboard to make their digital clocks and show their favourite time of the day in half past. Then show each other and tell the reason for their choice.

Home Task

- Complete Lesson 87 of Mathseeds along with Worksheet 2 (Half past).
- Parents can help the child through the exercise 6 on page 48. Read and explain the statement to find the clock with time showing one hour ahead of the given digital clock.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be seated in four rows using CRM signs. Tell them to hold their hands and stretch them above their head. Demonstrate and ask them to try to bend backwards as easily as they can. Then return to normal position and bend forward. Repeat the activity. Then ask them to close their eyes and breathe deeply ten times. **COULD DO**
5 MIN.

REaMS

- Open Activity 2 of Lesson 88 on your REaMS Teacher Dashboard. Begin by saying, "Let us make a long tower of tens from the ones. Now, who will tell me how many tens and ones you see on the board?" **MUST DO**
5 MIN.
- Open Activity 4 of Lesson 88 on your REaMS Teacher Dashboard. Ask students to help you solve the sum and place the required ones and tens in both columns. Reinforce the concept of trading to solve addition sums. **MUST DO**
5 MIN.

- Open Activity 7 of Lesson 88 on your REaMS Teacher Dashboard. Ask students to help you add the numbers on the board. You may remind them to keep adding 10 to solve the sums. **SHOULD DO** 5 MIN.
- Open Activity 15 of Lesson 88 on your REaMS Teacher Dashboard. Tell students that they will get a problem to solve. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity. **COULD DO** 10 MIN.

Numbers Book

- Ask the students to count beads and buttons. If they are equal show a smiley and a long face otherwise. Then guide them through the exercise 7 on page 49. Let them count the objects and tick the ones that could be traded for tens. **SHOULD DO** 10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home. **COULD DO** 10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given objects to practise trading tens. Show them flashcards with objects that could be traded for tens.

Home Task

- Complete Lesson 88 of Mathseeds along with Worksheet 2 (Trading for a ten).
- Parents can help the child make groups of ten buttons. And see if it can be traded for 7 beads. Then explain that we need ten objects for the same.

Period 6

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be organised in a circle. Ask them to lift one foot and stand as long as they can without support. Then let them play 'Pass the Parcel' with a ball. Play some music and the student with the ball when the music stops will be asked to act. **COULD DO** 5 MIN.

REaMS

- Open Activity 2 of Lesson 89 on your REaMS Teacher Dashboard. Ask students to help you choose the best container to fill the item. **MUST DO** 5 MIN.
- Open Activity 4 of Lesson 89 on your REaMS Teacher Dashboard. You may say, "Look, there is a measuring cup and a huge bowl on the board. Let us count how many measuring cups can fill the bowl. **MUST DO** 5 MIN.
- Open Activity 6 of Lesson 89 on your REaMS Teacher Dashboard. Ask them to help you identify how many containers will fill the big container. **SHOULD DO** 5 MIN.
- Open Activity 13 of Lesson 89 on your REaMS Teacher Dashboard. Begin by telling students, "It is time to bake some yummy cookies, let us follow the recipe!" Ask them to help you identify the correct container and put the ingredients. **COULD DO** 5 MIN.

- Open Activity 15 of Lesson 89 on your REaMS Teacher Dashboard. Ask them to help you identify how many cups will fill the container.

COULD DO

5 MIN.

Numbers Book

- Form groups of three students each, using CRM signs. Give each group two boxes of different sizes and a few toys to put in. Tell them to put toys in the boxes and identify the box that can take all the toys. Repeat the activity for practice. Then ask them to open the book at page 47 and identify the container that can fit most of the objects in exercise 4.

SHOULD DO

10 MIN.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Form two groups of students. Place two cartons in the front. Give each team items to get dressed for school such as shirt, trousers, belt, socks, shoes and so on, to be kept in the boxes. Each group will try to fit the items in the box. The group to finish first will talk about the capacity of the box by counting the number of items they could put in it.
- Open Activity 11 of Lesson 89 on your REaMS Teacher Dashboard. Begin by talking to students about bees. Tell them that bees move from flower to flower, collecting honey. Ask them to help you identify the container that can hold the least and the most honey.

Home Task

- Complete Lesson 89 of Mathseeds along with Worksheet 1 (Choosing units).
- Parents can play with the child 'Who Fills it First?' Place two tubs for them to fill with sand. Let them put sand and identify the one that filled first. Then explain that the box has more capacity than the other.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none"> • follow CRM instructions • read and write numerals up to 100 • arrange the numbers on the number line in order • make simple transactions with money in INR • compare capacities of containers • express time in half-hours • form 2-digit numbers using tens and ones

Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• comprehend the story and identify the characters and storyline
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in art work• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan, focus attention• engage in class activities

Theme 8: Sparkling November

 5 Periods (40 minutes each)

Lesson 92_Worksheet 1 (Change from ₹10), Lesson 93_Worksheet 2 (Related facts: subtraction), Lesson 96_Worksheet 1 (Ten frames)



Main Coursebook, CRM signs, flashcards, crayons, flashcards, ice-cream sticks, tokens with numbers, manipulatives (building blocks, beads, marbles), abacus, an analog clock, ball, box, stick-ons



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop various number concepts
- display cooperation, compassion, group interaction, expressing feelings and accepting others' feelings
- develop problem-solving skills
- make sense of world around through observation and logical thinking
- demonstrate creativity and inventiveness with materials

A Note to the Teacher:

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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Using CRM signs, the students can be organised in a semicircle. Show them flashcards with 4 and 8 strawberries. Ask them to count 6 strawberries and 6 strawberries that make a total of 12 strawberries. Similarly, show them more such flashcards to double the numbers and find the total up to 20. For example, 5 dots and 8 dots can be added by doubling the number 5 and adding the remaining 3 to get $5 + 5 + 3 = 13$ dots.

COULD DO



5 MIN.



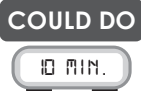


60



REaMS

- Open Activity 4 of Lesson 91 on your REaMS Teacher Dashboard. Ask students to help you solve the addition problem on the board. Reinforce that two identical number groups make a double. Help them double the smaller number and add 1 to find the answer. 
- Open Activity 17 of Lesson 91 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide the students solve the problem as instructed in the activity. 

Numbers Book

- Form groups of three students each. Give them buttons in a bowl. Show them how to make pairs of buttons, keep adding them in 2s and say the number. For example, first they make a pair of buttons and say 2. Then, add 2 more buttons making it a total of 4 buttons. Similarly, they add 2 more buttons forming a group of 6 buttons and so on. Let them add and skip count by 2s till they reach 20. 
- Give them a sheet with stepping stones having numbers in 2s. Ask them to skip count and write the numbers. Then tell them to open the book at page 56 and skip count by 2s to write the missing number in the bubble. They can be asked to read the numbers in 2s. 
- Next, ask the students to work in pairs. Give them ice-cream sticks in different colours to count. Demonstrate how to count and make bundles of five ice-cream sticks. Then keep adding and counting by 5s.
- Give them tokens with numbers 5, 10, 15, 20, 25 up to 80. Let them arrange the tokens and skip count by 5s in exercise 7 on page 56. 



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.



eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be arranged in a line and given numbers from 1 to 20 to hold. Ask any two of them to stand with the numbers. The rest of the class would add the numbers by thinking of a number that can be doubled and added to the remaining whole number. For example, students with the numbers 9 and 5 stand for the class to find the number to be doubled and added. Here, it can be $7 + 7 + 4 = 14$. Repeat the activity till they have practised enough to guess the numbers.

Home Task

- Complete Lesson 90 and Lesson 91 of Mathseeds.
- Parents can guide the child to count and add by 2s and 5s. Household objects such as spoons and forks can be used for giving them practice in grouping and adding the objects.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be asked to form a circle and hop-skip-jump. Show them CRM sign 'Eyes on me' and play 'Simon Says'. Choose a leader who plays Simon and gives commands to them. The ones to follow the commands correctly go for the next round. **COULD DO**
15 MIN.


P.S. Create space before the class begins for the student activity.

REaMS

- Open Activity 4 of Lesson 92 on your REaMS Teacher Dashboard. Begin by telling students that a change is the difference between the amount of money you give and the price of an item. Explain them through an example. Bring their attention to the price tag of the item and ask them to identify the change from the given amount. **COULD DO**
5 MIN.
- Open Activity 6 of Lesson 92 on your REaMS Teacher Dashboard. Reinforce the concept of change and ask them to help you identify the change from the given amount using a number line. **SHOULD DO**
5 MIN.
- Open Activity 13 of Lesson 92 on your REaMS Teacher Dashboard. Ask students to identify the change by subtracting the price of the item from the given amount. **MUST DO**
5 MIN.

Numbers Book

- The students can be shown toys with their price tags to read. Let them hold the toys and read the price. Explain to the students that we pay money to buy things. Also, show them different denominations of Indian currency in notes and coins. Tell them that the difference between the money they have and the price tag is the 'change'. Then guide them through the exercise 4 on page 55. Read and explain the statement for the students to find the object Simmi can pay for with the money she has. **SHOULD DO**
10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class. **COULD DO**
10 MIN.

Additional Suggested Activity

- Form pairs of students. They may make denominations of Indian currency on slips of paper.
- The students can role-play as shopkeeper and customer using the currency.

Home Task

- Complete Lesson 92 of Mathseeds along with Worksheet 1 (Change from ₹10).
- Parents can take the child to the market for shopping. Let them pay and find the change.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be shown CRM signs to stand in a semicircle. Ask them to raise right hand and right foot. Then let them raise left hand and left foot. Repeat the activity twice. Next, tell them to roll their hands in the front and stretch them upwards.

COULD DO

5 MIN.

REaMS

- Open Activity 2 of Lesson 93 on your REaMS Teacher Dashboard. Ask students to count the number of sunflowers and daisies. Inform them that when we change the position of the flowers, the sum of the flowers remains the same. Reinforce that a number family is a group of numbers that are related to each other, just like in a family, each member is connected to the other, so even when the numbers are swapped, their sum remains the same.

MUST DO

5 MIN.

- Open Activity 6 of Lesson 93 on your REaMS Teacher Dashboard. Bring the students' attention to the number facts on the board. Ask them to count the flowers and complete the equation.

SHOULD DO

5 MIN.

- Open Activity 10 of Lesson 93 on your REaMS Teacher Dashboard. Ask students to count the number of yellow and blue cubes to find their total. Then, tell them to identify the sums that can be made with the cubes.

SHOULD DO

5 MIN.

- Open Activity 17 of Lesson 93 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide them solve the problem as instructed in the activity.

COULD DO


10 MIN.

Numbers Book

- Ask the students to work in pairs. Give them number cards to add. Next, swap the position of cards and ask them to add again. Explain that numbers can be added in any order to get the same answer. For example, $4 + 5 = 9$ and $5 + 4 = 9$. Then ask them to open the book at page 53 and add the numbers in tens. They may try changing the order of the numbers and adding them again to check the answers. Then cross out the numbers they have got as an answer in the box in exercise 2, Page 53.

SHOULD DO

10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Ask the students to work in pairs. Give each student a set of 10 crayons. Show them numbers (below 20) to be added. Let them count and find the answers. For example, numbers 5 and 6 are shown to the students. The students can count and place crayons to find the correct answers.

Home Task

- Complete Lesson 93 of Mathseeds along with Worksheet 2 (Related facts: subtraction).
- Parents can help the child count the beads on abacus and find the sum. Sit with the child and place the abacus and beads in a bowl. Then show the number cards 30 and 10. Help them in putting 30 red beads on abacus. Then put 10 blue beads and find the total sum of the beads, that is, 40 beads. Repeat the activity.

Period 4

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be divided into two teams. Team A is instructed to stamp their feet whereas team B turns around. Then team A turns around and team B stamps their feet. Likewise, team A is asked to clap their hands and team B taps their head. Repeat the activity and swap actions within the two teams.

COULD DO

5 MIN.

REaMS

- Open Activity 2 of Lesson 94 on your REaMS Teacher Dashboard. Bring the students' attention to the position vocabulary on the board and ask them to find the items in the grid.
- Open Activity 7 of Lesson 94 on your REaMS Teacher Dashboard. Ask students to help you find the picture that matches the position described in the instruction.
- Open Activity 9 of Lesson 94 on your REaMS Teacher Dashboard. Ask students to help you follow the directions and identify where you are.

MUST DO

5 MIN.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

Numbers Book

- The students can be shown a ball. Place it on the table, below the table, between two books and ask them where the ball is. They may describe it in simple words or their home language. Then explain the position words to the students by placing the ball in different places.
- You may ask three students A, B and C to stand in a row. Then explain that student B is standing between student A and student C. Student A is before student B and student C is after student B.
- Hold a book at a distance above the table and explain that the book is above the table. Then hold it below the table and explain the position word. The students can be asked to demonstrate the position words—before, between, after, on, under, above and below, using the objects they can easily find in the classroom.

- Then ask them to identify the position of objects in exercise 3 on page 54. Confirm the correct responses.


MUST DO

10 MIN.

- The students can be shown an analog clock. Move the minute hand and explain that it goes clockwise. Then reverse its movement and explain that it is anticlockwise. They may be asked to move the minute hand to understand the concept. Then guide them through the exercise 5 on page 55. Let them observe the given pictures and identify the ones that are clockwise or anticlockwise.

MUST DO

10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- Form groups of four students each. Then show flashcards with the position words to be identified by each group.
- Give a toy to each group. Tell them a position word to be demonstrated using the toy. The group to show the position word correctly gets a chance to role-play with the toy.

Home Task

- Complete Lesson 94 and Lesson 95 of Mathseeds.
- Parents can take the child to the park. Then use position words and describe their position on the swings such as up, down, above, below, between, before, after, on, under. Encourage them to use position words while conversing with friends in the park.
- Give a sheet with a box drawn to the child. Guide them to draw a ball around the box according to the position words shown on the flashcards.

Period 5

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be organised in a semicircle using CRM signs. Then ask them to hop-skip-jump and turn around. Then sing a rhyme 'Teddy bear, teddy bear turn around'.

COULD DO

5 MIN.

REaMS

- Open Activity 4 of Lesson 96 on your REaMS Teacher Dashboard. Ask students to count the marbles in each ten frame. Then, you may say, "Let us move the marbles to complete another ten-frame and add the remaining number of marbles." Reinforce the concept of bridging to 10 as you help them complete the activity.
- Open Activity 14 of Lesson 96 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity.
- Open Activity 15 of Lesson 96 on your REaMS Teacher Dashboard. Bring the students' attention to the number chart on the board. Ask them to jump forward to find the answer to the sum.
- Open Activity 16 of Lesson 96 on your REaMS Teacher Dashboard. Ask students to find the answer by adding the tens and ones.

MUST DO

5 MIN.

SHOULD DO

10 MIN.

COULD DO

5 MIN.

COULD DO

5 MIN.

Numbers Book

- The students can be given manipulatives (building blocks) to add numbers up to 10. Then add the left over numbers to the sum to get the total. Next, ask them to find the sum in exercise 1 on page 52.

SHOULD DO

10 MIN.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

COULD DO

10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students are seated in groups of three each. Then give them ten green and ten yellow ice-cream sticks. Next, show them number cards to be added after making tens with the ice-cream sticks. For example, they are shown numbers 7 and 9 to be added. Then take

7 green ice-cream sticks and 3 from 9 yellow sticks to make it 1 ten. Then add the remaining 6 to get the total 16.

- Open Activity 13 of Lesson 95 on your REaMS Teacher Dashboard. Bring students' attention to the sums on the board. Ask them to help you identify if the two sums are equal or not.

Home Task


- Complete Lesson 96 of Mathseeds along with Worksheet 1 (Ten frames).
- Parents can help the child add numbers by forming tens with manipulatives such as beads or marbles. Encourage them to add numbers mentally while bridging to ten.
- The child may be given stick-ons to practise bridging to ten. Give them numbers 5 and 8, 9 and 4 to be added using stick-ons.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none"> • follow CRM instructions • skip count by 2s and 5s • recognise multiplication as repeated addition • recognise number combinations that make number fact families • use bridge to ten strategy to solve addition sums • perform simple transactions using money up to INR 100
Language and Literacy Development	<ul style="list-style-type: none"> • listen and follow short instructions • understand position words such as right, left, clockwise, anticlockwise and so on while giving and following directions • comprehend narrated story and identify the characters and storyline
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • work collaboratively in art work • communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none"> • acquire skills to plan, focus attention • engage in class activities

Theme 9: Ho, Ho, Ho!

 3 Periods (40 minutes each)

Lesson 99_Worksheet 1 (3D object recognition), Lesson 100_Worksheet 2 (Count on)



Main Coursebook, CRM signs, character standees of Lina, Sam, Jas, Maria and Ryan, flashcards, crayons, abacus, beads, buttons, *bindis*, blue ice-cream sticks, sheets of paper, a balloon, a notebook, a textbook, a pencil, a vase, a ball, a rectangular pencil box, a birthday cap and dice



Mathseeds digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop pre-number concepts and operations
- develop interpersonal skills with respect to peers and teachers
- demonstrate creativity and inventiveness with materials
- make sense of world around through observation and logical thinking

A Note to the Teacher:



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

Methodology

Period 1

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be shown CRM signs, to 'Stand in a Line' and form a semicircle. Ask them to clap their hands, stamp their feet and nod their heads five times. **COULD DO** 

- Ask the students to open the book at page 58. Place the character standees of Lina, Sam, Jas, Maria and Ryan in front of the class. Instruct them to listen attentively to the story on page 58 as you read aloud. Narrate the story with the standees. You may move the standees forward for their dialogue. Read the story with proper intonation and pauses. Explain that they celebrate the last day of the year by decorating the park. Encourage them to share the way they celebrate the last day of the year. Then ask a few questions such as

- Where are the children?
 - What has Maria brought?
 - How are they going to separate the objects?
 - Who got toffees for everyone?
 - How many toffees do they have in total?
- Elicit response from the students by giving hints. Let them express their ideas in short, simple sentences or their home language.

SHOULD DO
5 MIN.

REaMS

- Start by talking to the students about animals on a farm. Then, you may say, "Let us help our friend, Dizzy count different animals on the farm." Play Activity 1 of Lesson 97 on your REaMS Teacher Dashboard and watch it along with them.
- Open Activity 2 of Lesson 97 on your REaMS Teacher Dashboard. Ask students to help Dizzy count the animals.
- Open Activity 4 of Lesson 97 on your REaMS Teacher Dashboard. Ask students to count the tally marks and help you put the correct number of animals in the pictogram.
- Open Activity 7 of Lesson 97 on your REaMS Teacher Dashboard and watch it with the students. You may pause the video and encourage them to count individually. Then, ask them to help you count the tally marks.

COULD DO
5 MIN.

SHOULD DO
5 MIN.


SHOULD DO
5 MIN.

MUST DO
5 MIN.

Numbers Book

- Form groups of four students each. Give them red, blue and green beads to sort and put them in bowls. Also, ask them to write the number beads of each kind on a sheet with columns. Then they can be asked to count the number of cars for each colour in exercise 1 on page 59. Explain how to make tally marks for the number of cars for each colour in the table given. They can draw one standing line for each car in the column for tally marks. Then add the number of lines and write the number in the column. Ask them to cross check the number of cars of each colour and the tally marks.

MUST DO
10 MIN.

 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.

COULD DO
10 MIN.

eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given a box with buttons. Then tell them to sort the collection of buttons according to the colour. Then make tally marks in the given sheet.

Home Task

- Complete Lesson 97 and Lesson 98 of Mathseeds.
- Parents can help the child solve the sums in exercise 2 on page 60. You may use abacus to enable them practise addition and subtraction of tens. Help them put the number of beads given. Then remove or add the number of beads specified in the sum.

Period 2

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- Using CRM signs, the students can be organised in a semicircle. Ask them to stand on one foot and stay as long as they can balance. Then tell them to raise their hands and roll them, first forward and then backward. They can be asked to look around the classroom and identify the objects in 2D or 3D shapes they can find.

COULD DO

10 MIN.

REaMS

- Open Activity 2 of Lesson 99 on your REaMS Teacher Dashboard. Begin by telling students about a print. You may say, "A print is the mark or pattern left behind when something is pressed onto paper. Today, we will do an activity to match the print with its object." Ask them to identify which object made the print.
- Open Activity 4 of Lesson 99 on your REaMS Teacher Dashboard. Tell students that they will learn about a new 3D shape called a prism. Reinforce that a prism has two identical flat faces. Ask them to help you click on the different parts of a prism like the triangle and the rectangle.
- Begin by telling students that there are different kinds of prisms. Introduce them to another kind of prism called a square prism. Open Activity 6 of Lesson 99 on your REaMS Teacher Dashboard and ask them to identify different parts of the square prism.
- Open Activity 8 of Lesson 99 on your REaMS Teacher Dashboard. Ask them to help you identify a prism amongst the other objects on the board.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

SHOULD DO

5 MIN.

Numbers Book

- Form groups of four students each. Give them a ball, a rectangular pencil box, a birthday cap and dice. Ask them to tell their shapes. Next, tell them to open the book on page 61 and trace the shapes in exercise 3. Then match the 2D shape with its corresponding 3D shape on the right.

MUST DO

10 MIN.



Mathseeds digital programme to be shown to the students for REaMS activities in class as well as at home.

eBook can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given different objects such as a balloon, a notebook, a textbook, a pencil, a vase and asked to identify their shapes. Then place them in front of the shape pasted on the wall. Discuss the shape of each object as 2D or 3D shapes.

REaMS

- Open Activity 14 of Lesson 99 on your REaMS Teacher Dashboard. Ask students to help you match the 3D object with the correct number of flat faces it has.

Home Task

- Complete Lesson 99 of Mathseeds along with Worksheet 1 (3D object recognition).
- Parents can help the child identify 2D shapes and then match them with objects at home. Next, help them draw 2D shapes and then an object for the same on a chart. Also, they can be prepared to say a sentence for any one of the object and its 2D shape. Then bring it to class for display and presentation.

Period 3

Place: The lesson can be conducted in the Digital Classroom/Projector Room.

Introduction

- The students can be shown CRM signs to assemble in the class. Then ask them to hold their hands and raise them. Then stand on their toes and tiptoe across the room. Let them have fun tiptoeing around. Then show CRM sign 'Sit Down' and instruct them to settle down.



REaMS


- Open Activity 4 of Lesson 100 on your REaMS Teacher Dashboard. Ask students to help you find the missing number in the equation using a ten-frame. Reinforce the concept of take away as you help them complete the activity.
- Open Activity 6 of Lesson 100 on your REaMS Teacher Dashboard. You may say, "Let us look at another way to find the missing numbers from an equation." Help students solve the problem using a number mountain.
- Open Activity 15 of Lesson 100 on your REaMS Teacher Dashboard. You may begin by asking, "Now that we all know about different strategies that can help us subtract quickly, let us do some subtraction problems before time runs out."
- Open Activity 16 of Lesson 100 on your REaMS Teacher Dashboard. Tell students that they will be solving a problem. Encourage them to read it along with you and help you identify the question and the facts. You may continue to guide students solve the problem as instructed in the activity.



Numbers Book

- Ask the students to work in pairs. Then give them ten blue ice-cream sticks. Instruct them to count, give three sticks to their partner and tell the number of sticks they are left with. Explain that this act of giving away is called subtraction. Ask them to open the book at page 62 and cross out the objects taken away to find the missing number. Then they can write the correct answers in the space provided.



 **Mathseeds digital programme** to be shown to the students for REaMS activities in class as well as at home.



eBook can be used to recapitulate the concepts taught in class.

Additional Suggested Activity

- The students can be given sheets with subtraction sums represented by *bindis*. Ask them to remove *bindis* to find the correct answer. For example, $16 - 6 = 10$, they will remove 6 *bindis* out of 16 *bindis* to get 10 *bindis* as the answer.

Home Task

- Complete Lesson 100 of Mathseeds along with Worksheet 2 (Count on).
- Parents can help the child practise subtraction by removing or crossing out the objects from the given collection and find the correct answer. You may take a blank sheet, draw a number of flowers and write the subtraction sum. Guide them to cross out the flowers and find the correct answer for the given sum.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show strength and endurance in carrying, walking and running
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• follow CRM instructions• understand the concept of data handling• sort data and represent it with tally marks• recognise and sort 2D shapes that form 3D objects• solve addition and subtraction sums using count on method
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• use oral math talk for the data collected
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in art work• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan, focus attention• engage in class activities