

# Yearly Scheme of Work

**Time Taken:** 30 Periods (each period of 40 minutes duration)

**Teaching Aids:** Main Coursebook, Digital Assets

**Digital Assets:** eBook, Animation

## Class UKG

### Scheme of Lessons – Micro Schedule – Rhymes and Stories = 30 periods

Theme/Lesson No. & Name	Suggested Allocation of Periods	Theme/Lesson No. & Name	Suggested Allocation of Periods
1. Two	1	16. A Little Turtle	1
2. I Hear Thunder	1	17. Tiger Tiger	1
3. Green	1	18. The Ice-Cream Man	1
4. The Clock	1	19. Stepping Stones	1
5. I Can See	1	20. Once I Saw a Little Bird	1
6. Feroz Makes Fruit Salad	1	21. Colours	1
7. The Grocer's Shop	1	22. Rabbits	1
8. Little Bo-Peep	1	23. Chikoo—the 'Watch Dog'	1
9. Clouds	1	24. Slowly, Slowly	1
10. This is My Garden	1	25. The Smile	1
11. Hop a Little	1	26. Leap Year	1
12. If I Were a Bird	1	27. Feathered Friends	1
13. Bablu Goes to Buy Vegetables	1	28. A Bear and A Bunny	1
14. Rat-tat-tat	1	29. Dinosaur, Dinosaur	1
15. Clouds Are Floating	1	30. Wiggly Worm	1

### Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

# Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

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

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

Each activity is marked with


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

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

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

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

# 1. Two

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper, old newspaper



Animation, eBook

## Curricular Goals and Objectives (ECCE)





### To enable the students:



- create an awareness about creatures in nature through rhymes
- develop positive habits of learning that allow them to engage actively in class

## Methodology

### Period 1

**Place:** Conduct the lesson in school garden.

- Use CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students by showing the cards. Wait for them to follow instructions.
- Show finger puppets to the students. Let them enact a role-play for a few seconds. Then, ask the students to make pairs of beads/gloves/ pencils and so on. Then, stand in a line and jog on the spot. **COULD DO** 
- Ask them to tell the things they see in a pair, like a pair of eyes/ shoes/ socks, etc. Then, show them flashcards with pairs of things or animals like squirrels, rabbits, frogs and birds to identify. **SHOULD DO** 
- Next, let them listen to the rhyme 'Two'. The students can recite the poem in chorus and enjoy. **SHOULD DO** 
- The students can be asked to repeat and recite the poem three-four times in chorus. They may enact the poem and enjoy. **MUST DO** 

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO** 

### Additional Suggested Activity

- Draw and colour the squirrel/rabbit/frog/bird mask.

## Home Task

- Parents can go out with the child and play in the park. Note down the number of squirrels, birds, rabbits, frogs they observe. Later they can be asked to draw and colour the picture of any one of them.
- Help the child learn and recite the poem in front of the family. Ensure a big round of applause for him/her.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outside</li></ul>



## 2. I Hear Thunder

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper, old newspaper



Animation, eBook

### Curricular Goals and Objectives (ECCE)





#### To enable the students:

- develop positive learning habits that allow them to engage actively in class.

### Methodology

#### Period 1

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

- The students can be shown CRM signs and taken to the music room. Welcome the students with enthusiasm.
- The class can be divided into small groups. Assign each group a role such as thunder, rain, clouds and so on. Let them role play for a few minutes. **COULD DO** 
- Ask the students if they like rain. You may ask few questions such as,
  - Have you ever heard the sound of rain tapping on your window pane?
  - Have you played in the rain?
  - How the thunder sounds?
- Allow them to speak about it in short and simple sentences. Also, explain that thunder is the loud sound we hear during the rain. **SHOULD DO** 
- Next, ask them to listen carefully as you read the rhyme 'I Hear Thunder.' loudly and clearly in the class. They can be engaged by saying the phrase 'pitter patter raindrops' aloud. Ask them to mimic the sound of rain. **SHOULD DO** 
- They can be asked to repeat and recite the rhyme four to five times in chorus. Encourage them to move like raindrops falling from the sky. **MUST DO** 

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO** 

### Additional Suggested Activity

- The students can be asked to create the shape of raindrops and cloud using chart paper.

### Home Task

- Parents can help the child to make a paper boat using old newspapers. Encourage them to play with them during the rain.
- Help the child learn and recite the rhyme.


## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make paper boats</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outside and enjoy the rain</li></ul>



# 3. Green

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper, green colour things



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop abilities and sensibilities in visual and performing arts
- express their emotions through art in meaningful and joyful ways
- develop positive learning habits that allow them to engage actively in class

## Methodology

### Period 1

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

- CRM signs can be used to organise the class. Let the students form a group for the activity.

- Hide various green colour objects around the art room. Let the students go around and search for the items. Ask them to talk about it in simple sentences.

**COULD DO**

10 MIN.

- Ask students their favourite colours. Let them share their thoughts. Next, tell them that green is a beautiful colour that we see all around. Encourage the students to say the name of some green colour things in their surroundings.

- Next, ask them to open the book at page 7. Let them say the green things they find on the page. You may ask "Which green object from the rhyme do you like the most?" Then, ask them to listen carefully. Read the rhyme loudly and clearly to the students.


**SHOULD DO**

20 MIN.

- The students can be asked to repeat and recite the rhyme three to four times in chorus. They may enact the rhyme as well.

**MUST DO**

10 MIN.

-  **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour their favourite object from the rhyme. They can show their art to their peers.

## Home Task


- Parents can take the child to a nature walk around the garden. Encourage them to identify green coloured things or animals such as leaves, grass, grasshopper, frog etc.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities</li><li>• understand CRM signs and follow teacher's instructions</li><li>• recognise objects that are green in colour</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour green object from the rhyme</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• go for a nature walk</li></ul>

# 4. The Clock

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper, flashcards, paper plate, crayons



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop positive learning habits that allow them to engage actively in class.
- develop effective language skills.

## Methodology

### Period 1

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

- Use CRM signs (Shh..., Eyes on Me, Please Wait, Stand in a Line, Sit Down) to manage the students. Wait for them to follow instructions.

- Manage the class using CRM signs. Greet the students with enthusiasm. Let the students work in pairs. Ask them to talk about the activities they do during the morning, afternoon, evening and night. Encourage them to guess the time of the activity also.

COULD DO

10 MIN.

- The students can be shown the flashcard of a clock. Let them share their thoughts. Explain to them that a clock tells us time. It tells us when it's morning, when it's time for school, when it's time for bed? They can be asked "Have you ever listened to a clock and heard its sound?" Encourage the students to imitate its 'tick-tock' sound.

SHOULD DO

10 MIN.

- Then, read and recite the rhyme slowly, emphasising each line to listen and understand. They can recite the rhyme in chorus and enjoy.


SHOULD DO

10 MIN.

- The students can be asked to repeat and recite the rhyme three to four times in chorus. Encourage the students to move around the class in a circle, mimicking the movements of a clock's hand.

MUST DO

10 MIN.

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw a clock on a chart paper. They can mark the time as well.

### Home Task


- Parents can help the child in making a model of the clock using paper plate, chart paper and crayons.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li><li>• identify the activities they do at different times of the day</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a clock using craft material</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outside</li></ul>

# 5. I Can See

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, sheets of paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)





### To enable the students:



- develop effective language skills.
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- Greet the students and manage the class using CRM signs. Let the students form a circle for the activity.
- Encourage the students to play a game of "Simon Says". Let one student stand in the middle. The student at the centre will say "Simon says look left, look right, look up and so on. The whole group will enact the same. **COULD DO** 
- Ask the students to describe different things around them. Let them speak in short and simple sentences. You may ask how they see different things. Let them share their thoughts. Explain that we see with the help of our eyes and ask them to draw and colour any object they see around in the classroom. **SHOULD DO** 
- Next, ask the students to listen carefully as you read the rhyme "I can see" loudly in the class. They can recite the rhyme in chorus and enjoy. **SHOULD DO** 
- Ask the students. **MUST DO** 

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO** 

### Additional Suggested Activity

- The students can be asked to draw and colour the picture of a boy, bird or a rabbit they see in the rhyme. Encourage them to show their art to the peers.

## Home Task

- Parents can go out with the child in the garden. Encourage them to look at the different flowers, plants and birds in the garden.
- Help the child learn and recite the rhyme in front of the family.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li><li>• describe things they see around</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• play outside</li></ul>

## 6. Feroz Makes Fruit Salad

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper, flashcards



Animation, eBook

### Curricular Goals and Objectives (ECCE)




#### To enable the students:



- develop positive learning habits that allow them to engage actively in class.

### Methodology

#### Period 1

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

- The students can be taken to the music room in a queue. Show CRM signs as and when required. Let them dance as the music plays. **COULD DO**   

- The students can be shown flashcards of different fruits. Ask them to name them and identify their favourite one. Wait for their responses. Let them share their thoughts. Tell them that fruits are not only tasty but also healthy for us. Also, ask them not to forget to wash the fruits well before eating. Then, ask them to draw and colour their favourite fruit.
- Next, ask them to open the book at page 10 and 11. Point at each fruit and let them name it. They can be asked to listen carefully as you read the story "Feroz Makes Fruit Salad" in the class. Read the story with proper intonation and ask the students to answer a few questions like,
  - What is Feroz doing?
  - What is on the table?
  - What does Mummy put in the bowl?
- Encourage the students to talk about the story and discuss how important it is to have salad in diet. **MUST DO**   

- Then, ask the students to open the book at page 13. Look at the pictures carefully. Point at each object and let them name it. Next, guide them to spot five differences in the picture. **SHOULD DO**   


 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the story. **COULD DO**   


### Additional Suggested Activity

- Ask the students to draw or paste pictures of different fruits on a chart paper to make fruit collage. It can be shown on the display board.

### Home Task

- Parents can make a healthy fruit salad for the child. Also, they can send the salad as snack to school.
- Help the child retell the story in his/her words in front of the family.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while narrating in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• retell the story in simple words</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• eat salads regularly</li></ul>

# 7. The Grocer's Shop

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, sheets of paper, flashcards



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop cognitive skills and learn how to go shopping.
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- CRM signs can be used to organise the class. Let the students form small groups for the activity.
- The students can be assigned a role to play such as grocer or customer and assemble things for sale. Let them role play for a few minutes. Provide assistance and guidance as needed.
- Next, ask the students to listen carefully. You may ask, "Have you ever been to a grocery store?" Wait for the response. Let them name the things they can buy from a grocer's shop. Show them flashcards to name the items they can get from a grocer.
- Next, recite the rhyme to the students loudly and clearly. Encourage them to listen carefully and pay attention to the melody of words. Repeat each part several times emphasising the rhyming words. They can recite the rhyme in chorus and enjoy.
- Let them repeat and recite the rhyme three to four times in chorus. They may enact and enjoy the rhyme.

**COULD DO**

15 MIN.

**SHOULD DO**

5 MIN.

**SHOULD DO**

10 MIN.

**MUST DO**

10 MIN.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour things they need to buy from the grocer's shop.

## Home Task


- Parents can take the child to a grocery store. Before going, discuss with the child what items they need to buy and why.
- Help the child learn and recite the rhyme in front of the family. Encourage him/her by appreciating the effort.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting, and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• recite the rhyme confidently in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities</li><li>• understand CRM signs and follow teacher's instructions</li><li>• know and learn about grocer through rhyme</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• make a list of items before going shopping</li></ul>

## 8. Little Bo-Peep

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper



Animation, eBook

### Curricular Goals and Objectives (ECCE)

#### To enable the students:


- develop fine motor skills.
- develop positive learning habits that allow them to engage actively in class.

### Methodology

#### Period 1

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

- Use CRM signs to give instructions to the students and take them to the playground. Let them play hide and seek for a few minutes.
- Show the students the flashcard with the picture of a sheep. Let them identify it and share their thoughts.
- They can be asked to draw the picture of a sheep on a white sheet of paper. Ask them to come in front of the class and show the artwork to their peers.
- Next, ask them to listen carefully as you read the rhyme 'Little Bo-Peep' loudly and clearly in the class. You may ask them to raise their hand if they have heard the story of 'Little Bo-Peep'. Read and explain the rhyme. You can ask questions like,
  - What do you think might happen to the sheep?  
Let them share their thoughts.
- They can be asked to repeat and recite the rhyme four to five times in chorus.

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

COULD DO

5 MIN.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

#### Additional Suggested Activity

- The students can be guided to make a simple sheep with cotton balls and paper cut-outs.

## Home Task


- Parents can help the child learn and recite the rhyme in front of them. Ensure a big round of applause for him or her.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a sheep using craft material</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to focus attention</li></ul>

# 9. Clouds

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, chart paper, cotton balls, paper cut out, glue



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:


- develop fine motor skills.
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- The students can be taken to the dance room in a queue. Use CRM signs as and when required. Let the students stand in a circle. Encourage them to recite a rhyme they learned. **COULD DO**   
**5 MIN.**
- Tell the students to look out of the window at the sky. Ask them to share what all they could see. Tell them to draw and colour what they see in the sky. They can show their art work to each other and share their thoughts with peers. **COULD DO**   
**10 MIN.**
- Next, ask them to sit in pairs. Engage them in a talk about the clouds. You can talk about their shapes and how they move in the sky. Let them ask questions. Tell them that it is very hot during a sunny day. Clouds bring rain and it keep us cool. Ask a few questions like,
- What is the colour of the sky during sunny days and cloudy days?
- Do you like cloudy days?
- Then, ask them to listen carefully as you read the rhyme 'Clouds' loudly and clearly in the class. Encourage the students to repeat after you and pay attention to the words. Let them recite and dance. **SHOULD DO**   
**15 MIN.**
- The students can be asked to repeat and recite the rhyme four to five times in chorus. Ask each student to recite a line or two of the rhyme. **MUST DO**   
**10 MIN.**

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be guided to make a model of cloud with cotton balls, paper cut-outs and glue.

### Home Task


- Encourage the child to learn and recite the rhyme in front of family.
- Talk to the child about the formation of the clouds.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• recite the rhyme confidently in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a model of clouds</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details of the objects</li><li>• develop adequate working memory, mental flexibility and self-control</li></ul>

# 10. This is My Garden

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, chart paper, crayon



Animation, eBook

## Curricular Goals and Objectives (ECCE)


### To enable the students:

- develop fine motor skills
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- The students can be gathered in a circle. Use CRM signs as and when required.
- They can be guided to pose like a tree swaying in the wind or sit like a butterfly. They can stretch up tall like the sun rising in the morning. **COULD DO**   
**15 MIN.**
- Show them flashcards with flowers and trees. Ask them to identify it and tell their favourite ones. Next, guide them to open the book at page 17. Let them describe the picture in simple and short sentences. Tell them that a garden is a lovely place where many beautiful plants and trees grow. Also tell that the seeds sprout to grow into plants. You may ask "What all things are needed for the plants to grow?"
- Ask the students to listen carefully as you read and recite the rhyme with proper rhythm and intonation. Recite each line separately until they feel comfortable with the rhythm and flow. Let the students recite in chorus and enjoy. **SHOULD DO**   
**15 MIN.**
- They can be asked to repeat and recite the rhyme in chorus. Encourage them to enact the rhyme as well. Also, they can be shown how a seed grows into a plant. **MUST DO**   
**10 MIN.**
-  **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO**   
**15 MIN.**

### Additional Suggested Activity

- The students can be guided to make simple flower-craft with chart paper. They can show their art to the peers.

## Home Task


- Parents can take the children to the garden. Encourage them to water the plants and take care of the plants.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• recite the poem with rhythm and intonation in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make an art work of flowers using paper</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• water the plants at home</li></ul>

# 11. Hop a Little

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop gross motor skills
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- Accompany the students to the music room in a queue. As the music starts, encourage them to dance freely around the room, hopping and jumping to the beat.

- The students can be guided to play 'Simon says' with movements. Ask one of the students to say 'Simon says hop like a bunny', 'Simon says skip' 'Simon says flap your arms like a bird'. Let others mimic the actions.

**COULD DO**

15 MIN.

- Organise the students in a circle using CRM signs 'Shh.., Eyes on Me'. Next, tell them that we are going to have a fun-filled session with a delightful rhyme. Ask them to open the book at page 18. Let them observe the picture given and describe it in their own words. They may draw and colour their favourite picture. Then read and recite the rhyme with proper rhythm and intonation. Encourage the students to listen carefully as you read. After reading the rhyme once, discuss the actions described in each line. They may recite and enact the rhyme in chorus.

**MUST DO**

15 MIN.

- The students can be asked to list the animals that hop. Answers could be a rabbit, a frog or a kangaroo. Tell them about their habitat and engage them in a class discussion.

**SHOULD DO**

10 MIN.

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be gathered around the hop grid. Let the students take turns hopping or jumping from square to square in the grid.

### Home Task


- Parents can play the child's favourite game with them.
- Help the child learn and recite the rhyme on the makeshift stage designed for poetry recitation.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li><li>• develop muscle strength as they hop and jump</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li><li>• interact with peers and teacher comfortably</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li><li>• describe the animals that can hop</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to focus attention and practise self-control</li></ul>

# 12. If I Were a Bird

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:


- develop fine motor skills
- develop cognitive skills and understand how birds make nests
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- Use CRM signs to the students and take the class to the art room. **COULD DO**   
**15 MIN.**
- Show them the flashcards with pictures of different birds. Ask them to identify each one and say simple and short sentences about their favourite birds. They can be asked to stand in the middle of the class.
- Ask the students to listen carefully. Tell them that birds are amazing creatures that can fly high up in the sky. You may ask a few questions such as:
- How do birds fly?
- Where do birds live?
- If you were a bird, what would you do?
- Let them share their thoughts. Next, ask them to open the book at page 19. Let them observe the picture given. Encourage them to describe it in short, simple sentences.
- Then, read the title of the rhyme aloud "If I were a bird." Ask the students to repeat it after you. Read the rhyme with proper intonation and rhythm for the students to recite and enjoy. **SHOULD DO**   
**15 MIN.**
- Ask them to repeat and recite the rhyme three to four times in chorus. They may enact the rhyme as well. **MUST DO**   
**10 MIN.**

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO**   
**10 MIN.**

### Additional Suggested Activities

- The students can be asked to draw and colour their favourite bird on a chart paper. Encourage them to show their art to the peers.

### Home Task


- Parents can encourage the child to collect dry leaves, small twigs from the garden and help in making a bird's nest

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li><li>• know few facts about birds</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adapt class norms</li><li>• acquire skills to focus attention</li></ul>

# 13. Bablu Goes to Buy Vegetables

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)







### To enable the students:



- develop fine motor skills
- develop positive learning habits that allow them to engage actively in class

## Methodology

### Period 1

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

- Manage the class using CRM signs as and when required. Greet the students with enthusiasm. Let them sit in a circle. They can be shown pictures of different vegetables. Ask them to identify each one. Let them describe it (it's colour, shape, taste) in simple and short sentence. **COULD DO**   

- Next, ask them to open the book at page 20 and 21. Let them observe the picture and describe it in their own words. You may ask a few questions like,
- Who likes vegetables?
- Which is your favourite vegetable?
- Give time to the students to respond and share their thoughts.
- Explain that eating vegetables keeps us healthy and strong. We get vegetables from the market and we need money to buy things.
- Then, read the short story loud and clear to the students. Pause after each line to allow the students to comprehend it. Encourage the students to retell the story in simple words and phrases or sentences. **SHOULD DO**   

- **A Note to the Teacher:** Read the text for the students. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.
- Next, ask them to do the activity on page 23. Ask them to look at the pictures and name each vegetable. Guide them to tick the vegetables that Bablu bought. **MUST DO**   


 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the story. **COULD DO**   


### Additional Suggested activity

- The class can be divided into small groups. Assign each group roles such as the vegetable seller and Bablu. Let them role-play.
- They can draw and colour their favourite vegetable and display it in the class.

### Home Task


- Parents can make a healthy vegetable soup or snack. Enjoy it together with the child. You may ask him/her to name the vegetables used in the soup.
- Parents can take the child to the market. Help the child to make a list of vegetables to buy.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li><li>• express their preference for certain vegetables</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li><li>• name different vegetables</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire healthy eating habits</li><li>• acquire skills to focus attention</li><li>• make a list of vegetables with parent</li></ul>

# 14. Rat-tat-tat

 1 Period (40 minutes)



Main Coursebook, CRM signs, flashcards, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)






### To enable the students:

- develop fine motor skills
- develop sharpness in sensorial perceptions
- develop positive learning habits that allow them to engage actively in class

## Methodology

### Period 1

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

- Use CRM signs to take the students to the computer room. Greet the students with a warm smile. Encourage the students to greet each other as well. Hide paper letters around the classroom. Ask the students to search for the letters. Once they find the letter, ask them to say its name, written on the back of the paper. **COULD DO** 
  - Next, ask them to open the book at page 24. Let them describe the picture in short and simple sentences. You may ask a few questions like,
  - Who can you see in the picture?
  - What is he delivering?
  - Tell the students that the postman delivers letters to us. Then, ask the students to listen carefully as you read the rhyme, 'Rat-tat-tat' loudly and clearly in the class. Let them recite the rhyme in chorus and enjoy. Engage them by asking questions about the rhyme like,
  - What sound does a knock at the door make? **SHOULD DO** 
  - How many letters did the postman have? **MUST DO** 
  - The students can be asked to repeat and recite the rhyme several times in chorus. They may enact the rhyme as well. **COULD DO** 
-  **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

### Additional Suggested Activity

- Let the students work in pairs. Encourage them to make letters with white sheets of paper. They can draw pictures they like and write the name of their friend on the back of the letter. Let them exchange the letters with their partner.

### Home Task


- Parents can encourage the child to take on the role of the postman delivering letters, Parents themselves can take the role of the homeowner collecting letters.
- Help the child learn and recite the rhyme in front of the family.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li><li>• differentiate sounds and sound patterns by their pitch and volume</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact with familiar adults confidently</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• develop adequate working memory</li></ul>

# 15. Clouds Are Floating

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop cognitive skills
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1


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

- Take the students to the music room using CRM signs. Greet the students and tell them that they must be excited to learn together. Play some soft music and ask the students to pretend to be clouds moving in the sky. They can move and dance gently to the music.
- Next, you may ask a few questions such as:
  - What do clouds look like?
  - Where can we see clouds?
- Engage the students in a discussion on clouds. Let them share their thoughts.
- Then, ask them to open the book at page 25. Let them describe the picture given in their own words. Tell them that clouds float in the sky. Then, encourage them to listen attentively as you read the rhyme. They can recite the rhyme in chorus.
- They can be asked to repeat and recite the rhyme three to four times. They may enact the rhyme as well.

**COULD DO**   
15 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
10 MIN.

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be taken out and asked to create their own cloud art by drawing and colouring what they see in the sky.

## Home Task


- Parents can take the child outside and have them observe the clouds. Let them share their thoughts.
- Help the child learn and recite the rhyme.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour, pictures</li><li>• hand and body movements</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li><li>• interact comfortably with peers and teachers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li><li>• practise newly learnt vocabulary related to clouds</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• appreciate nature and their immediate surroundings</li></ul>

# 16. A Little Turtle

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:


- develop fine motor skills
- develop cognitive skills
- develop positive learning habits that allow them to engage actively in class

## Methodology

### Period 1

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

- Manage the class using CRM signs.
- Students can be shown flashcards of water animals. Ask them to identify each one. Encourage them to come in the middle of the class and speak about each one in simple short sentence. **COULD DO**   
**15 MIN.**
- Next, ask them to open the book at page 26. Let them observe the picture carefully. Ask them to name the water animals they see on the picture. Let them speak about it.
- You may ask a few questions such as,
- Have you ever seen turtles?
- What did the turtle look like?
- How does the turtle move?
- Wait for the students' responses. Then, tell them that turtles mostly live in water. They move by crawling slowly.
- Ask the students to listen carefully as you read the rhyme 'A little turtle'. Repeat each line clearly and slowly. They can recite the rhyme in chorus and enjoy. **SHOULD DO**   
**15 MIN.**
- The students can be asked to repeat and recite the rhyme multiple times. Encourage them to incorporate actions as well. **MUST DO**   
**10 MIN.**

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be asked to draw a turtle and colour, it on a chart paper.

### Home Task


- Parents can help the child to make a model of a turtle with chart paper, googly eyes, crayons and glue.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• develop fine motor skills (by drawing, colouring, cutting and pasting and so on)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• participate in class activities</li><li>• understand CRM signs and follow teacher's instructions</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li><li>• use newly learnt vocabulary in daily conversations</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a model of a turtle</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details of objects</li></ul>

# 17. Tiger Tiger

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop positive learning habits that allow them to engage actively in class.

## Methodology

### Period 1

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

- Show CRM signs to the students. Wait for them to follow instructions.
- Take them to the art room in a queue.
- Students can be shown flashcards of wild animals. Ask them to identify and say its name. They can talk about each animal in simple, short sentences.
- Next, ask the students to open the book at page 27. You may ask:
  - Which animal can they see in the picture?
  - Where do tigers live?
  - How do the tigers make sound?
- Let them mimic the roaring of the tiger. Tell them that tigers are wild animals. They live in forests. Then, read and recite the rhyme 'Tiger Tiger' to the students. Ask them to listen carefully. Emphasize each line clearly to them. They can recite the rhyme in chorus and enjoy.
- Ask them to repeat and recite the rhyme three to four times in chorus. They may enact the rhyme as well.

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**   
15 MIN.

**SHOULD DO**   
15 MIN.

**MUST DO**   
10 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour the picture of a tiger. They can show it to their partner.

## Home Task

- Parents can help the child in making a tiger mask. Guide them to cut an oval shape from an orange coloured chart paper. Then, cut out small oval shapes from the same paper for the tiger's ears. The child can draw tiger stripes with black crayon. Then, glue the ears onto the top corners of the mask.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour, pictures</li><li>• hold writing tools</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• feel confident while reciting in front of family and friends</li><li>• interact comfortably with peers and teachers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• engage in the class activities actively</li><li>• understand CRM signs and follow teacher's instructions</li><li>• identify the animals</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• sing the poem with proper intonation</li><li>• describe the pictures in simple words or their home language</li><li>• recite the poem with correct rhythm, stress and intonation</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the picture</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• develop adequate working memory</li><li>• observe minute details</li></ul>

# 18. The Ice-Cream Man

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayon, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:


- develop positive learning habits that allow them to engage actively in class
- develop sharpness in sensorial perceptions

## Methodology

### Period 1

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

- Using CRM signs (Shh..., Wait, Stand in a line and so on) take the class to the library. Let them play a game 'Dumb Charades'. Two teams are formed. One team member picks the cues and enacts the word for his/her team to guess the action. Repeat the activity.
- Next, ask the students to sit in a circle. They can be shown the pictures of ice cream. Let them talk about their favourite ice-cream flavours. Let them draw and colour it. **COULD DO**   
**15 MIN.**
- Ask the students to open the book at page number 28 and 29. Let them observe the picture and describe it in their own words. Then, ask the students if they have ever heard a story about an ice-cream man. Wait for their response, then ask them to listen carefully as you read the story. Ask them a few questions to test their comprehension of the story like,
  - Who is ringing the bell?
  - Where are the children playing?
  - What flavours do they want?
  - What does Bozo do?
  - Why do children thank Uncle Johnny?
- Engage the students in a class discussion of the story and ice cream.
- The class can be divided into small groups and guide them to retell the story in their own words. Next, guide them to do the activity given on page 31. Read and explain the sentences to them and say 'yes' or 'no'. **SHOULD DO**   
**15 MIN.** **MUST DO**   
**10 MIN.**

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the story. **COULD DO**   
**10 MIN.**

### Additional Suggested Activity

- The students can be asked to draw and colour their favourite ice cream on a white sheet of paper.

### Home Task

- Parents can give the child materials such as coloured paper, crayons, and glue and help them to create their own ice-cream cones. They can decorate it and bring to the class.
- Help the child to learn and recite the rhyme.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour, pictures</li><li>• perform hand and body movements</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teachers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• actively engage in the class activities</li><li>• understand CRM signs and follow teacher's instructions</li><li>• comprehend the story and recall the events, to be retold in their own words</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• describe the pictures in simple words or their home language</li><li>• practise newly learnt vocabulary in daily conversations</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and colour the pictures</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• appreciate nature and their immediate surroundings</li></ul>

# 19. Stepping Stones

 1 Period (40 minutes)



Main Coursebook, CRM signs, pebbles



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop listening and comprehension skills
- use expressive and receptive communication skills
- develop vocabulary and use language for a variety of purposes
- develop positive learning habits
- develop sharpness in sensorial perceptions

## Methodology

### Period 1

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

- Show CRM signs 'Stand in a Line' and 'Shh..' to the students. Guide them to form a line and move quietly through the corridors to the playground. Draw circles with numbers in the playground before the class begins. Then show CRM sign 'Please Wait' and instruct three students at a time to step into the circles as you say the number. Repeat the activity with rest of the students.
- Next, ask them to sing the rhyme 'Stepping Stones' after you. They may step on the circles and enact the rhyme while singing.
- Ask them to open the book at page 32. Let them observe the picture and describe it in their own words or their home language. Discuss how they can cross the river by stepping on the stones.
- Ask them to repeat and recite the rhyme three to four times in chorus. They may enact the rhyme as well.

**COULD DO**

15 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the story.

### Additional Suggested Activity

- The students can be asked to sing a rhyme on rivers.

### Home Task


- Parents can help the child collect pebbles and make a model. A river scene can be created using pebbles, twigs, etc.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures and hold crayons (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work collaboratively with peers and respond positively during activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and comprehend the poem and relate it to their daily life experience</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• express their thoughts using simple words, phrases or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness in using a variety of materials</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

## 20. Once I Saw a Little Bird

 1 Period (40 minutes)



Main Coursebook, CRM signs, birds (toys or pictures)



Animation, eBook

### Curricular Goals and Objectives (ECCE)

#### To enable the students:

- develop listening and comprehension skills
- develop cognitive skills and explore the physical and natural environment
- use expressive and receptive communication skills
- develop vocabulary and use language for a variety of purposes

### Methodology

#### Period 1

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

- Using CRM signs, guide the students to the school garden. Organise them in a circle and ask them to sit on the grass. Then look around and see if they could spot any bird. Let them tell the things they could see. Then ask them to stand in their place and act like a bird, flap their wings, etc. **COULD DO**   
**15 MIN.**
- Next, ask them to open the book at page 33 and describe the picture in their own words. They may use simple words or phrases in English or their home language. Ask them to name the common birds they see in the neighbourhood. Talk to them if they feed the birds with grains or leave water bowl for them. **SHOULD DO**   
**15 MIN.**
- Ask them to repeat and recite the rhyme three to four times in chorus. They may enact the rhyme as well. **MUST DO**   
**10 MIN.**



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the story. **COULD DO**   
**10 MIN.**

#### Additional Suggested Activity

The students can be asked to sing another rhyme on birds. Then they can be engaged in a class discussion on birds-their appearance, food habits, etc.

#### Home Task


Parents can visit a bird sanctuary or the zoo with the child. Point at different kinds of birds and discuss their feathers, food, etc.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show hand-eye coordination and muscle strength in simple activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li><li>• show care for and joy about the life forms such as birds in the rhyme</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and comprehend the rhyme</li><li>• learn facts about the birds</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• express their thoughts and feelings about the birds using simple words, phrases or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details, explore and ask questions</li></ul>

# 21. Colours

 1 Period (40 minutes)



Main Coursebook, CRM signs, hand paints, bowls, chart paper



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop listening and comprehension skills
- develop cognitive skills and explore the physical and natural environment
- use expressive and receptive communication skills
- develop vocabulary and use language for a variety of purposes

## Methodology

### Period 1

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

- Using CRM signs, help the students stand in a line and raise their hands to clap five times.
- You may give them a bowl with slips to pick and take turns to speak. Ask them to tell their favourite colour and share the reason. You may drop hints that they like a particular colour because of their favourite fruit or a car, etc.
- Read the rhyme with correct rhythm, stress and intonation for the students to follow. Let them repeat after you and enact.
- Ask them to repeat and recite the rhyme three to four times in chorus. They may enact the rhyme as well.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the story.

**COULD DO**

5 MIN.

**SHOULD DO**

15 MIN.

**MUST DO**

10 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to dip their hands in hand paints (red, yellow, blue, purple, orange and green) and leave an imprint on the charts pasted on the wall. Then ask them to identify all the colours.

## Home Task

- Parents can help the child learn and recite the rhyme on page 34.
- Talk to the child about everything that is colourful. Let them draw and colour a rainbow with its seven colours.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively during class activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• learn about different colours through rhyme and identify objects and their colours</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• express their thoughts in simple words, phrases or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details, explore and ask questions</li></ul>

## 22. Rabbits

 1 Period (40 minutes)



Main Coursebook, CRM signs, chart, stick puppets for rabbits, camels, monkeys and elephant



Animation, eBook

### Curricular Goals and Objectives (ECCE)

#### To enable the students:

- develop listening and comprehension skills
- develop cognitive skills and explore the physical and natural environment
- use expressive and receptive communication skills
- develop vocabulary and use language for a variety of purposes

### Methodology

#### Period 1

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

- Using CRM signs 'Stand in a Line' the students can be taken to the playground and guided to hop-skip-jump on the spot.
- Show them stick puppets for rabbits, camels, monkeys and elephant. Let them describe each animal one by one as you point at their body organs one by one.
- Read the rhyme on page 35 with correct rhythm, stress and intonation for the students to follow. Let them repeat after you and enact. Ask them to repeat and recite the rhyme three to four times in chorus.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

COULD DO

15 MIN.

SHOULD DO

15 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

#### Additional Suggested Activity

- The students can be asked to make an animal mask using chart paper and colour them.

**P.S.** They may need help in cutting the mask or can be given the animal masks cut out of a chart paper.

## Home Task


- Parents can help the child learn and recite the rhyme on page 35.
- Help the child identify and name the animals. Then write the numbers and ask them to draw animals on a chart accordingly. For example, one elephant, two mice, three parrots and so on.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• learn about different animals through the rhyme</li><li>• correlate numbers with rhyme on animals</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• enjoy the rhyme on numbers and learn new vocabulary for animals</li><li>• enjoy the rhyme with stick puppets</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness in using a variety of materials</li><li>• make an animal mask</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

## 23. Chikoo—the ‘Watch Dog’

 1 Period (40 minutes)



Main Coursebook, CRM signs, pictures/models of a clock and a dog



Animation, eBook

### Curricular Goals and Objectives (ECCE)



#### To enable the students:

- develop positive learning habits that allow them to engage actively in class
- develop sharpness in sensorial perceptions
- develop listening and comprehension skills
- use expressive and receptive communication skills

### Methodology

#### Period 1

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

- Using CRM signs (Shh..., Wait, Stand in a line, etc.) the students can be guided to the school garden. Organise them in a circle. Ask them to stamp their feet and jog on the spot. **COULD DO**  

- Next, they may sit in a circle as you show pictures/models of a dog. Ask them to look at the dog and express their thoughts. They may come up with various answers. Accept all relevant responses. Show them the pictures on pages 36-39 and help them describe them using the vocabulary already learnt. Then instruct them to listen attentively as you read the story on pages 36-39 and explain. Ask them a few questions to test their comprehension of the story like,
  - Where are the children?
  - Who runs to the swings?
  - What does Mohan climb?
  - Where do they walk?
  - What do Minu, Sumit, Mohan and Chikoo play with?
  - Who calls out to the children?
  - What do they say to Chikoo?
- Engage the students in a class discussion and talk about the story. They may share their experiences at the park with pets or other animals. **SHOULD DO**  


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

- The class can be divided into small groups. Guide them to do the role-play as suggested in the exercise on page 40. They may practise the given cues in pairs before they perform.

**MUST DO**

20 MIN.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour the scene at the park they go to play with friends.
- They may retell the story in simple words and phrases or their home language.

### Home Task

- Parents can give the child materials such as coloured paper, crayons, and glue and help them to create their own ice cream cones. They can decorate it and bring to the class.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>respond positively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>listen and follow short instructions</li> <li>understand how dogs can be playful</li> <li>comprehend the story and recall the events to be retold in their own words</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>understand the events, characters and storyline and express their thoughts in simple, short sentences</li> <li>describe the pictures in simple words and phrases</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>draw and colour the pictures</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>adopt class norms and engage in class activities</li> </ul>

## 24. Slowly, Slowly

 1 Period (40 minutes)



Main Coursebook, CRM signs, a snail, a mouse (toys or pictures), jute string, glue, sheets



Animation, eBook

### Curricular Goals and Objectives (ECCE)

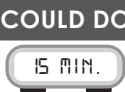


To enable the students:

- develop listening and comprehension skills
- develop cognitive skills and explore the physical and natural environment
- display emergent literary skills and love for reading

### Methodology

#### Period 1

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

- The students can be shown CRM signs 'Please Wait' and 'Stand in a Line' to move to the theatre room. On reaching, they can be asked to act like a mouse or a snail while entering the room. Once they have entered the theatre room, they can be asked to stand in a circle and hop-skip-jump on the spot. **COULD DO** 
- Show them toys or pictures of a mouse and a snail. Let them describe what they know about the two. Then ask them to get ready for the rhyme on page 41. Read the rhyme with rhythm, stress and intonation for them to follow and enact. Then ask who runs slowly and who runs quickly and answer by acting it out. **SHOULD DO** 
- Ask them to repeat and recite the rhyme three to four times in chorus and enjoy the rhythm. **MUST DO** 



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**



#### Additional Suggested Activity

- The students can be asked to make a snail. Guide them to coil a jute string and paste it on a sheet. Then draw and colour its mouth. Display their creative expression on the display board in the class.

## Home Task

- Parents can help the child learn and recite the rhyme in front of their family and friends.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• show cooperative behaviour with peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• explore the physical environment by asking questions and making generalisations about snail and mouse</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and appreciate simple rhymes</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# 25. The Smile

 1 Period (40 minutes)



Main Coursebook, CRM signs, sheet, ice-cream stick



Animation, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop listening and comprehension skills
- develop cognitive skills and explore the physical and natural environment
- display emergent literary skills and love for reading

## Methodology

### Period 1

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

- Show CRM sign 'Eyes on me' to the students and guide them to raise their arms. Then tell them to wave from right to left and turn around, five times. Once they return to their original position, ask them to jog on the spot and breathe deeply.
- Give them a sheet to draw a smiley and colour it. Then paste it on the ice-cream stick.
- Read the rhyme on page 42 with rhythm, stress and proper intonation. Ask them to repeat and recite the rhyme three to four times in chorus. Wave the smiley and enjoy enacting the rhyme.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**   
15 MIN.

**SHOULD DO**   
10 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be asked to tell three things that make them smile. It could be a pup playing in the sand, raindrops falling, cycling on the road, etc. Let them share their thoughts with their peers.

### Home Task

- Parents can help the child recite the rhyme with rhythm.
- Encourage the child to draw a family picture in which they all are smiling. Then share a short story about the picture.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• learn the importance of smiling</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and appreciate simple rhymes</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• observe minute details and explore using various senses</li></ul>

# 26. Leap Year

 1 Period (40 minutes)



Main Coursebook, CRM signs, calendar, sheets, crayons



Animation, eBook

## Curricular Goals and Objectives (ECCE)




### To enable the students:



- develop coordination of fine muscles with dexterity
- develop listening and comprehension skills
- develop cognitive skills and an understanding of leap year in a calendar
- display emergent literary skills and love for reading

## Methodology

### Period 1

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

- Show CRM sign 'Sit Down' to the students and wait for them to be seated. Then demonstrate and tell them to bring their arms in the front and roll them, first forward and then backward. Next, they can raise their arms and clap. **COULD DO** 
- Ask them to listen attentively and repeat as you recite the rhyme on page 43. Let them sing and enact the rhyme with you at least three times. **SHOULD DO** 
- Next, ask them for the months with thirty days, thirty-one days and just twenty-eight or twenty-nine days. Ask if they know when the leap year comes (after reciting the poem). Talk about the leap year when the month of February has 29 days and it occurs after every four years. **MUST DO** 
- Alternatively, they may be given a list of months with days to choose from.

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO** 

### Additional Suggested Activity

- Paste a calendar with only months on the wall. Keep a bowl with the numbers on the table. Then ask the students to paste the numbers 28/29, 30 or 31 in the correct month. Then recite the rhyme once again.

## Home Task


- Parents can enjoy reciting the rhyme with the child.
- Encourage the child to make their own calendar. Talk about the leap year when the month of February has 29 days and it occurs after every four years. Help them to make the calendar for the month of their birthday. Decorate the calendar by drawing their favourite things around it.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• interact comfortably and respond positively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• learn about the leap year</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and appreciate simple rhymes</li><li>• enjoy reciting and enacting rhymes</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity and inventiveness in making calendar (for their birthday month)</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# 27. Feathered Friends

 1 Period (40 minutes)



Main Coursebook, CRM signs, crayons, sheets, decorative craft material, pictures of birds



Animation, eBook

## Curricular Goals and Objectives (ECCE)





### To enable the students:

- develop positive learning habits that allow them to engage actively in class
- develop sharpness in sensorial perceptions
- develop listening and comprehension skills
- use expressive and receptive communication skills

## Methodology

### Period 1

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

- Show CRM signs to the students and ask them to raise their arms and move their hands. Then they can jog on the spot for one minute and breathe deeply. **COULD DO**   

- Settle the class and show them pictures of birds commonly found in the neighbourhood. Then ask them to describe the pictures on pages 44-50. Guide them to observe and guess the story. They may share their ideas in simple, short sentences or their home language. Then read the story with proper intonation and pauses for them to listen and comprehend. Ask them a few questions to test their comprehension of the story like,
  - Where are the children going?
  - What is the name of their school?
  - How do they go?
  - Who is going with the children?
  - What does Ritu point at?
  - What does Mr Gajanan say about the peacock they see?
  - What do they see in the pond?
  - Who joins them for lunch?
  - Where do the children stop?
  - What do they see?
  - What does Ms Ishrat tell them about the birds?
  - How do the birds say bye to the children?
- Engage the students in a brief discussion about the story. They may share their experiences with birds in their immediate surroundings. **SHOULD DO**   


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

- The class can be divided into two groups. Guide them to observe and describe the picture. Point at the birds for them to identify the colour of the bird. Then encourage them to answer the given questions.

**MUST DO**

15 MIN.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be asked to draw and colour their favourite birds. Then put them up for display in the class.
- Form groups of three students each. Ask them to retell the story in simple, short phrases or their home language.

### Home Task


- Parents can help the child draw and decorate a peacock with craft material such as sequins, mirrors, etc.
- Encourage the child to narrate the story in their own words.
- They may also be taken to the zoo or a bird sanctuary to show birds.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• listen and follow short instructions</li> <li>• comprehend the story and recall the events to be retold in their own words</li> <li>• describe the birds they see in their immediate surroundings</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• understand the events, characters and storyline and express their thoughts in simple, short sentences</li> <li>• describe the pictures in simple words and phrases</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively in art work</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to plan and focus</li> <li>• engage in class activities</li> </ul>

## 28. A Bear and A Bunny

 1 Period (40 minutes)



Main Coursebook, CRM signs, teddy bear, bunny (toys/stick puppets), carrot, honey, sheets of paper, crayons



Animation, eBook

### Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop cognitive skills, ask questions and make generalisations
- display emergent literary skills and love for reading

### Methodology

#### Period 1

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

- Using CRM signs 'Stand in a Line', 'Please Wait' and guide the students to move to the dance room. Play music and let them dance for a while.
- Show them toys – a teddy bear, a bunny rabbit, a few carrots and honey. Ask them to listen attentively and recite the rhyme on page 52. Let them sing and enjoy enacting the rhyme with toys as props.
- Engage them in a brief discussion on bear and bunny having money to buy carrots and honey. Also, ask if they like to eat carrots and honey as they are healthy.



**eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme.

**COULD DO**

10 MIN.

**SHOULD DO**

20 MIN.

**MUST DO**

10 MIN.

**COULD DO**

10 MIN.

#### Additional Suggested Activity

- Form groups of three students each. Give each group a sheet to design money for the bear and bunny that they might give the shopkeeper.

#### Home Task


- Parents can guide the child to compose a rhyme on bear and bunny on their own. Ask them to say a few words that rhyme with bear, bunny, carrot and honey on the board. Then help them frame short sentences for their very own rhyme. Let them repeat and learn so that they can recite in class.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• understand that carrots and honey are healthy</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and appreciate simple rhymes</li><li>• enjoy reciting and enacting rhymes</li><li>• use simple vocabulary to create their own rhyme</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• display creativity in composing a rhyme</li><li>• work collaboratively in art work</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• engage in class activities and enjoy</li></ul>

# 29. Dinosaur, Dinosaur

 1 Period (40 minutes)



Main Coursebook, CRM signs, pictures/toys/stick puppets of dinosaurs, cardboard cutouts of dinosaurs, paper triangles



Animation, eBook

## Curricular Goals and Objectives (ECCE)




### To enable the students:



- develop coordination of fine muscles with dexterity
- use effective verbal and non-verbal communication skills
- develop cognitive skills, ask questions and make generalisations
- display emergent literary skill--identify and differentiate sounds, phonological awareness

## Methodology

### Period 1

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

- Show CRM sign 'Stand in a Line' to the students and guide them to the music room. Then show CRM sign 'Please Wait' and ask them to enter the class with their favourite gesture – may be a Hi Five, twist or shake hands. Once they have entered the music room, ask them to form a circle and play 'Simon says'. One of the students can play Simon and give commands to the group to follow. The one to miss commands will stand with you. Repeat till they get a chance to perform or all the players are eliminated. **COULD DO** 
- Show them a toy dinosaur. You may use a stick puppet and let them describe it. Then ask them to listen attentively and recite the rhyme after you. Read the rhyme on page 53 with rhythm, stress, proper intonation and pauses for the class to follow. They may recite and enact the rhyme at least thrice. **SHOULD DO** 
- Talk to them about dinosaurs and encourage them to share their prior knowledge. They may recite the poem one by one. **MUST DO** 

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO** 

### Additional Suggested Activity

- Divide the class into groups of four. Give them a cardboard cut into the shape of a dinosaur. Let them paste paper triangles on its back. Then colour the dinosaur.

## Home Task


- Parents can help the child watch a documentary or cartoon movie on dinosaurs. Discuss how they lived on earth and became extinct.
- Help the child learn and recite the rhyme in front of the family members.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• learn about the dinosaurs that once lived</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and appreciate simple rhymes</li><li>• enjoy reciting and enacting rhymes</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

## 30. Wiggly Worm

 1 Period (40 minutes)



Main Coursebook, CRM signs, chart paper, glue and small circles of newspaper or magazines, garden soil



Animation, eBook

### Curricular Goals and Objectives (ECCE)


#### To enable the students:


- develop fine motor skills and a fit and flexible body
- use effective verbal and non-verbal communication skills
- make sense of the world around through observation and logical thinking
- display emergent literary skill--identify and differentiate sounds, phonological awareness


### Methodology



#### Period 1

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

- Using CRM signs 'Eyes on Me', 'Stand in a Line' guide the students to move to the school garden. Ask them to hold their hands in the front and move their fingers like worms. Then tell them to hop like a frog and race. After the frog race, they can crawl like a turtle. Next, ask them to wiggle like a worm. Then demonstrate deep breathing exercises and settle them. **COULD DO** 

- Ask them to open the book at page 54 and describe the picture in simple words and phrases or their home language. They can be asked to listen attentively to the rhyme on page 54 and follow you. Read the rhyme with rhythm, stress and voice modulation for the students to enact and recite after you. **SHOULD DO** 

- Talk to them about different worms that are important for the soil to be fertile. You may show them a sample or picture of soil with worms. **MUST DO** 

 **eBook** and **Animation** can be shown to the students to appreciate and enjoy the rhyme. **COULD DO** 

#### Additional Suggested Activity

- Divide the class into groups of four. Give them a chart paper, glue and small circles of newspaper or magazines. Then demonstrate to make a wiggly worm by pasting the circles and drawing eyes and antennae of the worm. They may show it smiling.

## Home Task

- Parents can help the child look for worms in the garden soil or compost with the help of the gardener. Tell them how the worms help in replenishing the soil and making it fertile to grow plants.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show precision and control in working with their hands and fingers</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively with peers and teacher</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• learn about worms and their role in making the soil fertile</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• enjoy reciting and enacting rhymes</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with different material to create a 2D artwork</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>