

Yearly Scheme of Work

Time Taken: 39 Periods (each period of 40 minutes duration)

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

Digital Assets: Reading Eggs digital programme, eBook

Class UKG

Scheme of Lessons – Micro Schedule – Sounds = 39 periods

Theme No. & Name	Suggested Allocation of Periods
Theme 1: Winter Wow	4
Theme 2: Fab Feb	5
Theme 3: Spring in Our Steps	6
Theme 4: Summer Splash	5
Theme 5: Happy Holidays	4
Theme 6: Monsoon Magic	3
Theme 7: Festival Fun	4
Theme 8: Sparkling November	5
Theme 9: Ho, Ho, Ho!	3

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

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

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

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

The main features of the teacher's guide are:

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

Each activity is marked with

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

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

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

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

Theme 1: Winter Wow

Lesson 1: One More Time

Lesson 2: Sound of Letter G

Lesson 3: Sound of Letter L

Lesson 4: Sound of Letter K



4 Periods (40 minutes each)



Main Coursebook, Flashcards, CRM signs, pictures, jute string



Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonemic awareness of the sounds of letters g, l and k
- develop cognitive skills
- develop fine motor skills
- develop effective communication skills

Note to the Teacher:

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

Methodology

Period 1: One More Time

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

Sounds Book

- Divide the class into four teams named as – Apple, Mango, Banana and Orange. Ask them to say which one they like the best and give reason for the same. Also, they can be asked to tell the initial sound of each fruit.
- Ask the students to open the book to exercise A on page 6 and identify the fruits in exercise A. Then, they can complete the names of fruits by writing the letter each fruit begins with.
- Show sound cards for ee, at, ap and am to the students. Let them identify the sounds and say one word for each. After the oral drill, they can be asked to complete the words in exercise B on page 6-7.

COULD DO

05 MIN.

SHOULD DO

15 MIN.

MUST DO

15 MIN.

- Form four teams of the students. Give them cue cards for the words in the box in exercise D on page 8. Show one card to team A and ask them to frame one meaningful sentence for the same. Repeat the activity for the rest of the three words. After the discussion, read the given sentences to be followed by the students. Ask them to complete the sentences by writing the words in the blanks.

SHOULD DO
05 MIN.



Reading Eggs digital programme eBook can be shown to the students for revising the sounds.

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

COULD DO
10 MIN.

Additional Suggested Activity

- The students can be asked to make a word web for each of the sounds ee, at, ap and am. Give them four sheets with each sound written at the centre and word cards to match. Go around the class and see if they have matched correctly.

Home Task

- Parents can help the child recognise the words taken up in the lesson. Then, read the words using sound cards. Show him/her one card at a time to read and tell something about it.
- Guide him/her through the exercises C and E on pages 7 and 9. Use sound cards from the students' Learning kit to show him/her and ask him/her to read and complete the exercises.

Period 2: Sound of Letter G

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

Sounds Book

- Paste pictures of objects that begin with the sound of letter g on the walls of the classroom. Point at each picture and ask the students to name them and identify the sound each word begins with. Repeat the words and confirm that they all begin with the sound of letter g.
- Place Sam's, Ryan's, Lina's, Jas's and Maria's standees in front of the class. Ask the students to identify the characters and tell them that they are going to listen to a story about them. They must listen attentively and clap on hearing the words that begin with the sound of letter g. Then, read the story loud and clear with proper intonation. Also, ask them a few questions like,
 - Where are the children going?
 - Who are they going with?
 - What has Lina's father booked?
 - Name their first stop.
 - What does Baba tell them about Anguri Bagh?

COULD DO
05 MIN.

Encourage the students to describe the picture in simple words or their home language. Also, discuss more places of tourist interest in India. Tell them about the famous food and places of tourist interest in Agra and suggest them to visit during vacations.

MUST DO
20 MIN.

P.S. Tell the students that Sam calls her father 'Baba'.

A Note to the Teacher: Read the text for the students and promote picture reading. The students

are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.


REaMS

- Open Activity 1 of Lesson 31 on your REaMS Teacher Dashboard. Inform the students that Jaz is here with the sound of letter g. Play the activity and ask them to identify the letter as it pops on the screen. Encourage them to say the letter sound out loud as you click on it. In the next part, encourage the students to identify the letter g among other letters on the screen. You may then ask them to find pictures that begin with the sound of letter g. Encourage students to enjoy the song. **SHOULD DO** **05 MIN.**
- Begin Activity 4 on your REaMS Teacher Dashboard. Inform the students that their letter book is back on the board. You may ask, "Who's excited to include some new words in our letter book? This time, we're finding words that have the sound of letter g." Prompt them to identify the objects. You may ask questions like, "What's in the first picture?" Use the audio to aid the students in recognising the words which contain the sound of the letter g. **MUST DO** **05 MIN.**

Sounds Book

- The students can be asked to wrap a gift for their grandmother. Then, ask them to air trace the letter gift and grandmother begin with. Next, tell them to open the book to exercise A on page 11 and name each object in exercise A. Then, colour the ones that begin with the sound of letter g. **SHOULD DO** **05 MIN.**
- Ask them to sit in pairs and identify the pictures on the right in exercise B. Then, guide them to trace the words on the left and match them with the corresponding pictures.

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

 **Reading Eggs** digital programme can be shown to the students to recapitulate the concept taught in the lesson.

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

COULD DO **10 MIN.**

Additional Suggested Activity

- Give the students flashcards with the letters to form the words that begin with the sound of letter g. You may have to guide them to form meaningful words.

REaMS

- Open Activity 7 on your REaMS Teacher Dashboard. You may ask the students to observe the pictures on the board. Inform them that they will be matching the pictures with the correct words. Keep reinforcing the sound of letter g as you do the activity with the students.

Home Task

- Complete Lesson 31 of Reading Eggs.
- Parents can help the child complete the words in exercise C. Ask him/her to identify the pictures and read the words with letter G, after completing the exercise.

Period 3: Sound of Letter L

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

Sounds Book

- Give a sheet with a lemon tree drawn on it to the students and ask them to colour it. Talk to them about lemon and ask for the sound it begins with. Confirm that it begins with letter L and show them the flashcard with letter L.

COULD DO

05 MIN.

REaMS

- Open Activity 1 of Lesson 32 on your REaMS Teacher Dashboard. Inform the students that Sam is here with the sound of letter L. Play the activity and ask them to identify the letter as it pops on the screen. Encourage them to say the letter sound out loud as you click on it. In the next part, encourage the students to identify the letter L among other letters on the screen. You may then ask them to find pictures that begin with the sound of the letter L. Encourage students to enjoy the song.
- Open Activity 7 on your REaMS Teacher Dashboard. You may ask the students to observe the pictures on the board. Inform them that they will be matching the pictures with the correct words. Keep reinforcing the sound of letter L as you do the activity.

SHOULD DO

10 MIN.

MUST DO

05 MIN.

Sounds Book

- Read the story on page 13 to the students and ask them to listen attentively. Also, ask them to snap their fingers the moment they hear the words that begin with sound of letter L. The students can be shown the picture of the Taj Mahal. Talk to them about Taj Mahal further. Engage them in a class discussion and ask a few questions like,
- Who goes to the Taj Mahal with their families?
- What do they see at the Taj Mahal?
- What does the guide tell them about the Taj Mahal?
- Encourage them to describe the picture in simple words or their home language. They can also talk about the places they have visited with their families.

MUST DO

10 MIN.

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

- The students can be asked to point at every l and l in exercise A on page 14. Then ask them to pick a green crayon and circle every L and l.
- Show flashcards for log, lotus, lollipop and lamp to the students, as given in exercise B. Ask them to identify and name them. Then, guide them to write their names in the crossword.

SHOULD DO

05 MIN.

SHOULD DO

05 MIN.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

eBook can be shown to the students for introducing the letters.

COULD DO

10 MIN.

Additional Suggested Activity

- Ask the students to form two lines and stand in the formation of letter L. Then, ask them to sing, Lemon Tree, poem.
- **P.S.** You may use the Internet to download the poem.



Home Task

- Complete Lesson 32 of Reading Eggs.
- Parents can sit comfortably with the child and talk about the words that begin with letter l. Then, read the words in exercise C for him/her to follow. Then, work together to find the words that begin with the sound of letter l in the word search.
- In exercise D, parents can ask the child to identify the given pictures and name them. Then, help him/her complete the words with letter l.

Period 4: Sound of Letter K

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

Sounds Book

- Ask the students to raise their arms and snap their fingers. Then, tell them to hop, skip and jump on the spot. Ask them to name the animal that hops. Confirm that a kangaroo hops and kangaroo begins with the sound of letter k. **COULD DO**
05 MIN.
- Next, show them the picture on page 16. Point at each character and ask them to describe it using short and simple words or phrases. Instruct them to listen to the story attentively and clap twice the moment they hear the words beginning with the sound of letter k. Then, read the story with proper intonation and pauses. Ask a few questions like,
- Which place do the children visit with their families?
- Who tells them about the fort?
- Who used to live in the fort?
- What is the building made of?
- Discuss the story with the class and let them talk about the kings, queens and forts. **MUST DO**
05 MIN.
- **P.S.** Tell the students that Jas calls his father 'Papaji' and Lina calls her mother 'Mama'.

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.

REaMS

- Open Activity 1 of Lesson 34 on your REaMS Teacher Dashboard. Inform the students that they will learn a new sound today, the sound of letter k. Play the activity and ask them to identify the letter as it pops up on the screen. Encourage them to say the letter sound out loud as you click on it. In the next part, encourage the students to identify the letter k among other letters on the screen. You may then ask them to find pictures that begin with the sound of the letter k. Encourage students to enjoy the song. **SHOULD DO**
10 MIN.
- Open Activity 7 on your REaMS Teacher Dashboard. You may ask the students to observe the pictures on the board. Inform them that they will be matching the pictures with the correct words. Keep reinforcing the sound of letter k as you do the activity with the students. **MUST DO**
05 MIN.

Sounds Book

- Show the flashcards, for the pictures given in exercise A, to the students. Ask them to name each picture and identify the ones that begin with the sound of letter k. Then, instruct them

to open the book at page 17 and look at the pictures in exercise A. Pick a crayon of their choice and circle the ones that begin with the sound of letter K- kangaroo, key, kennel and keyboard.

SHOULD DO

10 MIN.

- Instruct students to open the book to exercise C on page 18. Ask the students to look at each picture and name them. Then, read the rubric of exercise C and ask them to write the name of each picture in the blank space provided.

MUST DO

05 MIN.

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

Additional Suggested Activity

- Form groups of four students each. Give each one of them a sheet to draw and colour a kite. Then, display them across the classroom using a jute string. Add more words to the list of K words and have an oral drill.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for reinforcing the words that begin with the sound of letter K.

Home Task

- Complete Lesson 34 of Reading Eggs.
- Parents can help the child make him/her own scrapbook with K letter words beginning with letter k. Use pictures from old magazines or newspapers and ask him/her to identify the ones that begin with letter k and paste them. Also, ask him/her to describe each picture in simple, short words.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • have a fit and flexible body as they hop, skip and jump • develop fine motor skills as they hold the writing tools or tie the jute string
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • converse with peers and teacher comfortably • work in collaboration with peers
Cognitive Development	<ul style="list-style-type: none"> • recapitulate the letters and sounds done in previous grade • recognise pictures and identify the words with the sound of letters Gg, Ll and Kk
Language and Literacy Development	<ul style="list-style-type: none"> • communicate effectively with peers and teacher • communicate their ideas using simple words or home language • frame simple, short sentences with g, l and k words in simple English or home language

Language and Literacy Development	<ul style="list-style-type: none"> • listen attentively to stories for a short period of time • begin to use appropriate vocabulary for some common and familiar objects • distinguish between printed text and pictures • mimic and reproduce syllabic sounds • listen attentively to the story for specific sounds of g, l and k
Aesthetic and Cultural Development	
Positive Learning Habits	<ul style="list-style-type: none"> • gain knowledge about India • understand teacher's instructions through CRM signs and follow the class norms • learn to enjoy holidays with family

Theme 2: Fab Feb

Lesson 5: Sound of Letter Y

Lesson 6: Sound of Letter X

Lesson 7: Sound of Letter W



5 Periods (40 minutes each)



Main Coursebook, CRM Signs, flashcards, box, charts, a sheet of white paper



Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and display love for exploring the immediate surroundings and learn
- develop fine and gross motor skills
- develop phonological awareness of phonemes
- develop effective communication skills
- develop positive learning habits

Note to the Teacher:

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

Methodology

Period 1: Sound of Letter Y

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

- Greet the students with a warm welcome. The students can be shown CRM signs and taken to the Digital Classroom/Projector Room. Show them the flashcards of objects. Ask them to identify the ones that begin with sound of the letter y. Encourage them to say words with Y after you.
- Next, ask them to open the book at page 19. They can look at the pictures for the story and describe it in their own words. Read and explain the story given to them. Let the children repeat the rhyme in chorus.

COULD DO

10 MIN.

P.S. Tell the students that Maria calls her father 'Baba'.

REaMS

- Open Activity 1 of Lesson 36 on your REaMS Teacher Dashboard. Begin by introducing the sound of letter y to the students and encourage them to repeat it each time you click letter Y. Allow a moment for students to independently say the sound. The students will listen to the word and decide if it starts with the sound of letter y. If it does, they will drag the word into

Sid's basket. Once the activity is complete, you may play the lively song for the students. Let them enjoy the music, groove along and participate in singing.

COULD DO

05 MIN.

- Play Activity 4 of Lesson 36 for the students. You may tell the students that they are going to make their letter book. Encourage them to choose the picture that begins with the sound of letter y.

MUST DO

05 MIN.

Sounds Book

- Ask the students to look at the letter grid given in exercise A on page 20. Ask them to point at the letter Y, y in the grid. Next, give the students a list of words on cards or slips of paper. Ask them to colour the 'y' letter in each box.
- Then, guide them to complete the words given in exercise on page 20. Let them match the words with the pictures they depict. You may ask them to say the words aloud.
- Ask them to look at the pictures in exercise C on page 21. Point at each object for them to identify and name them. Tell them to tick the ones that begin with the letter Y. Encourage them to say more words that begin with letter Y.

SHOULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

10 MIN.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for introducing words with letter Y.

Additional Suggested Activity

- The students can be given letter cards. Let them work in pairs to make Y letter words they have learned.

REaMS

- Open Activity 2 of Lesson 36. You may encourage the students to identify the dots and join them to reveal the letter Y. Repeat the activity as needed, inviting individual students to take turns.

Home Task

- Complete Lesson 36 and Lesson 37 of Reading Eggs
- Parents can help the child to do exercise D on page 21. Read them the words given in the box and let them find those words in the word search.

Period 2: Sound of Letter X

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

- The students can be shown CRM signs—'Shh..., Walk in a Line' and taken to the Digital Classroom/Projector Room. Show them pictures depicting hospitals to describe in their own words. Let them use their previous knowledge to talk about the pictures. Then, guide them to open the book at page 22. Ask them to observe the pictures carefully. Let them share their thoughts. Read and explain the story twice. Ask them to snap their fingers at the sound that occurs frequently in the story that is sound of letter x. You may ask a few questions, such as:
 - Where did Sam visit?
 - What did she tell her friends?
 - Have you ever seen an X-ray machine?

COULD DO

10 MIN.

Encourage the students to discuss the story and characters. They may retell the story in their home language or short phrases.

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

REaMS

- Open Activity 1 of Lesson 38 on your Teacher Dashboard. Begin by introducing the sound of letter x to the students and encourage them to repeat it each time you click letter x. Allow a moment for students to independently say the sound.
- Open Activity 4 of Lesson 38 and you may ask the students to find the letter X on the grid among other letters. You may also have individual students taking turns doing this exercise.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Sounds Book

- Ask the students to observe the box given in exercise A on page 23. Guide them to circle every X, x.
- Next, the students can be shown flashcards of words with the letter x. Ask them to identify each one of them. Then guide them to do exercise B on the same page 23. Ask them to fill in the blanks with the letter x and complete the word. Then, read the continued story in the 'Middle Sound' to the students. Tell them to listen carefully and explain the different sounds of the letter x as you read the sentence.
- The students can be given picture cards of various objects. Let the students sort the cards with words that begin with x. Then, guide them to do exercise C given on page 24. Let them colour the correct letters that complete the words.
- Show the flashcards of words ending with 'x', such as box, fox, mix, six to the students. Ask them to read the words aloud. Then, read the continued story in 'Ending Sound' given on page 24. Tell them to listen carefully as you read. Then, the students can be guided to do exercise E given on page 25. Guide them to fill in the blanks using the appropriate words given in the boxes. Let them read the complete sentences loudly.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

MUST DO

05 MIN.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for reinforcing the words with the letter x.

Additional Suggested Activity

- The students can be given letters to place them and form new words. Then read the words with letter x aloud.

REaMS

- Open Activity 2 of Lesson 38, you may encourage the students to identify the dots and join them to reveal the letter x. Repeat the activity as needed, inviting individual students to take turns.
- Open Activity 7 of Lesson 38 on your teacher dashboard. You may invite a few students to match the words with the correct images and guide them to drag and drop the words correctly.

Home Task

- Complete Lesson 38 of Reading Eggs
- Hide cut-out letters around the classroom or playground. Let the students work in groups and find the letters x. They can collect the letters in a box.
- Parents can guide the child to complete exercises D and F given on pages 24 and 25 respectively. Let them colour the stars that have words ending with the sound of the letter x.

Period 3: Sound of Letter W

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

- Use CRM Signs to take the students to the Projector Room/Digital Classroom. Let them sit in a circle. Ask them to share their birthday month. Encourage them to share how they celebrate their birthdays. Next, guide them to open the book at pages 26 and 27. Read and explain the conversation between the children and Baba. Let them share their thoughts.

Prompt them to identify the words that begin with letter w. You may ask a few questions, such as:

- How many days are there in February?
- What is a leap year?

COULD DO

10 MIN.

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

REaMS

- Open Activity 1 of Lesson 39 on your REaMS Teacher Dashboard. Tell the students that their friend Jazz is back with a new sound. You may say, "Our friend Sam is back and he has a new sound this time, sound of letter w." As the letter w appears on the screen, ask them to say aloud the sound of letter w.
- You may tell the students, "It's time to make our own letter book. Let's choose the picture that begins with the letter w". Open Activity 5 of Lesson 39 and show the pictures to the students and ask them if they can identify the objects that start from letter w. You may also play the audio for the students, to hear the words and choose the correct one.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Sounds Book

- Next, ask them to circle every W, w letter in the letter box given in exercise A on page 27. The students can be shown flashcards of w letter words. Ask them to identify each one.
- Then, ask them to identify and name the pictures in exercise B on page 27. Read and explain the statement to the students. Then guide them to match the images with the words. Encourage them to read the words with letter w aloud.
- Guide the students through the exercise C, given on page 28. Read and explain the statement to the students. Let them read the words aloud. Guide them to fill in the blanks with the correct words. They can read the sentences loudly.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

10 MIN.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for reinforcing W letter words.

Additional Suggested Activity

- Divide the class into small groups. The students can be given letter charts. Ask them to find and circle 'W' words.

REaMS

- Open Activity 2 of Lesson 39, you may encourage the students to identify the dots and join them to reveal the letter x. Repeat the activity as needed, inviting individual students to take turns.
- Open Activity 8 of Lesson 39 on your teacher dashboard. You may invite few students to match the words with the correct images and guide them to drag and drop the words correctly.

Home Task

- Complete Lesson 39 of Reading Eggs.
- Parents can guide the child to do the exercise D given on page 28. Read and explain the given statement. Let them fill in the blanks with the correct sound given in the box.

Period 4: Let's Practise

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

- CRM signs can be used to manage the class. Show them flashcards of some sight words. Let them identify the words and say it loudly.



High Frequency Words

- The students can be given a white sheet of paper. Let them write the words they have learned. Encourage them to read it loudly in the class.



Decodable Words

- Guide the students to open the book at page 29. Let them trace the sentences given. Ask them to read the sentences loudly.



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



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.



eBook can be shown to the students for reinforcing the sight words.

Additional Suggested Activity

- The students can be asked to air trace letter w.

Home Task

- Parents can guide the child to read the decodable words given on page 29.


Period 5: Let's Talk

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

- Use CRM signs to organise the class. The students can be shown a picture. Let them observe it carefully. Encourage them to describe it in their own words. Let them speak in simple, short sentences. **COULD DO**
15 MIN.
- Guide the students to open the book at pages 30 and 31. Ask them to look at the picture carefully. Let them talk about it. Point and name each object and help them frame their thoughts. You may ask a few questions, such as:
- How many children are there in the park?
- What are they doing?

Encourage and engage the students in a class talk using the vocabulary learnt. Next, ask them to talk about three activities that the people are doing. Encourage them to talk in short, simple sentences. Then, guide them to name the things in the picture that begin with the letters k,g,y,x and u. **MUST DO**
25 MIN.

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

 **Reading Eggs** digital programme can be shown to the students to recapitulate the concept taught in the lesson. **COULD DO**
10 MIN.

eBook can be shown to the students for reinforcing picture description.

Additional Suggested Activity

- The students talk about their favourite games. They can enact how they play it.

Home Task

- Parents can engage the child in simple conversations. Talk about their pets, favourite food and so on.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • work with fingers and hands for precision and control
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none"> • identify phonemes and learn new words • use newly learn + vocabulary in daily life conversations
Language and Literacy Development	<ul style="list-style-type: none"> • pronounce the words correctly imitating the sounds taught • retell the story in short, simple sentences (even if, in their home language)
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • enjoy stories in the lesson • explore and play with own voice
Positive Learning Habits	<ul style="list-style-type: none"> • adopt and follow CRM instructions by the teacher


Theme 3: Spring In Our Steps

Lesson 8: High Frequency Words

Lesson 9: Let's Repeat

Lesson 10: Sound of Letter U

Lesson 11: The Alphabet

 6 Periods (40 minutes each)



Main Coursebook, CRM Signs, flashcards, pictures, sand tub, Jas's standee



Reading Eggs digital programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- development of self-concept
- develop expression and disposition for music and enjoyment
- develop effective verbal and non-verbal communication skills
- develop control and coordination of large motor muscles

Note to the Teacher:

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

Methodology

Period 1: High Frequency Words

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

Sounds Book

- Greet the students with a warm smile. Manage the class using CRM signs. They can be shown flashcards of sweets. Ask them to name each and point at their favourite sweets.
- Place Jas's standee in front of the class. Next, ask the students to open the book at page 32. Let them observe the picture and share their thoughts. Read and explain the story to the students. Let them ask questions. Tell them that Jas calls his mother 'Ammi.'

COULD DO

05 MIN.



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

- Next, ask the students to look at the words given in exercise A on page 33. Ask them to read the words aloud. Encourage them to find the words in the word search.
- Let the students sit in pairs. Encourage them to say short sentences about their partner. Then, guide them to do the exercise B given on page 33. Tell them to write the word 'He' to complete the story. They may read the sentences loudly.
- Then, ask them to open the book at page 34. Tell them that Kaira lives in the city. Guide them to complete the story of Kaira by writing the word 'She'.

SHOULD DO
10 MIN.

MUST DO
10 MIN.


REaMS

- Open Activity 1 of Lesson 40 on your REaMS Teacher Dashboard. You may share with the students that their friend Sam is back with another activity. Encourage students to match the words given on the word wheel to the image. You may either conduct this lesson as a whole class activity or ask individual students to match the word with the given image.
- Open Activity 3 of Lesson 40 for the students, you may explain that they will be breaking the word into the sounds of the letter and then blending those sounds together. Encourage them to try it independently or take turns coming forward to participate in the activity.
- Open Activity 5 of Lesson 40 on your REaMS Teacher Dashboard. In this activity, students have to identify the beginning, middle and the end sounds of the word. For example – the first word is pin. The beginning sound here is 'p', the middle sound is 'i' and the end sound is 'n'. Repeat this process for each subsequent word.

COULD DO
05 MIN.

SHOULD DO
05 MIN.

MUST DO
05 MIN.

 **Reading Eggs** digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO
10 MIN.

eBook can be shown to the students for introducing high frequency words.

Additional Suggested Activity

- The students can be given picture cut-outs. Encourage them to describe the picture in their own words.
- They can be asked to say a few sentences about their mother and father. Ensure that they use 'She' for mother and 'He' for father.

REaMS




- Open Activity 6 of Lesson 40, you may ask the students to listen to the sentence carefully and then, read the sentence loudly. You may call individual students to rearrange the jumbled words of the sentence.

Home Task

- Complete Lesson 40 of Reading Eggs.
- Parents can guide the child to complete the exercise D given on page 34. Encourage them to say the words aloud. Ask them to colour the box with the rhyming word.

Period 2: Let's Repeat

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

- Use CRM signs to manage the class. Give them a warm welcome. They can be shown the flashcards of pictures they are familiar with. Ask them to identify and name each one. Encourage them to spell each one. 
- Then, ask the students to look at the pictures given in exercise A on page 35. Guide them to circle the starting sounds depicting each picture. 
- Then, guide them to do exercise B given on page 35. Ask them to identify the pictures given. Guide them to write the correct letters from the box to complete the words. Let them read the words aloud. 
- Read some words to the students. Tell them to listen attentively. Ask them to clap when they hear a set of two words that rhyme. Then, ask them to open the book to exercise C on page 36. Guide them to colour the boxes with the rhyming words.

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.

 **eBook** can be shown to the students for reinforcing the concept of 'he' and 'she'.



Additional Suggested Activity

- The students can be given flashcards of words. Let them sort the flashcards with words that begin with y, k, x and w.

Home Task

- Parents can guide the child to complete the exercise given on page 36. Read and explain the exercise D to the child. Guide them to fill in the blanks with 'he' and 'she.'

Period 3: Sound of Letter U

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

Sounds Book

- The students can be taken to the digital classroom/projector room on a queue. Use CRM signs as and when required. Show flashcards of various rides in a park. Let them identify each and share a few sentences about their favourite ones. Next, ask them to open the book at page 37. Let them observe the picture and share their thoughts. Then, read and explain the story to the students. You can ask a few questions such as:
 - What can you find above the seat?
 - Which colour umbrella does Jas like the most?
 - Who puts Jas on the seat?




Help the students to frame their thoughts and discuss.

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

- Next, ask them to open the book to exercise A on page 38. Tell them to have a look at the box with letters in exercise A. Ask them to circle every U, u letter. **SHOULD DO** 05 MIN.
- Then, they can be guided to do exercise B, given on the same page. Let them work in pairs. Ask them to find the given words in the word search. Ask the students to listen carefully and notice the different sounds of letter u. **SHOULD DO** 05 MIN.
- Guide them to open the book to page 39. Read and explain the title 'Middle Sound.' Ask them to listen attentively while you read the sentences. Ask them to identify the words where sound of letter u comes in the middle of the words. Next, read the listening text under 'Chapter 10' on page 110 aloud to the class. Ask them to listen carefully while you read. Guide them to number the pictures in order in exercise C on page 39. **MUST DO** 05 MIN.
- Read and explain exercise D, given on page 40. Let them identify the pictures and write their names. **COULD DO** 05 MIN.

REaMS

- Open Activity 1 of Lesson 41 on your REaMS Teacher Dashboard. You may ask students to read the letters on the board and try to make a sentence. Then, show them that reading is difficult when letters are jumbled. Next, demonstrate how reading is easier with spaces between the words. For more practice, you may ask students to arrange letters into words and then sentences. Encourage them to read the sentences aloud. You may ask individual students to take turns and participate in this activity. **SHOULD DO** 05 MIN.
- Open Activity 2 of Lesson 41 on your REaMS Teacher Dashboard. You may tell the students that Jazz, the cat is back with a sound of a new letter. It is u (say the sound of the letter). You may ask students to say aloud the sound of letter u every time you click on letter u. **MUST DO** 05 MIN.
- Open Activity 4 of Lesson 41. In the activity, the students will use sound talk to read the word. You may ask the students to say the beginning, middle and end sounds of the word and then blend the sounds to form the word. You may invite few students to come forward and participate in the activity. **MUST DO** 05 MIN.

-  **Reading Eggs** digital programme can be shown to the students to recapitulate the concept taught in the lesson. **COULD DO** 10 MIN.
- eBook** can be shown to the students for introducing the different sounds of U.

Additional Suggested Activity

- The students can be given variety of flashcards that start with different letters. Let the students sort the cards into two groups, that is, objects that start with the sound of letter u and those that don't.

REaMS

- You may begin by explaining that certain words have similar sounds at the end, known as rhyming words (e.g., 'cat' and 'bat', 'sing' and 'ring'). Open Activity 7 of Lesson 41 on your REaMS Teacher Dashboard. You may first ask the students to identify the bigger image displayed on the left side of the board and then, match it with the objects that have a similar sound, given on the right side of the board.

Home Task

- Complete Lesson 41 of Reading Eggs
- Parents can guide the child to complete exercise E given on page 40. Help them to write two words with the middle sound of letter u in the blanks.

Period 4: Alphabet

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

Sounds Book

- Greet the students with a warm welcome. Shake hands with each student and address them with their names. The students can be shown flashcards of different games. Ask them if they like playing games. Let them identify each game and they can share their thoughts about their favourite games.
- Then, guide the students to open the book at page 41. Let them look at the pictures given. Read and explain the story given twice. Help them frame thoughts and encourage them to ask questions.

COULD DO

10 MIN.

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

REaMS

- Open Activity 1 of Lesson 42 on your REaMS Teacher Dashboard. Revise all the letter sounds with the students. You may either conduct this lesson as a group activity or ask individual students to match the sounds with the letter.
- Open Activity 8 of Lesson 42 on your REaMS Teacher Dashboard. In this activity, students will find the beginning letter for each picture. Ask the students to identify the images that they are seeing. Next, you may say, "Now, all we have to do is to identify the letters with which these objects begin with." Ask the students to identify the letters and drag the alphabets to the correct positions.
- Play Activity 10 of Lesson 42. In the activity, the students have to identify the beginning, middle and end sound of the object given. Encourage them to find the sounds one by one and drag them to the correct blanks. You may invite individual students to come forward and participate in the activity.
- Guide them to do the exercise A given on page 42. Let them identify the pictures and match them with their beginning sound.
- Next, guide the students to point and name each object in exercise B. Ask them to circle the beginning sound of the pictures.
- The students can be given flashcards of different animals. Let them identify each one and say their first letters. Then, guide them to trace the words in exercise C on page 43. After that, encourage them to read the words aloud. Ask them to match the words with the pictures.

COULD DO

05 MIN.

MUST DO

05 MIN.

SHOULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

10 MIN.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for introducing the alphabet.

Additional Suggested Activity

- Divide the class into small groups. Each group can be given letter cards. Encourage them to make meaningful words with the letter cards. They can paste it on a chart paper.

REaMS

- You may begin by explaining that certain words have similar sounds at the end, known as rhyming words (e.g., 'cat' and 'bat,' 'sing' and 'ring'). Open Activity 4 from Lesson 42 on your REaMS Teacher Dashboard. You may first ask the students to identify the bigger image displayed on the left side of the board and then match it with the objects that have a similar sound, given on the right side of the board.

Home Task

- Parents can guide the child to write all the letters of the alphabet on a piece of paper. Let your child roam around the house to search for items that start with each letter of the alphabet. When they find an item, they can colour in the corresponding letter on the paper.


Period 5: Let's Read

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

- Greet the students and grab their attention. Use CRM signs to organise the class. The students can be asked to draw and colour the picture of a worm on a white sheet of paper. **COULD DO**
10 MIN.
- Then, ask them to open the book at pages 44 and 45. Let them observe the pictures given. Engage the students in a brief discussion about worms. You may ask a few questions such as:
 - What do worms look like?
 - Where do worms live?
 - How do worms move?
- Then, recite the rhyme aloud to the class. Encourage students to listen carefully to the words, the rhythm and enact. They may repeat the rhyme in chorus. **SHOULD DO**
20 MIN.

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

- They can be asked to repeat and recite the rhyme, four to five times, in chorus. Encourage them to wiggle and move like worms. **MUST DO**
10 MIN.

 **eBook** can be shown to the students for exploring the rhyme. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students can be given materials such as coloured paper, crayons and glue. Let them create their own worms, inspired by the rhyme.

Home Task

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

Period 6: Let's Practise

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

- Manage the class using CRM signs. Hold up a flashcard with a simple word printed on it. Invite students to stand up and practice air tracing with you. Encourage the students to say the word aloud as they air trace in the air. **COULD DO**
15 MIN.
- Next, ask them to open the book at page 46. Let them air trace the sight words and high frequency words. Ensure that they repeat it twice. **SHOULD DO**
15 MIN.

- Then, ask them to trace the decodable words in a sand tub. Encourage them to read the sentences loudly in the class.

MUST DO

10 MIN.



eBook can be shown to the students for reinforcing the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be gathered in a circle. Ask them to share a favourite word. Encourage them to air trace the word.

Home Task

- Parents can encourage and guide the child to practise air tracing regularly.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • show balance, coordination and flexibility in various physical activities • hold the writing tools firmly for precise finger and hand movement
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • recognise different emotions and make deliberate effort to regulate them
Cognitive Development	<ul style="list-style-type: none"> • identify high frequency words and use them in daily conversations
Language and Literacy Development	<ul style="list-style-type: none"> • retell the story in short, simple sentences (even if, in their home language)
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • communicate a variety of responses while creating different art form
Positive Learning Habits	<ul style="list-style-type: none"> • acquire skills to plan, focus attention and direct activities to achieve specific goals

Theme 4: Summer Splash

Lesson 12: Sound of id

Lesson 13: Sound of ix and in

Lesson 14: Sound of it

Lesson 15: Sound of ig



5 Periods (40 minutes each)



Main Coursebook, CRM signs, flashcards, stickers, birds made from origami or pictures of various kinds of birds, Sam's and Lina's standees, a big teddy bear and a small hamster (toys), Lesson 43_Worksheet 1(Ending Sound), Lesson 44_Worksheet 1(Ending Sound)



Reading Eggs Digital Programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills
- develop fine and gross motor skills
- develop phonological awareness of blends and phonemes
- develop effective communication skills
- develop positive learning habits

Note to the Teacher:

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

Methodology

Period 1: Sound of id

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

- Show birds made from origami or pictures of various kinds of birds to the students. Then talk to them about bird sanctuaries made to protect species of birds. Ask them to observe and express their views in short phrases.
- Next, place Sam's and Lina's standees in front of the students and tell them that Sam, Lina and their friends' summer holidays are going on. Show the CRM sign Eyes on Me and instruct them to listen to the story attentively. Read the story loud and clear for the students to comprehend the story. Ask them to open their books at page 47 and observe the picture. Engage them in the class discussion about the storyline and characters, and answer a few questions, such as:
 - What do friends enjoy?
 - Where are the children?

COULD DO

05 MIN.

- What do Sam and Lina point at?
- What does everyone search for?

Encourage the students to answer in simple and short sentences to discuss the story.

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

REaMS

- Open Activity 1 of Lesson 43 on your REaMS Teacher Dashboard. You may tell the students that their friend Sid is back with a new sound and the sound is id. You may ask the students to repeat the id sound three times. Encourage students to find and point at the id sound on the screen. After that you may ask the students to say aloud the sound written on the cheese and on the lobster separately, and then blend the sounds together to form the word.



Open Activity 7 of Lesson 43 on your REaMS Teacher Dashboard. In this activity, students have to identify the beginning, middle and the end sound of the objects given. Encourage them to find the sounds one by one and drag them to the correct blanks. You may invite individual students to come forward and participate in the activity.

- Play Activity 7 of Lesson 43. In this activity, the students have to use words from each box to make a sentence. Have them listen attentively to the audio and then indicate which words to select. You may continue prompting the students to identify the consecutive words and form the complete sentence.




Sounds Book

- Show objects, such as: a lid, kid and so on to the students to name them and identify the sound they end with. Ask them to add more words with the id sound to the list.
- Then ask them to open exercise A on page 48. and say the words in exercise A after you. Repeat the oral drill. Then guide them to trace the words neatly. Focus on the way they hold their crayons and correct them.
- Form groups of six students. Place the flashcard for id at the centre on the table. Give them flashcards for the letters given in on page 48 to the students. Demonstrate and ask the group members to place the letter cards before the card with the id sound. Then read the new words formed. Repeat the oral drill. Then ask them to fill in the blanks with id.
- Ask the students to open exercise C on page 48 read the sentences after you and guess the word to be used in the blanks to make it more meaningful. Then ask them to write id to complete the sentences.



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

 **Reading Eggs digital programme** can be shown to the students to recapitulate the concept taught in the lesson.

eBook can be shown to the students for reinforcing the words with the sound of id.



Additional Suggested Activity

- The students can be given a word list to read after you. Then circle the words with the sound of id. They can then write them on slips of paper and keep it in their word bank. Later, these slips can be taken and read by the students.

P.S. Word Bank could be made with an old shoe box designed and decorated for the class.

- Worksheet 1- Ending Sound.

Distribute copies of the worksheet among the students and discuss the questions of the worksheet. You may even walk around the class to help the students complete the worksheet.

Home Task

- Complete Lesson 43 of Reading Eggs.
- Parents can help the child use words with the id sound in daily interaction.
- Also, sit with the child comfortably, open the book at page 47. Then encourage the child to describe the picture.

Period 2: Sound of ix and in

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

Sounds Book

- Place Sam's, Lina's, Jas, Ryan's and Maria's standee for the students to see and identify. The students can be asked to sit in a semi-circle for the story time. Show them the flashcards with birds to identify and then pointing at *titahri* ask if they have seen it.
- Next, they can be instructed, using CRM signs, to listen attentively to the story. Read the story with correct pronunciation and pauses for the students and ask them to clap on hearing the words with the sound of ix. They may be asked a few questions, such as:
 - Where are the children walking?
 - What does Maria spot?
 - What do they see near the pond?
 - What does Papaji tell them?
 - What does Ammi do?

COULD DO

05 MIN.

Encourage the students to talk about the characters and the storyline in simple meaningful sentences.

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

REaMS

- Open Activity 1 of Lesson 44 on your REaMS Teacher Dashboard. You may begin the activity by telling the students that their friend Sid is back with a new sound and the sound is ix. Ask the students to find the word ix on the screen and point towards it, and follow the similar steps for subsequent words. In the later part of the activity, encourage the students to join the letters and form the words. You may also ask the students to identify the beginning, middle and the end sound of the words.
- Open Activity 2 of Lesson 44. In this activity, the students will use Sound Talk to read the word. You may ask the students to say the beginning, middle and end sounds of the word and then blend the sounds to form the word. You may invite a few students to come forward and participate in the activity.
- Play Activity 4 of Lesson 44 on your REaMS Teacher Dashboard. You may start the activity by telling the students that their friend Sam is here with a new sound. The sound is in. You may then ask the students to drag the cloud with the in sound into the window. Following this, explain to the students, "Sam and Sid have many sounds, but when we combine them,

COULD DO

05 MIN.

SHOULD DO

05 MIN.

we can create new words. Let's try it out." Invite a few students to take turns clicking on Sam and Sid. As new words are formed, encourage the students to say the words aloud.

MUST DO

05 MIN.

Sounds Book

- The students can be asked to repeat the words with ix in exercise A on page 50 after you. Ask the students to open exercise A on page 50 and then guide them to write ix in the blanks to form new words and say them aloud once again.

COULD DO

05 MIN.

- After the exercise, read the story on page 50 for the students to listen and clap on hearing the words ending with the sound of in. Discuss the story about animals and birds participating in a race and enable them to differentiate the action words – run, fly and swim with reference to the animal, birds and fishes.

MUST DO

05 MIN.

- Read and explain the rubric in exercise C to the students on page 51. and ask them to say the words with the in sound after you. Repeat the words and guide them to find the words in the given word search.

MUST DO

03 MIN.

- Again, read the story for the middle sound of in for the students to comprehend and identify the words. They can snap their fingers on hearing the words with the middle sound of in.

SHOULD DO

02 MIN.

- Ask the students to open exercise D on page 52 and match the given pictures in exercise D on page 52 with the correct words.

MUST DO

05 MIN.

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



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for reinforcing the words with the sound of ix and in.

Additional Suggested Activity

- The students can be asked to fill the word web for ix and in words on a sheet. Then read them aloud with rhythm.

REaMS

- Open Activity 8 of Lesson 44 on your REaMS Teacher Dashboard. You may ask the students to listen to the words carefully and count the number of sounds in the words. This activity can either be conducted as a whole class activity or individual students can be asked to come forward and participate in the activity.
- Worksheet 1, Word Families

Distribute copies of the worksheet among the students and discuss the questions of the worksheet. You may even walk around the class to help the students complete the worksheet.

Home Task

- Complete Lesson 44 of Reading Eggs.
- Parents can guide the child through exercises B and E on pages 50 and 52 respectively. First ask the child to say the words with the sound of ix and in. Then, read the sentences to be completed with correct words by the child. Once the answers are written help her/him read the complete sentences.

Period 3: Sound of it

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

Sounds Book

- Show the flashcards with the sound of it to the students. Ask them to say words with it that they know of. Then give them the word list on the board to be read aloud.
- Place Lina's standee for the students to get ready for the story time. Show the CRM sign 'Shh...' and ask them to listen attentively. Read the story loud and clear for the students to comprehend and answer a few questions, such as:
 - Where are the children?
 - Where do they rest?
 - What could they hear?
 - What does Mumma say?

Engage the students in a discussion on the story and its words. Tell them to open their books at page 53 and describe the picture in simple words.

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


REaMS

- Open Activity 1 of Lesson 45 on your REaMS Teacher Dashboard. You may tell the students that their friend Sid is back with a new sound and the sound is it. Encourage the students to locate the it sound on the screen. You may then ask the students to blend and read the words on the screen with the it sound. You may play the it song towards the end of the activity. Sing and groove along with the students.
- Move to Activity 3 of Lesson 45 on your REaMS Teacher Dashboard. In this activity, the students will use Sound Talk to read the word. You may ask the students to say the beginning, middle and end sounds of the word and then blend the sounds to form the word. You may invite a few students to come forward and participate in the activity.
- Open Activity 8 of Lesson 45 on your REaMS Teacher Dashboard. In this activity, students will read the sentences from the book and find the missing words. You may ask the students to see the image on the book, displayed on the screen and then find the correct word from the list to complete the sentence.

Sounds Book

- Ask the students to open exercise A on page 54 and say the words given in exercise A on page 54 after you. Then find words that rhyme with the main word and circle them
- Ask the students to open exercise B on page 54. The students can be shown the flashcards with words with the sound of it to read aloud. Then find them in the word search provided

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

 **Reading Eggs** digital programme can be shown to the students to recapitulate the concept taught in the lesson.

eBook can be shown to the students for reinforcing the words with the sound of it.



Additional Suggested Activity

- The students can be shown pictures of words with the it sound. Then, they guided to frame short and meaningful sentences.
- Open Activity 10 of Lesson 45. In this activity students will use words from each box to make a sentence. You may start the activity by telling students that some of our animal friends need our help to make sentences and make the first sentence together with your students as a whole class activity. You may then invite few students to come forward and participate in the activity. (5 min)
- Worksheet 1, Word Families.

Distribute copies of the worksheet among the students and discuss the questions of the worksheet. You may even walk around the class to help the students complete the worksheet.

Home Task

- Complete Lesson 45 of Reading Eggs.
- Parents can help the child read the picture stories using the newly learnt vocabulary for words with it.

Period 4: Sound of ig

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

Sounds Book

- Show a big teddy bear and a small hamster (toys) to the students. Ask the students to observe and talk about their size. Emphasise on the use of the word 'big' and repeat with more words with ig.
- Ask the students to listen to the story as you read, and snap their fingers on hearing words with the sound of ig. They may be asked to open their books at page 56 and describe the given picture and discuss the storyline.

COULD DO

05 MIN.

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

REaMS

- Open Activity 1 of Lesson 46 on your REaMS Teacher Dashboard. You may tell the students that their friends Sid and Jazz are back with a new sound and the sound is ig. Encourage the students to find the ig sound on the screen. You may then ask the students to blend and read the words on the screen ending with the ig sound. You may play the ig song towards the end of the activity. Sing and groove along with the students.
- Open Activity 2 of Lesson 46 on your REaMS Teacher Dashboard. You may ask the students to join the dots on the screen to reveal the word with the ig sound. You may either conduct this as a whole class activity or call individual students to participate.
- Open Activity 11 of Lesson 46 on your REaMS Teacher Dashboard. In this activity, students will listen to the words and find out how many sounds are there in the words. You may also ask the students to use blending and segmenting to find out the number of sounds in the words.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Sounds Book

- The students can be guided to read the words on the flashcards in exercise A on page 57 and frame simple sentences. Then ask them to trace the words in exercise A on page and say them aloud
- The students can be asked to look at the picture in exercise B on page 57 and describe it. Then, read the sentences to the students and guide them to complete them with words with ig.

SHOULD DO

05 MIN.

MUST DO

15 MIN.

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



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for reinforcing the words taught.

Additional Suggested Activity

- Open Activity 12 of Lesson 46. You may ask the students to listen to the audio carefully and then read the sentence. You may then inform the students that they will have to make the sentence again once the brick falls down. You may either conduct this as a whole class activity or call individual students to participate.
- Worksheet 1, Word Families.

Distribute copies of the worksheet among the students and discuss the questions of the worksheet. You may even walk around the class to help the students complete the worksheet.

Home Task

- Complete Lesson 46 of Reading Eggs
- Parents can help the child make a word bank for the sound ig.
- Help the child in reading the sentences in exercise C on page 57 and complete them with words with ig given in the box.

Period 5: Let's Talk

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

- The students can be shown flashcards for the sounds s, t, b and g and asked to repeat after you. Then ask them to look at the picture on page 58 in exercise A and asked to identify the objects with the sounds of s, t, b and g. Support them with the vocabulary required to describe the picture in short and simple sentences. They can be given time to interact with their peers using the given picture.
- The students can be guided through the exercise to enhance their vocabulary. Ask them to open exercise B on page 59. and point at the objects shown. Let them describe each one using the vocabulary they have learnt. Then support them frame meaningful sentences to describe it. They can tell the number of children in the picture and describe their actions. Help them use short sentences for the description.

SHOULD DO

20 MIN.

MUST DO

20 MIN.



eBook can be shown to the students for reinforcing the words taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be organised into groups of three and given a sheet to draw pictures. Then exchange their pictures and talk about them.

Home Task

- Parents can help the child in taking a picture book. Select any one that she/he likes and narrate a story based on it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• hold the writing tools correctly for hand and finger movements• develop muscle strength as they attempt various activities , such as: clap hands or snap fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• communicate effectively with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• identify words with the blends id, ix, in, it and ig• comprehend the storyline and identify the characters• comprehend the story and infer from the content
Language and Literacy Development	<ul style="list-style-type: none">• retell the story in short, simple sentences (even if, in their home language)• use the vocabulary learnt and frame simple and meaningful sentences with support from the teacher
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciates a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• develop adequate memory, mental flexibility and self-control for learning• follow class norms

Theme 5: Happy Holidays

Lesson 16: Sound of ip

Lesson 17: Sound of ill

Lesson 18: Sound of ing

Lesson 19: Let's Repeat



4 Periods (40 minutes each)



Main Coursebook, CRM signs, flashcards, stickers, pictures, Lesson 48_Worksheet 1 (Word Families), Lesson 50_Worksheet 1 (Word Families)



Reading Eggs Digital Programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonemic awareness of phonemes and blends
- develop cognitive skills
- develop fine motor skills
- develop effective communication skills

Note to the Teacher:

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

Methodology

Period 1: Sound of ip

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

Show pictures of a beach to the students. Point at different objects in the picture and ask them to describe it in simple short words or their home language. You may support them with the vocabulary required for the same.

- Next, place Maria's standee at the centre and ask the students to listen to the story carefully. And clap when they hear the words with ip sound. Read the story with proper intonation and explain it to them. Then, ask a few questions to test their comprehension of the lesson. The question could be
- Where does Maria go with her Mumma and Baba?
- What does Maria see?
- Who goes near the water?
- Why is Maria excited?
- Where do they sit?

COULD DO

05 MIN.



Ensure that the students discuss the story in simple and short sentences using the vocabulary that has been introduced in the lesson, during the class discussion.

MUST DO

05 MIN.

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

REaMS

- Open Activity 1 of Lesson 48 on your REaMS Teacher Dashboard. You may tell the students that they will be learning a new sound - sound ip.. You may then ask the students to identify the frog with the ip sound. Next, show the students a series of letter sounds and ask them to match them with sound ip to make new words. For example, 'lip' would require matching l with sound ip. You may end the activity with a fun dance to the frog's song.
- COULD DO**
- 05 MIN.
-

- Open Activity 2 of Lesson 48 on your REaMS Teacher Dashboard. In this activity, students have to click on the sound button to uncover the words and then choose the matching picture. You may either conduct this as a whole class activity or call individual students to participate.
- SHOULD DO**
- 05 MIN.
-

- Open Activity 3 of Lesson 48 on your REaMS Teacher Dashboard. You may ask the students to look at the picture given and select the missing letter to complete the word. You may ask the students to identify the beginning, middle and the end sounds of the word.
- MUST DO**
- 05 MIN.
-

Sounds Book

- Show flashcards from the learning kit to the students and ask them to identify the objects with sound ip. Let them repeat the words. Then, read and explain the statement to the students in exercise A on page 61. They can tick the correct picture with a crayon.
 - Give letter cards to the students and ask them to place it before the main card with ip sound. Then, read the new word. Repeat the activity for all the letters. Then, ask them to form new words and write them in the space provided in exercise B on page 61.
- SHOULD DO**
- 05 MIN.
-

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

- The students can be asked to open exercise C on page 62 and identify the pictures and name them. Guide them to write ip sound in the blanks to form new words. Then match them with the correct picture.
- MUST DO**
- 05 MIN.
-



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

COULD DO

10 MIN.

eBook can be shown to the students for reinforcing the words that begin with the sound of letter K.

Additional Suggested Activity

- The students can be given a list of objects with their names. Read the words and circle the ones with ip sound.

REaMS

- Open Activity 7 of Lesson 48 on your REaMS Teacher Dashboard. You may begin by explaining to the students that objects around them are of different sizes. Some objects are big and some are small. Show them big and small using objects available with you. For example, a book can be shown as a big object and a piece of chalk as small. You may then ask the students to look at the examples displayed on the screen and sort them into Big or Small.

Home Task

- Complete Lesson 48 along with Worksheet 1 (Word Families) from Reading Eggs.
- Parents can help the child in identifying the objects and name them. Then, repeat the words with ip sound.
- Sit comfortably with the child and read the words given in the box in exercise D on page 62. Then help him/her find them in the word search. Ask him/her to circle the words with a crayon.

Period 2: Sound of 'ill'

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

Sounds Book

- Show the flashcards with pictures of a hill, a bill and ask them to repeat the words. Focus on the sound of ill. Then, read and explain the story. Ask the students to look at the picture given on page 63 and describe it in their own words. Supply them with the vocabulary. The students may be asked to answer a few questions such as
- Where are Mumma and Baba?
- What does Maria want to build?
- What do Mumma and Baba do with the bucket?
- What do they build with sand?
- What does the castle look like?

COULD DO

05 MIN.

Encourage them to talk about the character and storyline in simple and short words.

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.

REaMS

- Open Activity 1 of Lesson 49 on your REaMS Teacher Dashboard. You may tell the students that Jill, the crow is here with a new sound - sound ill. Ask students to repeat the ill sound three times. Encourage students to find and point at the ill sound on the board. After that, you may ask the students to say aloud the sound written on the snail and the sound written on the crow. Then, blend the two sounds together to form a word. You may play the ill song towards the end of the activity. Sing and groove along with the students.
- Open Activity 4 of Lesson 49 on your REaMS Teacher Dashboard. In this activity, the students will use sound talk to read the word. You may ask the students to say the beginning, middle and the end sound of the word and then blend the sounds to form the word. You may invite few students to come forward and participate in the activity.
- Play Activity 3 of Lesson 49 on your REaMS Teacher Dashboard. In this activity, students will read the sentences from the book and find the missing words. You may ask the students to see the image displayed on the screen and then find the correct word from the list to complete the sentence.

COULD DO

05 MIN.

SHOULD DO

05 MIN.

MUST DO

05 MIN.

Sounds Book

- The students can be asked to read the words with the sound ill in exercise A on page 64. Then, guide them to trace the letters to complete the words in exercise A.

SHOULD DO

05 MIN.

- Ask the students to read the words after you in exercise C on page 64. Then, colour the boxes that have words with sound ill in exercise C.

MUST DO

10 MIN.

- Show the picture cards to the students one by one. Ask them to name them. Then tick the ones that have sound ill in exercise D on page 65.

SHOULD DO

05 MIN.

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



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

eBook can be shown to the students for reinforcing the words that begin with the sound of letter K.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be guided to match the words with the sound ill to their pictures correctly.
- Organise an oral drill with the students to reinforce the words with the sound ill.

REaMS

- Open Activity 10 of Lesson 49 on your REaMS Teacher Dashboard. You may tell the students that there is a letter missing from each word and we have to find the missing letter to complete the word. You may also ask the students to identify the beginning, middle and the end sounds of the word formed.

Home Task

- Complete Lesson 49 of Reading Eggs.
- Parents can play word game with the child by showing word cards. Hide the letters before the sound ill and ask him/her to guess the word.
- Sit in a comfortable place with the child. Open the book to page 64 and read the words in the box in exercise B. Guide him/her to find the words in the word search.

Period 3: Sound of 'ing'

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

Sounds Book

- The students can be asked to form a circle. Then, tell them to sing a song. Point at the word, sing, and highlight the ending with the sound ing. Ask them to add more words that they know with the sound ing.
- Next ask them to look at the picture on page 66 and describe it in their own words or home language. Then, read the story loud and clear for the students to comprehend the events and characters of the story. You may ask them a few questions like,

- What do Maria and Mumma pick up?
- How do they make a necklace?
- What do Maria and Mumma do while making the necklace?
- Encourage them to speak in simple and short words to describe the story in their own words. They may be supplied with the vocabulary introduced in the lesson.

COULD DO

10 MIN.

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

REaMS

- Open Activity 1 of Lesson 50 on your REaMS Teacher Dashboard. You may share with the students that their friend Sam is back with another activity. Encourage students to match the words given on the word wheel to the image. You may either conduct this lesson as a whole class activity or ask individual students to match the word with the given image.
- Open Activity 4 of Lesson 50 on your REaMS Teacher Dashboard. In this activity, students will click on the sound buttons to listen to the sound and then find the matching picture. You may ask students to repeat the beginning, middle and end sound of the word for practice.
- Open Activity 2 of Lesson 50 on your REaMS Teacher Dashboard. You may tell the students that, today they are going to learn some new words. Ask the students to listen to the host carefully and then select the correct word from the options given. You may invite few students to come forward and point at the correct word.

COULD DO

05 MIN.

MUST DO

05 MIN.

SHOULD DO

05 MIN.

Sounds Book

- The students can be asked to look at the pictures in exercise A on page 67 and name them. Then, read the words and ask them to trace neatly on the dotted line.

MUST DO

10 MIN.

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

- Show the word web in exercise B and ask the students to form new words by adding the given letters to ing. Then, write them in the blank space provided.



Reading Eggs digital programme can be shown to the students to recapitulate the concept taught in the lesson.

eBook can be shown to the students for reinforcing the words that begin with the sound of letter K.

COULD DO

10 MIN.

Additional Suggested Activity

- Paste a sticker with the ing sound on the display board. Ask the students to draw the picture for words with ing and pin them around the sticker.
- Open Activity 7 of Lesson 50 on your REaMS Teacher Dashboard. You may ask the students to listen to the audio and then select the number of sounds in each word. You may either conduct this lesson as a whole class activity or ask individual students to come forward and identify the number of sounds in each word.
- Distribute Lesson50_Worksheet 1 (Word Families) to the students and discuss the questions of the worksheet. You may even walk around the class to help the students complete it.


Home Task

- Complete Lesson 50 of Reading Eggs along with Worksheet 1 (Word Families).
- Parents can guide the child through the exercises C and D. Read the words and ask him/her to colour the box with the word that rhymes with the given word in exercise C on page 68. Then, read the words and ask him/her to repeat in a sing song manner. The words can be circled in the word search in exercise D.

Period 4: Let's Repeat

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

- The students can be shown toys or models of the objects in exercise A on page 69 in the book. Then, ask them to name each one and identify the letter or sound it begins with. Tell them to write the letters in the blanks provided and read the complete word. **SHOULD DO**
10 MIN.
- Tell them a short story about the animals mentioned in exercise B on page 70. Then, ask them to identify the sounds they begin with. Then, colour the boxes with the starting sound of each one. **MUST DO**
10 MIN.
- Instruct students to open exercise C on page 70. Point at each picture given in the box and ask the students to name them. Let them pick the ones with the sound ing and circle them with red crayon. Next, they can select the ones with sound id and circle them with a green crayon. They can be guided to weave a short story around the people, objects and bird shown in the box. **SHOULD DO**
20 MIN.

 **eBook** can be shown to the students for reinforcing the words that begin with the sound of letter K. **COULD DO**
10 MIN.

Additional Suggested Activity

- The students could be given set of cards with words with the ing and id sounds. Then, stick them on a chart with columns for both. Then, read the word list formed for each sound.

Home Task

- Parents can help the child make word web for the words with the ing and id sounds.

Learning Outcomes

The students will:


Physical Development	<ul style="list-style-type: none">• hold writing tools like crayons (finger and hand movement)• shows precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher• respond positively to the people and situation
Cognitive Development	<ul style="list-style-type: none">• identify the words with the sounds ip, ill, ing• identify and name the objects• answer simple questions about events in the story
Language and Literacy Development	<ul style="list-style-type: none">• pronounce the words appropriately• talk or retell the story in short, simple sentences (even if in their home language)
Aesthetic and Cultural Development	<ul style="list-style-type: none">• innovate and work imaginatively to express a range of ideas
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details of objects and ask questions

Theme 6: Monsoon Magic

Lesson 20: High Frequency Words

Lesson 21: Sound of of

Lesson 22: Sound of og

 3 Periods (40 minutes each)



Lesson 53_ Worksheet 3 (Word Families)

Main Coursebook, CRM signs, flashcards, stickers, pictures



Reading Eggs Digital Programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop phonological awareness
- use expressive and receptive communication skills
- demonstrate creativity and inventiveness with materials

A Note to the Teacher:

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

Methodology

Period 1: High Frequency Words

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

Sounds Book

- Using CRM signs, organise the class in a circle. Instruct them to stand on one foot as long as they can without falling. Then ask them to tiptoe across the classroom and return to their seats. Demonstrate raising arms above and moving their hands.

COULD DO

5 MIN.

REaMS

- Open Activity 1 of Lesson 51 on your REaMS teacher dashboard. You may tell the students that they will be learning High Frequency Sight Words and the word is 'go'. You may ask them to repeat the word 'go' as you click on it. You may then ask them to identify 'go' from a group of words passing on the screen. Next, encourage them to identify the different words and form the sentences in the correct sequence as played in the audio.
- Open Activity 2 of Lesson 51 on your REaMS teacher dashboard. You may tell the students that they will be learning High Frequency Sight Words and the word is 'by'. You may ask the students to repeat the word 'by' as you click on it. Then tell them to identify 'by' from a group of words passing on

COULD DO

5 MIN.

SHOULD DO

5 MIN.

the screen. Next, you may encourage them to identify different words and form sentences in the correct sequence as played in the audio.

- Open Activity 8 of Lesson 51 on your REaMS teacher dashboard. You may ask them to listen to the audio carefully and try to read the sentence. They may repeat the sentence after you. Let them arrange the words on fallen bricks in a right order to form the correct sentence.

MUST DO

5 MIN.



Sounds Book

- After the activities, students can be asked to get ready for the story on page 71 in the book. They must listen attentively and respond to the questions based on the story. Read the story with proper intonation, pauses and voice modulation. Then ask them a few questions based on the story such as:
 - What is the celebration for?
 - What does Jas want to do?
 - What do they buy for Daarji and Biji?
 - Who does Jas give the gifts?
 - What does he say to them?
 - What does he want to eat?
- Have a brief discussion on celebrating Grandparent's day. Ask them to open the book at page 71 and describe the picture. Also, mention that it is important to respect our elders. Let them express their thoughts in simple phrases, sentences or their home language.

SHOULD DO

10 MIN.



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

P.S. Tell the students that Jas calls his father's father 'Daarji' and his mother's mother 'Biji'.

- Form two teams of the students. Instruct them to stand up and sit down for a few times. Then ask them to listen attentively to the text and arrange the sentences in exercise A on page 72 in order. Read the listening text on page 110, at least three times, at a slow pace so that they can comprehend and respond appropriately.
- Next, show them the words 'go' and 'by' to be read aloud. Then ask them to open the book at page 73 and find them in the word search. Also, tell them to count the number of times they could find both the words 'go' and 'by'.

COULD DO

5 MIN.



MUST DO

5 MIN.



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

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

COULD DO

10 MIN.



Additional Suggested Activity

- The students can be given jumbled sentences in two or three phrases to be put together to read. They can be asked to work in pairs. Help them in rearranging the pieces to form meaningful sentences. For example- 'to the temple / Rita will go' can be rearranged as 'Rita will go to the temple.'

REaMS

- Open Activity 10 of Lesson 51 on your REaMS teacher dashboard. You may ask the students to read the sentence aloud. Let them observe the details in every picture given in the question. Then ask them to identify the right picture as per the sentence.

Home Task

- Complete Lesson 51 of Reading Eggs
- Parents can help the child read and complete the sentences in exercises B and C on pages 72 and 73. You may jumble the words for them to rearrange them correctly. Read the sentences together.

Period 2: Sound of ot

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

Sounds Book

- Ask the students to clap their hands and move their neck from left to right and vice-versa. Guide them to focus on their breath as they breathe deeply ten times.

COULD DO

5 MIN.

REaMS

- Open Activity 1 of Lesson 52 on your REaMS teacher dashboard. You may tell the students that Tom, the dog is here with a new sound and the sound is 'ot'. You may ask them to say the sound 'ot' as you click on the word on the screen. Also, encourage them to sing the 'ot' song along with Tom, the dog.
- Open Activity 2 of Lesson 52 on your REaMS teacher dashboard. In this activity, they will use sound talk to read the word. You may ask them to say the beginning, middle and end sounds of the word and then blend the sounds to form the word. You may invite a few students to come forward and participate in the activity.
- Play Activity 11 of Lesson 52 on your REaMS teacher dashboard. You may ask them to listen to the audio carefully and try to read the sentence. You may ask them to repeat the sentence after you. Let them arrange the words on fallen bricks in the right order to form the correct sentence.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

Sounds Book

- Show the flashcards with the digraph 'ot' to the students. They can be asked to listen to the story attentively and respond to the questions. Read the story loud and clear with proper intonation and pauses. Help them recognise the words with ot in the story and snap their fingers on hearing ot words. They can be asked a few questions such as:
 - Where is Jas?
 - Where does he look?
 - What does Ammi have?
 - What is there on the road?
 - How do they enjoy rain?
- Encourage them to discuss the story and share the way they enjoy rains.

SHOULD DO

10 MIN.

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

- Ask the students to name the objects in exercise A on page 75. Tell them to tick the ones with ot sound in them such as cot, pot and hot.
- The students can be shown flashcards with the words given in exercise C on page 76 to read after you. Then help them trace and write the words in the blanks neatly on the dotted lines.

COULD DO

5 MIN.

MUST DO

5 MIN.



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

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

COULD DO

10 MIN.

Additional Suggested Activity

- Keep the flashcard with digraph **ot** in the centre of the table. Give them flashcards with letters to place near **ot** and form new words. For example, **n + ot = not**. Let them make as many meaningful words as possible.

REaMS

- Open Activity 7 of Lesson 52 on your REaMS teacher dashboard. Tell the students that they will now play The Theme Game. You may ask them to identify the pictures on the screen. Guide them to find the correct word from the options while you drag the words to the correct picture. Next, they can identify the category which the group of words belong to. You may invite a few students to come forward and participate in the activity.

Home Task

- Complete Lesson 52 of Reading Eggs
- Parents can help the child find new words with **ot** and colour them in exercise B on page 75.
- Sit comfortably with the child and ask him/her to look at the four cups in exercise D on page 76. Read the words and cross out the ones that do not have same sounding words (answer- rat).

Period 3: Sound of og

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

Sounds Book

- The students can be given ice-cream sticks to make a house on a sheet. Then ask them to draw rainy season to complete the picture and colour it.

COULD DO

5 MIN.

REaMS

- Open Activity 1 of Lesson 53 on your REaMS teacher dashboard. Tell the students that Tom, the dog is here with a new sound and the sound is 'og'. You may ask them to say the sound 'og' as you click on the word on the screen. You may encourage them to sing the 'og' song along with Tom, the dog.
- Open Activity 8 of Lesson 53 on your REaMS teacher dashboard. You may ask them to listen to the audio carefully. Then select the appropriate word from each column to complete the sentence.
- Open Activity 11 of Lesson 53 on your REaMS teacher dashboard. You may tell the students to look at the picture and read the sentence beginning. You may use the Up and Down arrows and show all the options to the students. You may then encourage them to choose the correct ending for the picture and complete the sentence. Ask any two students to come forward and point at the correct sentence.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

Sounds Book

- Read and explain the story on page 77 to the students. Ask them to listen attentively as you read it the second time and clap on hearing words with the sound 'og'. Let them answer the following questions:
 - What does Jas want to do?
 - Where does Jas sit?

- What does Jas spot?
- Where does the frog jump from?
- Why does everyone laugh?
- The students can be engaged in the class discussion on rainy season. Let them express their thoughts on the same in simple, short and meaningful sentences.

SHOULD DO

10 MIN.

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


- Form two teams of the students. Instruct them to get ready for the listening task. Read each word twice from the listening text on page 110. You must read them loud and clear. Then ask them to listen carefully and circle them in the box in exercise A on page 78.
- Show flashcards with the words in exercise D on page 79 and help them read aloud. Then they can be asked to read the sentences after you and complete them with the correct words given in the box.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

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

COULD DO

10 MIN.

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

Additional Suggested Activity

- The students can be seated in groups of three each. Give each group a sheet with words. Ask them to read the words after you and colour the ones with the sound og.
- Open Activity 6 of Lesson 53 on your REaMS teacher dashboard. Ask the students to look at the picture carefully. You may then tell them that there is a letter missing from the word given on the screen. Ask them to choose the right letter and complete the word by looking at the picture. You may either conduct this lesson as a whole class activity or ask individual students to come forward.

Home Task

- Complete Lesson 53 and Worksheet 3 (word families) of Reading Eggs
- Parents can help the child identify the pictures in exercise C on page 79. Then ask them to read the words on the left and match them with the relevant pictures on the right.
- Guide the child to form new words in exercise B on page 78 by adding the correct sound to the letter given on the left. Then read all the words for the child to repeat after you.

Learning Outcomes

The students will:

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

Cognitive Development	<ul style="list-style-type: none"> • follow the CRM signs and instructions by the teacher • recognise the words with the sounds ot and og and name the relevant objects • correlate the events with season, here, monsoon
Language and Literacy Development	<ul style="list-style-type: none"> • retell the story in simple words or their home language • recognise ot and og words introduced in the lesson • use high frequency words in simple sentences
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • work collaboratively in art work, making a house with ice-cream sticks • communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none"> • follow class rules and enjoy class activities • listen and follow short instructions

Theme 7: Festival Fun

Lesson 23: Sound of op

Lesson 24: Look, Play



4 Periods (40 minutes each)



Coursebook, CRM signs, flashcards, stickers, pictures, word web, cue cards, ball
Lesson 52_Worksheet 1 (Sight Words), Lesson 54_Worksheet 1 (Word Families) and
Lesson 54_Worksheet 3 (Sight Words)



Reading Eggs Digital Programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- display emergent literary skills and love for reading
- blend phonemes or syllables into words
- use expressive and receptive communication skills
- develop vocabulary and use language for a variety of purposes

A Note to the Teacher:

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

Methodology

Period 1: Let's Talk

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

Sounds Book

- Divide the students into two teams. Ask them to open the book at page 80-81 and observe the pictures carefully. Instruct each team to identify and name each object as they are pointed at. They may read the words aloud. Then ask them to answer one question each given on page 81.
- Engage the students in a class talk and encourage them to speak about the picture. You may have to supply the required vocabulary.
- Guide and encourage students to weave a story using the words learnt in the lesson.



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

COULD DO

20 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a list of objects with their names. Read the words and tell them to circle the ones with ip sound.

Home Task

- The students can be given a chart to match words with pictures. Pictures can be given separately to be pinned or pasted in front of the words.

Period 2: Let's Practise

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

- Form two teams of the students. Ask them to repeat the sight words as you show them cue cards. Then give them a few sentences to read the sight words. **SHOULD DO** 15 MIN.
- The students can be given high-frequency words on a word-web. Ask them to work in pairs. For example - go, it, on, to can be used to frame a story. Likewise, they may be encouraged to tell more stories. **MUST DO** 10 MIN.
- Next, tell them to identify the vowel sounds in decodable words given in the sentences on page 82. Then ask them to read the decodable words joining each letter-Sam, swing. They can be encouraged to say other words that can be decoded using vowel sounds. Then ask them to write the sentences neatly on the dotted lines. **SHOULD DO** 15 MIN.

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



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

COULD DO 10 MIN.

Additional Suggested Activity

- The students can be given the sentences with similar word order to read and highlight the sight words, high frequency words and decodable words.

Home Task

- Parents can sit with the child. Use sound cards to recapitulate the vocabulary learnt. Help them make a small dictionary with the words taken up in the lesson.

Period 3: Sound of op

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

Sounds Book

- The students can be shown CRM sign 'Eyes on Me' and asked to raise their hands and move them five times. Then bring their hands down and roll in front, first forward and then backward. **COULD DO** 5 MIN.

REaMS

- Open Activity 1 of Lesson 54 on your REaMS teacher dashboard. You may tell the students that today they are going to learn a new sound and the sound is op. Ask them repeat the sound op after you. Point towards the sound op on the screen and play the op song for them to sing along. **COULD DO** 5 MIN.

- Open Activity 8 of Lesson 54 on your REaMS teacher dashboard. Tell them to listen to the audio and then select the number of sounds in each word. You may either conduct this lesson as a whole class activity or ask individual students to come forward and identify the number of sounds in each word.

SHOULD DO

5 MIN.

- Open Activity 10 of Lesson 54 on your REaMS teacher dashboard. Tell them that in this activity, they will have to use a word from each box to make the sentence. You may first ask the students to listen to the audio carefully and then select the correct word from each column to make the sentence. You may call individual students to read aloud the sentence after completion.

MUST DO

5 MIN.

Sounds Book

- The students can be asked to listen to the story on page 83 attentively. Read it aloud with proper intonation and pauses, at least twice. Tell them to clap on hearing the words with the sound of op. Let them answer the questions based on the story. The questions could be
 - What are Lina and Mama doing?
 - Where do they stop?
 - Where has Jas invited them?
 - What will they take for Jas?
 - For whom do they buy sweets?
 - What do they see on their way home?

- The students can be asked to discuss the characters, events and storyline. They may share their way of celebrating Dussehra using the newly learnt vocabulary.

SHOULD DO

10 MIN.

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


- The students can be shown flashcards with words in exercise A on page 84 one at a time. Ask them to read aloud after you. Then read and explain the statement to find the words in the word search given. They can circle them with the green crayon.
- Ask the students to identify the objects in exercise B on page 84 and name them. Confirm the correct responses and ask them to complete the words with op. Guide them to frame simple sentences with the words formed. For example - The mop is kept there. I play with a top.

MUST DO

5 MIN.

COULD DO

5 MIN.

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

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

COULD DO

10 MIN.

Additional Suggested Activity

- Organise the class into two teams. Show them word-web with op at the centre. Ask them to form new op words by adding letters to it. The team to form maximum number of words gets a smiley and the rest of the class, a flower.
- Open Activity 2 of Lesson 54 on your REaMS teacher dashboard. You may ask the students to first click on the sound button to uncover the word and then select the matching picture. You may also ask them to use blending and segmenting to read the words. Conduct this either as a whole class activity or call individual students to participate.

Home Task

- Complete Lesson 54 and Worksheet 1 (Word Families) of Reading Eggs.
- Parents can help the child trace op in exercise C on page 85. Then read the words given and colour the ones with op sound.
- Help the child read the words on the tops in exercise D on page 85. Then ask them to identify the ones with op and colour them red (shop, hop, mop, cop). Rest of the tops to be coloured yellow (star, tree).

Period 4: Look, Play

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

Sounds Book

- The students can be asked to play 'Pass the Parcel'. Give them a ball to pass as the music plays. The moment the music stops, the student with the ball will tell the name of a game. The ones who miss to name a game will play the music. Repeat the activity till they all get a chance.

COULD DO

5 MIN.

REaMS

- Open Activity 4 of Lesson 52 on your REaMS teacher dashboard. Inform the students that they will be learning a new word today and the word is 'look'. Point at the word 'look' on the screen. Then ask the students to listen to the sentence carefully and drag the jumbled words in the correct sequence to make the sentence again.

COULD DO

5 MIN.

- Open Activity 6 of Lesson 52 on your REaMS teacher dashboard. You may tell the students, "Listen to the host carefully and then select the matching words." The words are - look, see and can. You may call individual students to select the matching words.

SHOULD DO

5 MIN.

- Open Activity 7 of Lesson 54 on your REaMS teacher dashboard. You may tell the students that they will be learning a new word today and the word is 'play'. In this activity, they will help the penguin cross the mainland by stepping on the word 'play'. You may call the students individually to click on the word 'Play'.

MUST DO

5 MIN.

Sounds Book

- The students can be narrated the story on page 86 with proper intonation and pauses. They can be asked to listen attentively and answer the questions based on the story. The questions could be:

- Why does Jas invite everyone?
- Who has decorated the house?
- What does Lina bring for Jas?
- Who else comes to Jas's house?
- What do the children do?

- Encourage the students to retell the story in simple words, sentences or their home language. They can be asked to look at the picture and describe it in their own words. Initiate the discussion on festival celebration and help them express their joy and the things they do during festivals.

SHOULD DO

10 MIN.

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

- The students can be asked to read the sentences in exercise A on page 87. Then guide them to complete them by tracing the word 'play'.

MUST DO

5 MIN.

- Next, the students can be explained the statement in exercise C on page 88. Ask them to look at the picture and tick the correct answer. Encourage them to describe the pictures in simple words and phrases using play or look.

COULD DO

5 MIN.



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

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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given flashcards with 'look' and 'play'. Then ask them to listen carefully as you read a few sentences and say if it is to be looked or played. They can hold the relevant flashcard. For example, I _____ cricket. _____ at the bird on the tree. Answers: play, look.

Home Task

- Complete Lesson 52 Worksheet 1 (Sight Words) and Lesson 54 Worksheet 3 (Sight Words) of Reading Eggs
- Parents can point at the objects in exercise B on page 87 for the child to name them. Then ask them to colour the words that rhyme with the name of the given picture. For example, book-look, clay-play.
- Read the sentences in exercise D on page 88. Ask them to guess the word that could complete the sentences meaningfully. Then confirm the correct responses (look).

Learning Outcomes

The students will:


Physical Development	<ul style="list-style-type: none"> show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none"> follow the CRM signs and instructions by the teacher recognise the words with the sound of op and name the relevant objects
Language and Literacy Development	<ul style="list-style-type: none"> retell the story in simple words or their home language use the newly learnt vocabulary – look, play in expressing their thoughts listen to and appreciate simple songs, rhymes and poems
Aesthetic and Cultural Development	<ul style="list-style-type: none"> communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none"> adopt class norms and enjoy class activities

Theme 8: Sparkling November

Lesson 25: Are, Happy, Sad

Lesson 26: His, Her, We

Lesson 27: Sound of od

 5 Periods (40 minutes each)



Main Coursebook, CRM signs, flashcards, anchor chart, word-web, pictures
Lesson 57_Worksheets 1 (Sight Words), Lesson 57_Worksheet 2 (Read and Write),
Lesson 58_Worksheet 2 (Read and Write)



Reading Eggs Digital Programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop a fit and flexible body
- develop cognitive skills for observing and sequential thinking
- develop emergent literary skills--phonological awareness, letter-sound correspondence and building words
- develop the ability to adapt and control emotions
- use expressive and receptive communication skills

A Note to the Teacher:

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

Methodology

Period 1: Are, Happy, Said

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

Sounds Book

- The students can be shown CRM signs 'Eyes on me' and 'Stand in a Line' to form four small lines. Ask them to sing and enact the rhyme 'If you are happy and you know it...' They can clap, twist and turn while singing the rhyme.

COULD DO

5 MIN.

REaMS

- Open Activity 1 of Lesson 56 on your REaMS teacher dashboard. You may tell the students that today they will be learning some new words and the first word is 'are'. Then first ask them to look at the word 'are' on the screen and read it aloud. Then they can be asked to look at the words written on the rockets passing by the screen and click on the rocket with the word 'are'.

COULD DO


5 MIN.

Ask the students to listen to the audio and then drag the words towards the screen in the correct sequence.

- Open Activity 3 of Lesson 56 on your REaMS teacher dashboard. You may tell the students that the second word that they will be learning today is 'happy'. You may ask the students to locate the Seagulls carrying the word 'happy'. **SHOULD DO**
5 MIN.
- Open Activity 4 of Lesson 56 on your REaMS teacher dashboard. Tell the students that the next word that they are going to learn is 'said'. You may ask them to help the frog jump across the log by clicking on the logs with the word 'said'. You may call the students individually to participate in this activity. **MUST DO**
5 MIN.

Sounds Book

- After the activities, they can be asked to get ready for the story time. Read and explain the story on page 89. Ensure that you read it twice with proper intonation, pauses and voice modulation. Also, instruct them to listen attentively and retell it in simple, short phrases or their home language. You may initiate the class discussion on poetry competition and engage the students through a question answer session based on the story. The questions could be:
 - What is happening in the school?
 - Why are Lina's friends happy?
 - What does Ryan tell her?
 - What does Jas promise her?
- Encourage the students to talk about the competitions organised in the school and if they also participated. Let them share their experience while discussing the story. **SHOULD DO**
10 MIN.
- Show them the flashcards with the words 'are,' 'said' and 'happy' to read aloud. Then ask them to observe and describe the pictures in exercise A on page 90. Next, guide them to read the sentences to be completed by the given words. **MUST DO**
5 MIN.
- Give them sound cards with the words in exercise B on page 90 to read aloud. Then pair the rhyming words. They can also be asked to colour the rhyming words in the book. **SHOULD DO**
5 MIN.

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

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

Additional Suggested Activity

- The students can be given cue cards and a chart with words - are, is, happy and said. They can work in groups of three to frame meaningful sentences by placing the cue cards on the chart such that they form complete sentence. For example, cue card has 'Nia _____ feeling _____.' These will be placed on the chart to frame the sentence – Nia is feeling happy.

Home Task

- Complete Lesson 56 of Reading Eggs.
- Parents can help the child retell the story. Ask them to share when they are happy.
- Also, the child can be asked to recite a poem they like the best.

Period 2: His, Her, We

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

Sounds Book

- The students can be shown CRM signs 'Eyes on me, Shh... and Stand in a Line' and arranged in a semicircle. Call one student from the right and the other from the left end of the semicircle. They can be asked to raise their arms and bend down to touch their toes. Instruct the rest of the students to follow them. Then they return to the original position and sway to the right and then left. They may be asked to roll their arms in the front and hold the CRM sign 'Sit Down' and instruct them to settle for the lesson.

COULD DO

5 MIN.

REaMS

- Open Activity 1 of Lesson 57 on your REaMS teacher dashboard. You may tell the students that their friends Sam and Jazz are here with two new words and the words are 'his' and 'her'. First ask the students to identify and point towards the word 'his' on the screen. Then tell them to read the words written on the flower and find the word 'his'. Next, ask them to identify and point towards the word 'her' on the screen. Then they can read the words written on the flower and find the word 'his'.
- Open Activity 3 of Lesson 57 on your REaMS teacher dashboard. You may tell the students that in this video they will learn about the word 'we' and ask them to identify the word 'we' and point towards the screen. You may then ask the students to listen to the audio carefully and then drag the words towards the box in the correct sequence. You may call individual students to participate in this activity.
- Open Activity 8 of Lesson 57 on your REaMS teacher dashboard. You may tell the students to listen to the audio carefully and then re-arrange the bricks to make the sentence once the brick falls. You may call individual students to participate in this activity.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

Sounds Book

- Point at an object such as book, bag or a bottle in the classroom and ask them to find out who it belongs to. Then guide them to frame a sentence and answer. For example, This is Lina's bag or This is her bag. Next, instruct them to listen attentively as you read the story on page 91 with proper intonation and pauses. Read the story at least twice for the better comprehension of the events and characters of the story by the students. After reading, they can be asked to answer the questions such as:
 - What does Lina do at the competition?
 - Who cheers for Lina?
 - What happens when she finishes her poem?
 - Who wins the competition?
 - What does Lina tell Aditya?
 - How do children feel at the end?
- Encourage the students to discuss the events and characters of the story. They must be encouraged to share their experiences in class competitions irrespective of their participation. Then ask them to retell the story in short, simple sentences or their home language.

COULD DO

10 MIN.

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

- The students can be asked to open the book at page 92. Read the sentences in exercise A for the students to comprehend and complete the sentences using 'his'. Explain that we use 'his' to tell about something that belongs to a boy or a man. Let them frame a few sentences on their own. Appreciate the correct responses. **SHOULD DO**
5 MIN.
- Next, the students must be guided through the exercise C on page 93. Show the flashcard with 'We' and ask them to read it after you. Also, give them an example such as 'We are playing'. Ask them to frame a few more sentences. Then tell them to complete the sentences by tracing 'We' and read the complete sentences. **MUST DO**
5 MIN.



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

COULD DO
10 MIN.

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

Additional Suggested Activity

- The students can be divided into groups of three each. Give them flashcards with 'His, Her and We'. Each member will frame a sentence using the sight word they have got. Next, they can be called group-wise and asked to tell their sentences. Confirm the correct responses and correct the incorrect ones by substituting the correct word gently.

Home Task

- Complete Lesson 57, Worksheets 1 (Sight Words) and Worksheet 2 (Read and Write) of Reading Eggs
- Parents can help the child complete the sentences in exercises B and D on page 92-93. Read and guide them to complete the sentences using 'her' and 'We'.
- Help the child read storybooks and spot the Sight Words His, Her and We.

Period 3: Sound of od

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

Sounds Book

- Show CRM sign 'Stand in a Line' and guide the students to form a line. Then encourage them to come and recite a poem one by one. Appreciate their participation and ask them to raise their hands and clap. **COULD DO**
5 MIN.

REaMS

- Open Activity 1 of Lesson 58 on your REaMS teacher dashboard. You may tell them that today they will learn a new sound and the sound is od. You may ask them to point towards the sound od on the screen and say the sound aloud. You may then play the od song and ask the students to sing along. **COULD DO**
5 MIN.
- Open Activity 2 of Lesson 58 on your REaMS teacher dashboard. In this activity, the students will use sound talk to read the word. You may ask them to say the beginning, middle and end sounds of the word and then blend them to form a word. Invite a few students to come forward and participate in the activity. **SHOULD DO**
5 MIN.
- Open Activity 7 of Lesson 58 on your REaMS teacher dashboard. In this activity, you may ask the students to put the letters in the correct order to make a word. Ask them to first look at the picture and then select the correct letters to label the picture. **MUST DO**
5 MIN.

Sounds Book

- The students can be asked to listen to the story attentively and clap on hearing words with the sound od. Read the story on page 94 loudly with proper intonation and pauses. Repeat the od word 'nod' and write it on the board. Encourage them to add more words to the list. They may come up with words like pod, cod, god. Then read the story once again and ask them a few questions to answer to test their comprehension of the events of the story, characters and the storyline. They must be conveyed the message that participation is more important and they must celebrate their friends' win just like Lina in the story. Lastly, a few questions can be asked to test their comprehension of the story. The questions could be:
 - When does Lina come home?
 - What does Pa ask her?
 - Who won the prize?
 - How does Lina feel about the competition?
 - What do they celebrate?
- Encourage the students to talk about the competitions they have participated in. Let them express their thoughts about the winners. Then ask them to describe the picture on page 94 in simple words, phrases or their home language. Also, discuss the story read. **COULD DO**
10 MIN.
- Point at each object and ask the students to name the objects in exercise A on page 95. Then guide them to circle the pictures that do not have sound od. Here, apple does not have the sound od. **SHOULD DO**
5 MIN.
- Ask the students to form new words by adding letters to the sound od in exercise B on page 95. The words formed are - rod, pod, nod and god. Then write them in the blanks. **MUST DO**
5 MIN.

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

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

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

Additional Suggested Activity

- Paste a chart paper on the wall with the word-web for od. Give them flashcards with the letters of the alphabet to be placed near od and read the words formed. Then ask them if the words are meaningful or not. Then the ones that have meaning remain pasted on the chart. Rest of the letters are taken away.
- Open Activity 4 of Lesson 58 on your REaMS teacher dashboard. In this activity, students have to identify the beginning, middle and the end sounds of the word. Ask the students to look at the picture and listen to the audio carefully. Then tell them to select the sounds in the correct sequence to make the word. Then invite a few students to come forward and participate in the activity.

Home Task

- Complete Lesson 58 and Worksheet 2 (Read and Write) of Reading Eggs.
- Parents can help the child form new words with the sound od. Then weave a story around those words and enjoy story-time.

Period 4: Let's Read

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

Sounds Book

- The students can be seated in a circle. Then show them a few story books with interesting covers. Let them express their thoughts about the books. Then point at the pictures on pages 96-97. Point at the characters and objects. Let them discuss it with each other and as a group.
- Instruct them to listen attentively as you read the story. Read the story loud and clear for them to follow. They can talk about the story and the message it conveys.
- Also, encourage them to tell about their favourite book/s. They can be motivated to share more about their books. Ask them to draw and colour their favourite character.



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

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Form pairs of the students. Guide them to role-play the character from their favourite story book. Also, help them to stand at specific places and speak short dialogues.

Home Task

- Parents can help the child read their favourite story books. Talk to them about the pictures, characters and storyline of the storybook.
- Help them draw a picture depicting a scene from the story.

Period 5: Let's Practise

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

Sounds Book

- Form two teams of the students. Show them cue cards with the sight words on page 98. Then ask them to frame a few sentences with the sight words.
- The students can be given a word-web with the high frequency words on a sheet. Ask them to work in pairs and use them in a short story. You may have to support them with the required vocabulary.
- Show the anchor chart with decodable words to the students. Tell them to read after you. Next, tell them to identify the vowel sounds in decodable words given on page 98. Then ask them to read the decodable words joining each letter—dog and hop. They can be encouraged to say other words with the same vowel sound o.



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

SHOULD DO

10 MIN.

MUST DO

15 MIN.

COULD DO

15 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- Form pairs of the students. They can be given a chart to paste decodable words with the vowel sound o.

Home Task

- Parents can help the child in reading story books with the sight words, high frequency words and decodable words taught in the lesson. Also, they can try to trace and write them in blank sheets.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show balance, coordination and flexibility in various physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher• recognise different emotions and make efforts to regulate them appropriately
Cognitive Development	<ul style="list-style-type: none">• follow the CRM signs and instructions by the teacher• observe and understand the situation in the story and comprehend the message conveyed
Language and Literacy Development	<ul style="list-style-type: none">• retell the story in simple words or their home language• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences• listen to and appreciate simple poems• develop phonological awareness and are able to build new words with the sound of od• recognise high frequency, sight words and decodable words
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and enjoy class activities

Theme 9: Ho, Ho, Ho!

Lesson 28: Very

Lesson 29: Sound of ock

Lesson 30: Let's Repeat



3 Periods (40 minutes each)



Main Coursebook, CRM signs, flashcards, Maria's standee, anchor chart, word-web, pictures

Lesson 59_Worksheet 3 (Word Families), Lesson 60_Worksheet 3 (Word Families 2)



Reading Eggs Digital Programme, eBook

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fit and flexible body
- develop cognitive skills for observing and sequential thinking
- develop emergent literary skills--phonological awareness, letter-sound correspondence and building words
- develop the ability to adapt and control emotions
- use expressive and receptive communication skills

A Note to the Teacher:

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

Methodology

Period 1: Very

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

Sounds Book

- The students are shown CRM sign 'Eyes on Me'. Holding the picture of a rising Sun, ask them to tell the things they do when the Sun rises. Then guide them to raise their arms and bend down. Next, they can stretch their arms up and repeat the activity.

COULD DO

5 MIN.



REaMS

- Open Activity 3 of Lesson 59 on your REaMS teacher dashboard. Tell the students that they will use sound talk to read the word. Ask the students to say the beginning, middle and end sounds of the word and then blend the sounds to form the word. You may invite a few students to come forward and participate in the activity.

COULD DO

5 MIN.



- Open Activity 9 of Lesson 59 on your REaMS teacher dashboard. Tell the students that they have to help the bird fly to her nest. For this activity, students will have to identify the word 'very' from a group of words in every branch and help the bird move up. You may ask the students to say the word as you click on it on the screen.

SHOULD DO

5 MIN.

- Open Activity 11 of Lesson 59 on your REaMS teacher dashboard. Ask the students to listen to the audio carefully and try to read the sentence. You may ask them to repeat the sentence and then choose the words on the brick in the right order to form the correct sentence.

MUST DO

5 MIN.

Sounds Book

- Place Maria's standee in front of the class. The students can be shown the picture on page 99 and asked to describe it using the vocabulary they already know. Discuss and ask them to listen attentively as you read it aloud. Read the story with proper intonation and voice modulation. Also, ask them to snap their fingers on hearing the words ending with the sound of y as in easy. After reading the story, they can be asked a few questions such as

- What day of the week is it?
- Who has just woken up?
- Why is Maria so happy?
- What all does she plan to do?
- Why is she so excited?

- Discuss the events, characters and storyline with the students. Help them share their routine on the weekend. The students can talk about things that make them very happy and excited.

COULD DO

10 MIN.

- The students can be shown the flashcards with words easy, baby, story and asked to read after you. Point at the sound of letter y at the end of the words. They may also add more words to the list of words ending with y. Then ask them to read the words in the box in exercise B on page 100. They can then find them in the word search and circle them using a purple crayon.


SHOULD DO

5 MIN.

- Instruct them to listen attentively to the Listening text on page 110. Then read the statement in exercise D on page 100. Explain that they have to colour the mangoes yellow, if the words are the same as the word list read. The other mangoes have to be coloured green. You may read the listening text at least thrice.

MUST DO

5 MIN.

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

COULD DO

10 MIN.

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

Additional Suggested Activity

- The students can be given a set of words ending with y on flashcards. Ask them to read each word as they hold the flashcard and try to say a rhyming word. For example, lily-silly.

REaMS

- Open Activity 10 of Lesson 59 on your REaMS teacher dashboard. Ask the students to read the word aloud. Then tell them that they have to use the letter tiles to make the word given on the screen. Then they may listen to the audio carefully which tells them to break the word into individual letter sounds. You may then ask them to say each letter sound while you drag the correct letter tiles.

Home Task

- Complete Lesson 59 and Worksheet 3 (Sight Words) of Reading Eggs.
- Parents can read the sentences in exercise A on page 100 for the child to follow and ask the child to notice the use of 'very'. Then ask them to trace 'very' neatly on the dotted lines.

- Ask them to identify and name the objects in exercise C on page 101. Then complete the words by writing y in the blank space.
- Help the child retell the story they have read about Maria in the class. They may speak short, simple sentences or their home language.

Period 2: Sound of 'ock'

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

Sounds Book

- The students can be shown CRM sign 'Stand in a Line'. Then guide them to form an oval. One of them may stand at the centre with a box. Ask the other students to guess what is in the box. They may be given a clue. The one to guess it right gets a star. Then ask them to stamp their feet, wave their arms and breathe deeply ten times.

COULD DO

5 MIN.

REaMS

- Open Activity 1 of Lesson 60 on your REaMS teacher dashboard. You may tell the students that Sam is here with a group of end sounds. Ask them to look at the picture on the screen and listen to the audio carefully. Then they choose the beginning sound from the wheel while you click on the arrow button to display all the options. Click on the Go button once you have the correct answer. Invite a few students to come forward and participate in the activity.

COULD DO

5 MIN.

- Open Activity 2 of Lesson 60 on your REaMS teacher dashboard. Ask the students to observe the words given on the left side of the screen. Then tell them to search the map to find the pictures and recognise if any of the pictures match one of the words on the screen. Next, click on the picture after the students have identified it and drag it to the right box. You may do this as a whole class activity.

SHOULD DO

5 MIN.

- Play Activity 9 of Lesson 60 on your REaMS teacher dashboard. You may tell the students that there is a missing letter in the word given on the screen. You may ask them to observe the picture and listen to the word carefully. Then choose the correct letter to complete the word.

MUST DO

5 MIN.

Sounds Book

- The students are shown the model or pictures of a clock, a rock and a lock. Ask them to name the objects and point at the similarity in the three words. Confirm that the three words have the ending sound 'ock'. Then ask them to listen attentively and clap on hearing the words ending with the sound 'ock'. Read the story loud and clear with proper intonation and voice modulation. They may point at the words ending with ock—knock, clock, socks. Tell them that these words have the same ending sound 'ock'. They can be asked a few questions such as:
 - Who all go to Maria's house?
 - What time is it?
 - Where are Maria and Lina?
 - What does Sam notice about Maria and Lina?
 - What do they all do?
 - Who does everyone clap for?

- Discuss the storyline and characters with the class. Let them also share their experiences when they go to their friend's house.

COULD DO

10 MIN.

- Ask them to look at the objects in exercise A on page 103 and name them. Let them point at the ones that end with the sound 'ock' and tick the boxes. Confirm that clock, lock and rock have 'ock' sound at the end.

SHOULD DO

5 MIN.

- Ask the students to read the words in exercise C on page 104 after you. Then guide them to find the words ending with 'ock' in the word search and circle them with an orange crayon.

MUST DO

5 MIN.



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

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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a chart with letters to be added in locks and ock in a key drawn on it. They can be asked to work in pairs. Tell them to match the letters to ock and form meaningful words.

REaMS

- Open Activity 4 of Lesson 60 on your REaMS teacher dashboard. You may tell the students to listen to the audio carefully and identify the beginning, middle and end sounds. Encourage them to recognise the picture and choose the correct beginning, middle and end sounds. Then ask them to say the individual letter sounds.

Home Task

- Complete Lesson 60 and Worksheet 3 (Word Families 2) of Reading Eggs
- Parents can help the child complete the words with ock in exercise B on page 103. Then read the words together.
- Help the child complete the word wheel in exercise D on page 104 by writing six words that end with the sound 'ock'.

Period 3

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

Sounds Book

Let's Repeat

- Ask the students to describe the pictures in exercise A on page 105. Then read the sentences for them to comprehend and tick the correct answer.
- Form two teams of the students. Ask each team to read the words given in the box after you. Then find them in the word search. The team to find all the words in the word search before the other reads the list first.

COULD DO

10 MIN.

MUST DO

5 MIN.

Let's Practise

- The students can be given high-frequency words on flashcards. Ask them to work in pairs and use them in a short story. You may have to support them with the required vocabulary. Likewise, they may be encouraged to tell more stories.
- Next, tell them to identify the vowel sounds in decodable words given. Then ask them to read the decodable words joining each letter-run and jump. They can be encouraged to say other words with the same vowel sound-u.

MUST DO

5 MIN.

SHOULD DO

5 MIN.

Let's Talk

- Form two groups of the students. Tell them to look at the pictures given on pages 108-109 and recognise the objects and characters as you point at each one of them. Read the word list and ask them to circle the objects in the picture. Also, help them in framing meaningful sentences to describe it.

SHOULD DO

15 MIN.



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

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be guided to complete a chart with the columns for the sight words, high frequency words and decodable words pasted on the wall. Give them the words on slips of paper to read and paste them in the correct column.
- P.S.** They can be asked to take turns and come to paste the words.

Home Task

- Parents can help the child build a word bank. Make a box and put words on slips of paper they have learnt in it. Take five slips every day and read them. Then frame a meaningful sentence.
- Point at the pictures in exercise B on page 106 for them to recognise. Ask them to write the words in the blanks for each picture.
- Ask them to repeat the sight words on page 107. Help them frame a few sentences with the sight words.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> interact comfortably with peers and teacher enjoy class activities with peers
Cognitive Development	<ul style="list-style-type: none"> follow the CRM signs and instructions by the teacher explore the physical environment by asking questions and making generalisations
Language and Literacy Development	<ul style="list-style-type: none"> retell the story in simple words or their home language complete the given words by writing ending letters develop phonological awareness and associate sounds with the letters recognise high frequency, sight words and decodable words
Aesthetic and Cultural Development	<ul style="list-style-type: none"> communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none"> listen and follow short instructions