

Name - Anantdeep Kaur
Class - Nursery

LESSON PLAN
ENGLISH



Annual Day: 3/50

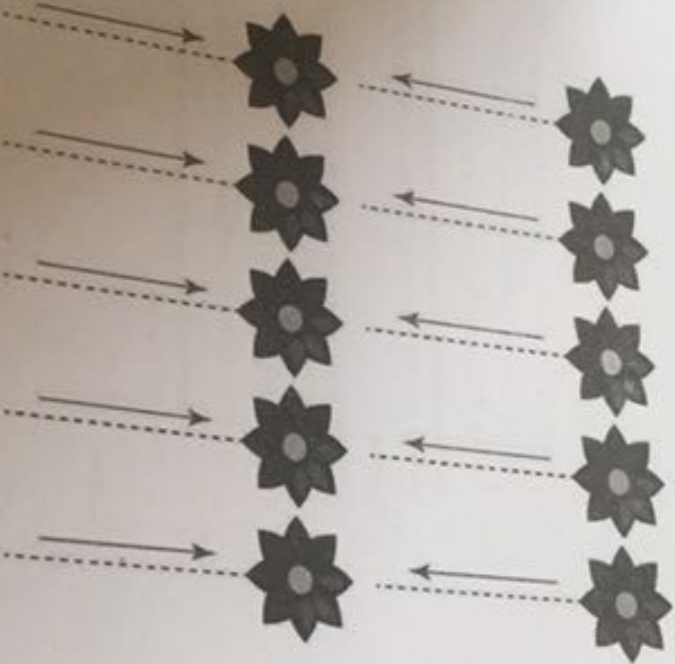
Day: 3/17

Actual Date:

Page(s): 5

Trace the Standing Lines

Trace the dotted lines to complete the pictures.



Important Words

- Last class: sleeping lines
- Today's class: standing lines

Transactional Tip(s)

Demonstration:

- Demonstrate how to draw standing lines on the board.
- Draw lines from up to down and down to up.

Practice:

- Ask learners to open TB: Pg. 5.
- Tell them to trace the standing lines using a pencil or crayon.
- Remind learners to follow the arrows on the page when they trace the lines.

Class Pulse Check

- 1) Trace a standing line on the board.

Annual Day:
4/50

Day:
4/17

Actual Date:

Page(s):
3

Straight Lines

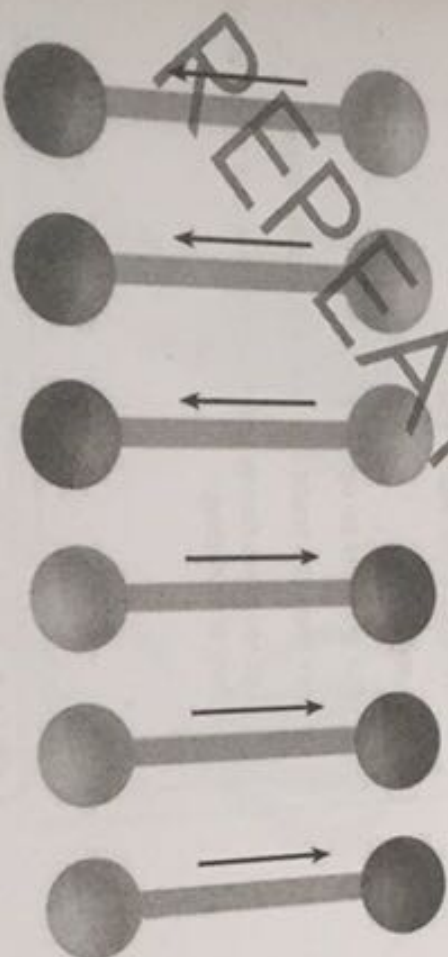
Move your finger from the green dots to the red dots along the yellow lines.

1) Strokes

SLEEPING LINES



STANDING LINES



Important Words

- Last class: standing lines
- Today's class: Revise straight, sleeping, standing

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Repeat the rules of the game 'Stand and Sleep'.
- Begin the class with the game.

Practice:

- Ask learners to open PL: Pg. 4.
- Ask them to trace the standing lines.

Class Pulse Check

- 1) Trace sleeping and standing lines gently on your partner's back.

Annual Day: 5/50

Day: 5/17

Actual Date:

Page(s): 6

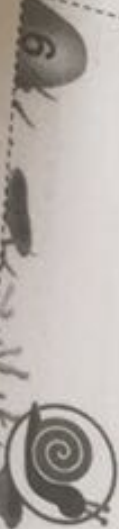
Slanting Lines

Move your finger from the green dots to the red dots along the yellow lines.

LEFT SLANTING LINES



RIGHT SLANTING LINES



Important Words

- Last class: Revise straight, sleeping, standing
- Today's class: slanting lines

Transactional Tip(s)

Demonstration:

- Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
 - Demonstrate the concept of 'left' and 'right' using your hands.
 - After introducing 'left' and 'right', show learners a picture of a kite on the board.
 - Trace the sides of the kite with your finger.
 - Ask learners if the sides of the kite are sleeping or standing lines.
 - Introduce the word 'slanting'.
- Activity:**
- Ask learners to open TB: Pg. 6.
 - Ask them to trace the lines with their fingers.
 - Tell learners to say the name of the line aloud which they are tracing.

Class Pulse Check

- 1) Trace a slanting line in the air using your finger.

Important Words
 sleep, awake, sleeping, standing
 use your slanting lines

Transactional Tip(s)
 Remember:
 Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
 Show the concept of 'left' and 'right' using your hands.
 After introducing 'left' and 'right', show learners a kite or draw a picture of a kite on the board.
 Trace the sides of the kite are sleeping or standing lines.

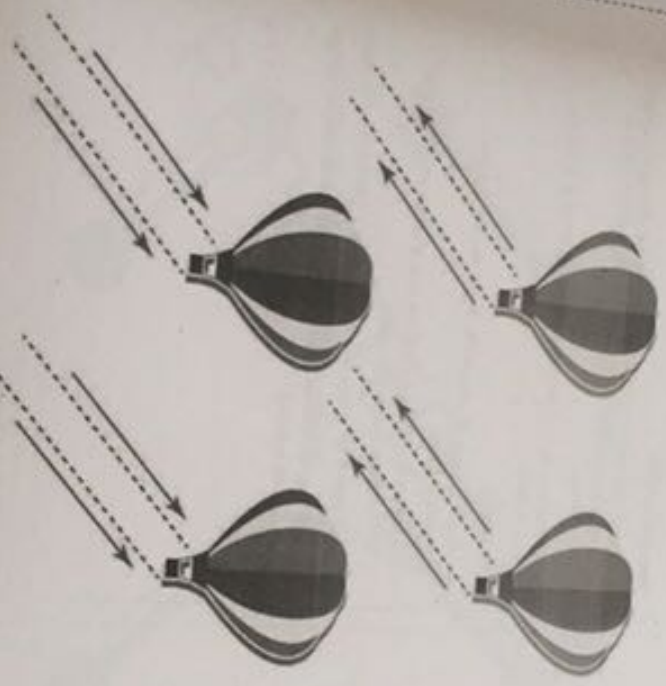
Ask learners to open TB: Pg. 6.
 Ask them to trace the lines with their fingers.
 Ask them to say the name of the line aloud which they are tracing.

Use TB as using your finger.

Annual Day: 6/50
Day: 6/17
Actual Date:
Page(s): 7

Trace the Left Slanting Lines

Trace the dotted slanting lines.



Important Words
 • Last class: slanting lines
 • Today's class: left slanting lines

Transactional Tip(s)

- Demonstration:**
- Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
 - Demonstrate how to trace left slanting lines on the board.
- Practice:**
- Ask learners to open TB: Pg. 7 to trace left slanting lines.
 - Remind learners to follow the arrows on the page when they trace the lines.
 - Ask them to trace the lines using a pencil or a crayon.
 - Tell learners to say the name of the line aloud which they are tracing.

Class Pulse Check

- 1) Trace a left slanting line in the air using your finger.

Annual Day:
7/50

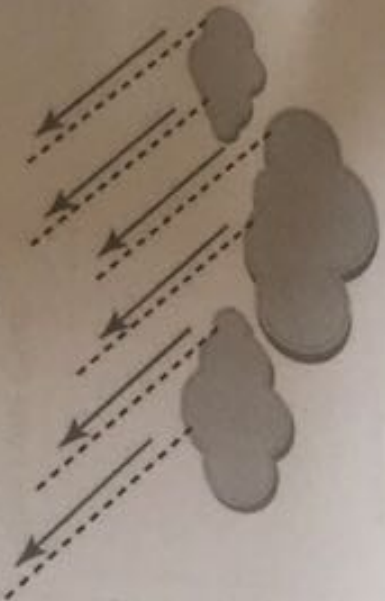
Day:
7/17

Actual Date:

Page(s):
8

Trace the Right Slanting Lines

Trace the dotted slanting lines.



Important Words

- Last class: left slanting lines
- Today's class: right slanting lines.

Transactional Tip(s)

Demonstration:

- Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
- Demonstrate how to trace right slanting lines on the board.

Practice:

- Ask learners to open TB: Pg. 8 to trace right slanting lines.
- Remind learners to follow the arrows on the page when they trace the lines.
- Ask them to trace the lines using a pencil or a crayon.
- Tell learners to say the name of the line aloud while they are tracing.

Class Pulse Check

- 1) Trace a right slanting line in the air using your finger.

Annual Day:
8/50



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8/50

Day:
8/17

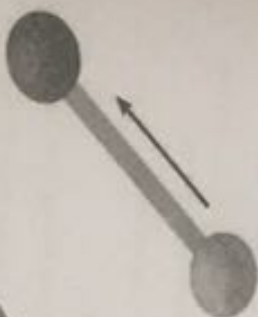
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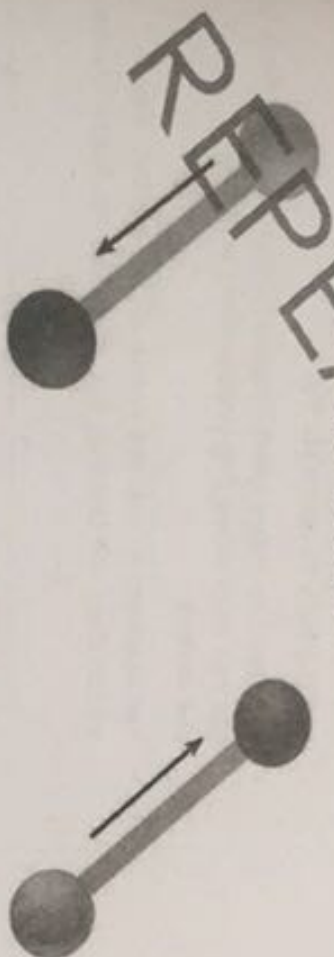
Slanting Lines

Move your finger from the green dots to the red dots along the yellow lines.

LEFT SLANTING LINES



RIGHT SLANTING LINES



Important Words

- Last class: right slanting lines
- Today's class: Revise left slanting lines, right slanting lines

Transactional Tip(s)

Practice:

- Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
- Revise the concept of 'left' and 'right' by asking learners to lift up their left and right hands.
- Show learners a kite or draw a picture of a kite on the board.
- Trace the sides of the kite with your finger.
- Ask learners to name the lines used in the sides of the kite.
- Ask learners to complete P.L.: Pg. 5 to revise left and right slanting lines.
- Ask learners to open AB: Pg. 3.
- Revise straight and slanting lines with them.
- Tell them that they have to trace the dotted lines and colour the pictures.

Class Pulse Check

- 1) Find objects in the classroom which have slanting lines.

Annual Day: 9/50

Day: 9/17

Actual Date:

Page(s): 9

Left and Right Curves

Move your finger from the green dots to the red dots along the yellow lines.

LEFT CURVES



RIGHT CURVES



Important Words

- Last class: Reverse left slanting lines, right slanting lines.
- Today's class: curves

Transactional Tips(s)

Demonstration:

- Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
- By now, learners would know the rhyme.
- Revise the concept of 'left' and 'right' by asking learners to show their left and right hand.
- Introduce the concept of a 'Curve'.
- Show the learners an apple.
- Explain the shape of the apple using the term 'curve'.
- Draw an apple on the board using two curves - a left curve and a right curve.

Activity:

- Ask learners to open TB: Pg. 9.
- Tell them to move their fingers from the green dots to the red dots along the yellow lines and trace the curves.
- Tell learners to say the name of the curves aloud which they are tracing. E.g., Left Curve, Right Curve.

Class Pulse Check

- 1) Draw a curve on the board using your finger.

...anting lines, right slanting lines

...the rhyme 'Boogie Woogie'.
Do the actions for

...the rhyme.

...d 'right' by asking
right hand.

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...sing the term 'curve'.
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Annual Day:
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Day:
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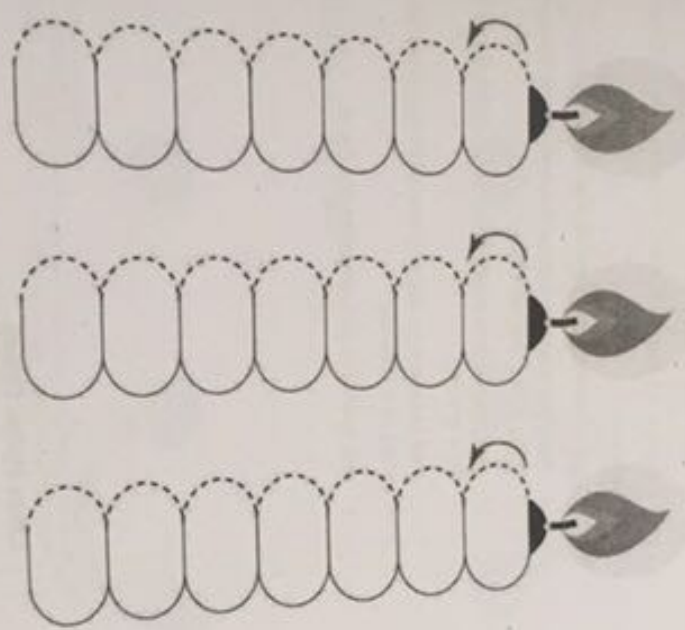
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Page(s):
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Trace the Left Curves

Trace the dotted curves to complete the candles.



10

Important Words

- Last class: curves
- Today's class: left curves

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 10 to trace Left Curves.
- Remind them to follow the arrows on the page when they trace the curves.
- Ask learners to trace the curves using a pencil or a crayon.
- Tell learners to say the name of the curve aloud which they are tracing.
- Ask learners to complete PL: Pg. 6.

Class Pulse Check

- 1) Draw a left curve on the board using your finger.

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Annual Day: 11/50

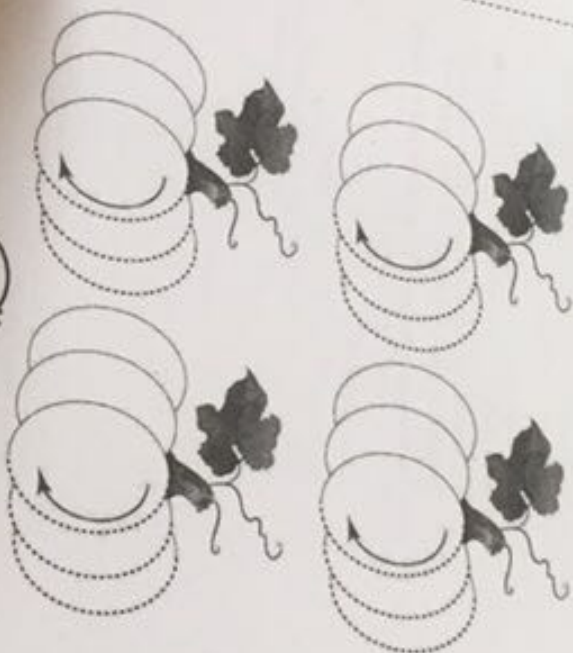
Day: 11/17

Actual Date:

Page(s): 11

Trace the Right Curves

Trace the dotted curves to complete the pumpkins.



Page 51

Important Words

- Last class: left curves
- Today's class: right curves

Transactional Tip(s)

Demonstration:

- Revise the concept of 'left' and 'right' by asking learners to raise their left and right leg.
- Draw an egg on the board using Left and Right Curves.

Practice:

- Ask learners to open TB: Pg. 11.
- Remind them to follow the arrows on the page when they trace the curves.
- Ask learners to trace the curves using a pencil or a crayon.
- Tell learners to say the name of the lines aloud when they are tracing.
- Ask learners to complete PL: Pg. 6.

Class Pulse Check

- 1) Draw a right curve on the board using your finger.

'left' and 'right' by asking
left and right leg.

and using Left and Right Curves.

Pg. 11.

the arrows on the page when
curves using a pencil

e of the lines aloud which

Pg. 6.

ing your finger.

Annual Day:
12/50

Day:
12/17

Actual Date:

Page(s):
12

Up and Down Curves

Move your finger from the green dots to the red dots along the yellow lines.

UP CURVES



DOWN CURVES



Important Words

- Last class: right curve
- Today's class: up, down

Transactional Tip(s)

Demonstration:

- Begin the class with the rhyme 'Poly Poly Up and Down' from Rhymes Book: Pg. 24. Do the actions for the same.
- Explain the terms 'up' and 'down' while singing the rhyme.
- Draw two faces on the board – one with a happy smile and one with a sad smile.
- Ask learners to identify if the faces are happy or sad.
- Explain that the sad smile is an Up Curve and the happy smile is a Down Curve.
- Play game called 'Happy and Sad'.
- Say the words 'happy' and 'sad' aloud.
- Tell learners to make matching faces. E.g., When you say happy, learners will smile, when you say sad, learners will make a sad face.
- Ask learners to open TB: Pg. 12.
- Remind learners to follow the arrows on the page when they trace the curves with their fingers.
- Tell learners to say the name of the curves aloud which they are tracing.

Class Pulse Check

- Trace the up and down curves in the air.

Annual Day:
12/50

Day:
12/17

Actual Date:

Page(s):
13

Trace the Up Curves

Trace the dotted curves to help them finish the race.



Page 53

Important Words

- Last class: up, down
- Today's class: up curves

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 13.
- Tell them to trace the dotted curves using a pen or crayon.
- Remind the learners to follow the arrows on the curves when they trace the curves.
- Tell them to try and not lift the pencil while they reached the end of stroke.

Class Pulse Check

- 1) Name the curve drawn on the board.

Annual Day:
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Day:
13/17

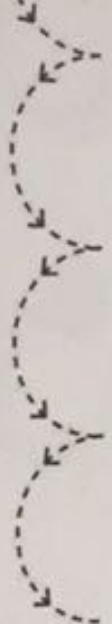
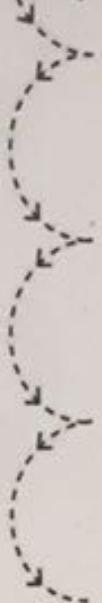
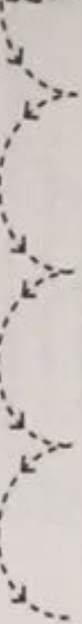
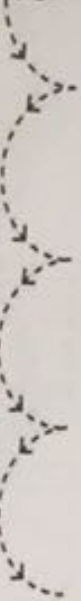
Actual Date:

Page(s):
14



Trace the Down Curves

Trace the dotted curves to help them finish the race.



Important Words

- Last class: up curves
- Today's class: down curves

Transactional Tip(s)

Demonstration:

- Begin the class by singing the rhyme 'Polly Polly Up and Down' from Rhymes Book: Pg. 24. Do the actions for the same.
- Revise the terms 'up' and 'down' while singing the rhyme.

Practice:

- Ask learners to open TB: Pg. 14.
- Tell them to trace the dotted curves using a pencil or a crayon.
- Remind learners to follow the arrows on the page when they trace the curves.
- Tell them to try and not lift pencil while tracing.
- Ask learners to complete AB: Pg. 5 by tracing the dotted curves.

Class Pulse Check

- 1) Name the curve drawn on the board.

Annual Day:
14/50

Day:
14/17

Actual Date:

Page(s):
12

Up and Down Curves

Move your finger from the green dots to the red dots along the yellow lines.

UP CURVES



DOWN CURVES



- Important Words**
- Last class: down curves
 - Today's class: Revise up curves, down curves

Transactional Tip(s)

Demonstration:

- Begin the class by singing the rhyme 'Poly Poly Up and Down' from Rhymes Book: Pg. 24. Do the action for the same.

Practice:

- Ask learners to open TB: Pg. 12.
- Tell them to trace the curves using fingers following the arrows.
- Ask learners to complete PL: Pg. 7.
- Tell them to try and not lift the pencil while they have reached the end of stroke.

Class Pulse Check

- 1) Draw the curve being talked about on the board.

Annual Day:
15/50

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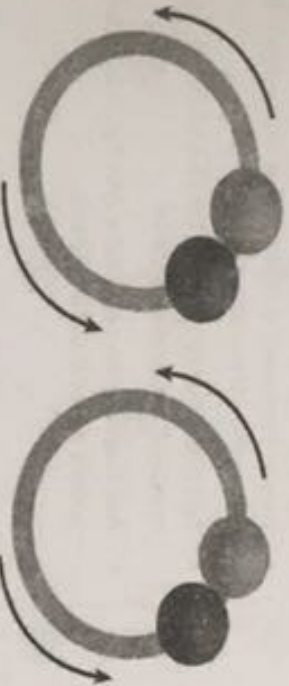
Page(s):
15



'O' and 'S' Curves

Move your finger from the green dots to the red dots along the yellow lines.

'O' CURVES



'S' CURVES



Important Words

- Last class: Revise up curves, down curves
- Today's class: 'O' curves, 'S' curves

Transactional Tip(s)

Outdoor Learning:

- Take the learners outside the classroom.
- Form a circle and hold hands.
- Play 'Ring around the Rosie' with the learners.

Circle Time:

- Draw a ball and a snake on the board.
- Ask learners to identify the objects drawn.
- Describe the shape of the ball as an 'O' curve and the shape of the snake as an 'S' curve.
- Draw a circle and an 'S' in the air with your finger.
- Ask them to repeat this action after you.
- Ask learners to open TB: Pg. 15.
- Tell them to trace the curves with their fingers.
- Remind learners to follow the arrows on the page when they trace the curves.
- Tell learners to say the name of the curves aloud which they are tracing.

Class Pulse Check

- 1) Draw an 'O' curve in the air.



Annual Day:
15/50

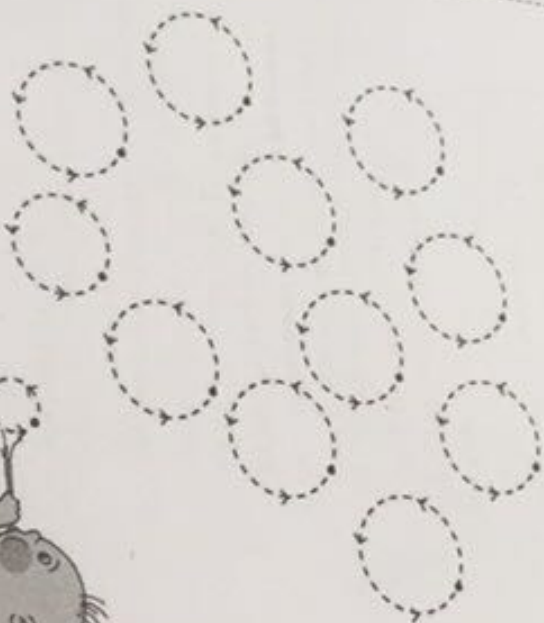
Day:
15/17

Actual Date:

Page(s):
16

Trace the 'O' Curves

Trace the dotted curves to help Pihu blow some bubbles.



Pihu

Page 57

Important Words

- Last class: 'O' curves, 'S' curves
- Today's class: Revise 'O' curves, 'S' curves

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 16.
- Tell them to trace the dotted curves using a pencil.
- Remind learners to follow the arrows on the page when they trace the curves.
- Tell them to try and not lift the pencil while they reached the end of stroke.
- Ask learners to complete AB: Pg. 9 by tracing the curves and colouring them.

Class Pulse Check

- 1) Draw an 'O' curve on your partner's back.

Annual Day:
16/50

Day:
16/17

Trace the 'S' Curves

Trace the dotted



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Annual Day:
16/50

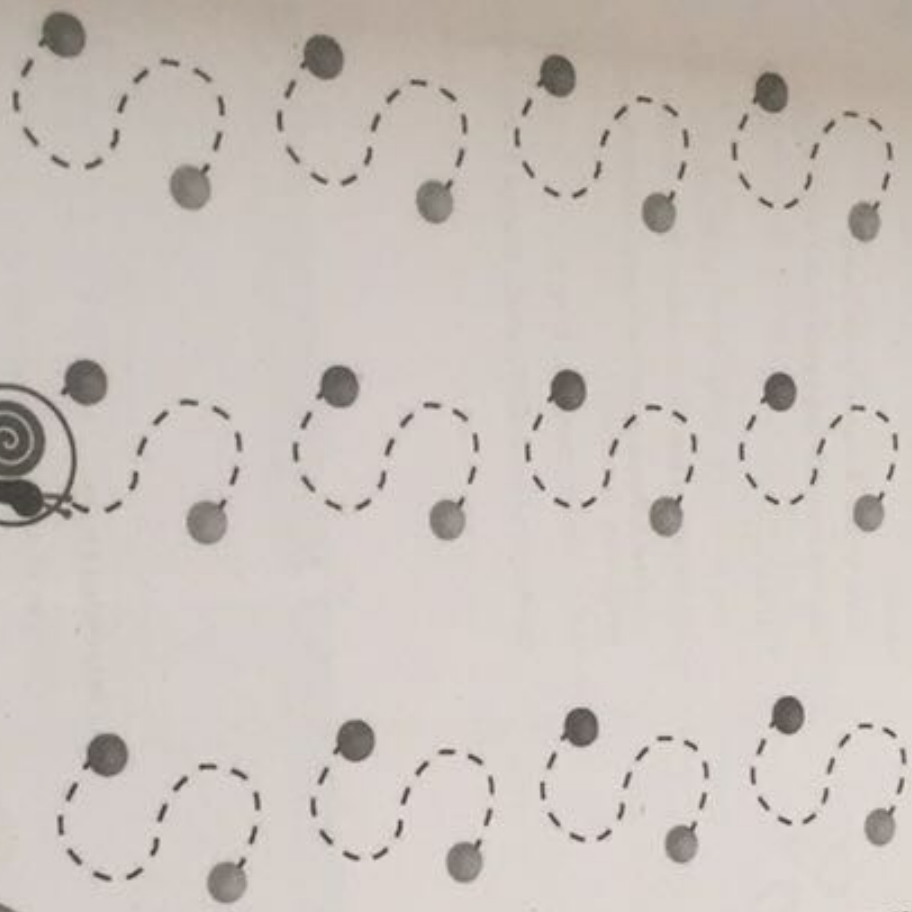
Day:
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Actual Date:

Page(s):
17

Trace the 'S' Curves

Trace the dotted curves.



Important Words

- Last class: Revise 'O' curves, 'S' curves
- Today's class: Revise 'O' curves, 'S' curves

Transactional Tip(s)

Outdoor Learning:

- Take the learners outside the classroom.
- Make them to sit and ask two learners to come forward.
- Ask them to run around in patterns of 'S'.
- Demonstrate before they begin.

Practice:

- Ask learners to open TB: Pg. 17.
- Tell them to trace the dotted curves using a pencil.
- Ask learners to trace the curves from the green dots to the red dots.
- Tell them to try and not lift the pencil while they have reached the end of stroke.
- Ask learners to complete AB: Pg. 7 by tracing the curves.

Class Pulse Check

- 1) Draw an 'S' curve on your partner's back.

Annual Day:
17/50

Day:
17/17

Actual Date:

Page(s):
15

'O' and 'S' Curves
Move your finger from the green dots to the red dots along the yellow lines.

'O' CURVES



'S' CURVES



Page 59

Important Words

- Last class: Revise 'O' curves, 'S' curves

Transactional Tip(s)

Practice:

- Draw 'O' and 'S' Curves on the board.
- Begin the class by singing the rhyme 'Body Play Up and Down' from Rhymes Book: Pg. 24. Do the same for the same.
- Then point to the strokes drawn on the board.
- Ask learners to identify the names of the strokes.
- Ask them if they can find any objects in the classroom which have 'O' curves.
- Ask learners to complete PL: Pg. 8.
- Ask learners to complete Activity Sheet 4 'Stroke Play'.

Class Pulse Check

- 1) Draw 'O' and 'S' curves in the air.

Annual Day:
18/50

Day:
1/33

Actual Date:

Page(s):
18

2) Letters of the Alphabet



Letter A

A is for ANT
A is for APPLE
'A' 'a' says - /a/-/a/-/a/



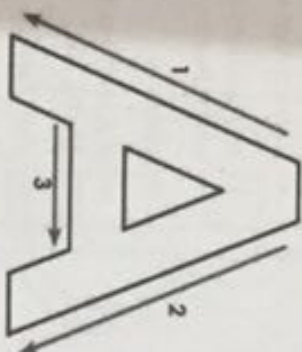
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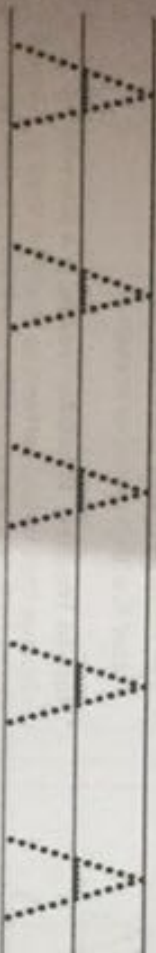
APPLE

Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



18

Important Words

- Today's class: ant, apple

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle and complete Activity Sheet 3 'Spot the difference' as a fun activity.
- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Show learners real objects or pictures of objects such as an apple or a toy aeroplane.
- Tell them that all of these words have the same beginning sound.
- Explain that the sound is that of the letter A.
- Show the IMAx Mini Chart of the letter A.
- Ask learners to take part in an activity called 'Thumb Printing' to make red and black ants.
- Give a sheet of paper to each learner.
- Show them how to make an ant with the help of red or black paint. Make three thumb prints one after the other on the paper to make an ant.
- Draw antenna and legs on the picture of the ant to complete it.

Practice:

- Ask learners to open TB: Pg. 18 and trace the letter A with their fingers.

Class Pulse Check

- 1) Trace the letter A in the air using your finger.



Annual Day:
19/50

Day:
2/33

Actual Date:

Page(s):
18

2) Letters of the Alphabet

Letter A

A is for ANT
A is for APPLE
'A' 'a' says - /a/-/a/-/a/



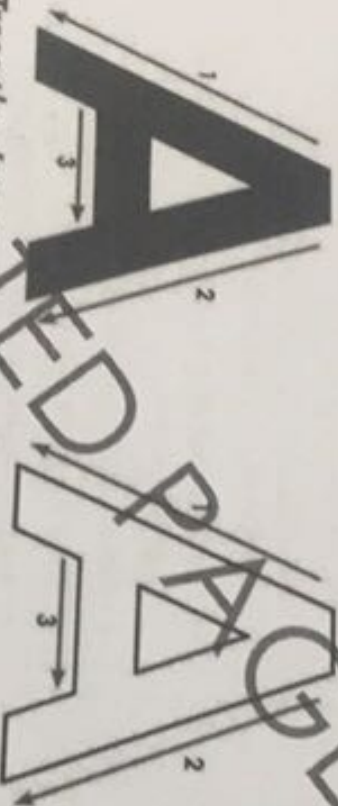
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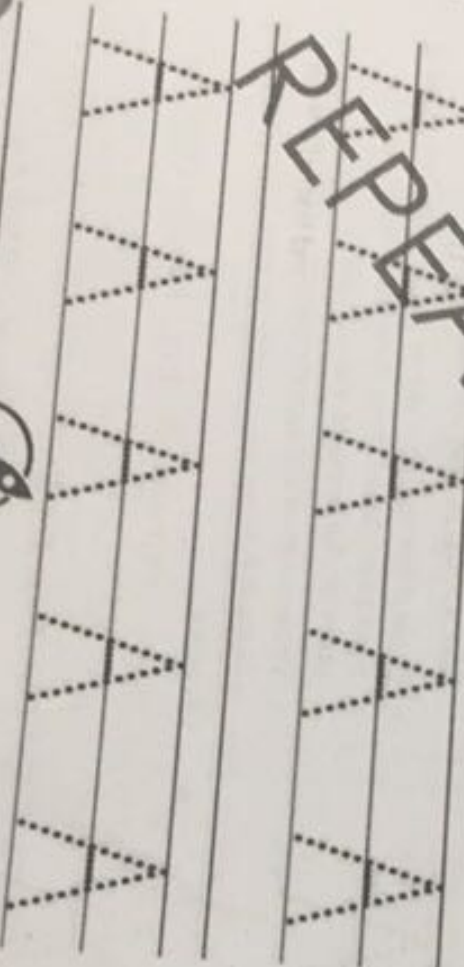
APPLE

Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: ant, apple
- Today's class: Revise ant, apple

Transactional Tip(s)

Reading Aloud:

- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Revise the letter A by drawing it on the board.
- Name things which begin with letter A.
- Ask learners to open AB: Pg. 11 and colour the page which begins with the letter A.

Practice:

- Ask learners to practise tracing the letter A on TB: Pg. 18.
- Tell learners to practise the letter A using Rainbow Tracing technique.
- Tell them to follow the stroke order and trace the letter A with a pencil or crayon.

***Note to Teacher: Rainbow Tracing** is a pre writing technique that helps learners to sharpen their eye-hand coordination, fine motor skills and early writing skills. It is a simple technique in which each learner uses atleast 3 different colours of crayons to trace or fill a letter. This helps in reinforcing their learning of the formation of a letter.

Class Pulse Check

- 1) Trace the letter A on the sand tray.

Annual Day:
20/50

Day:
3/33

Actual Date:

Page(s):
19



Letter B

B is for BAT
B is for BALL
'B' 'b' says - /b/-/b/-/b/



BAT

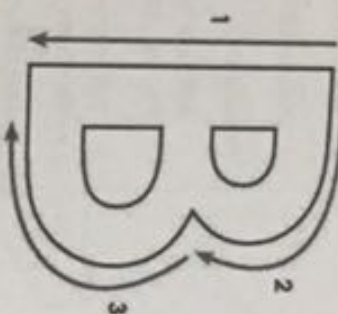


BALL

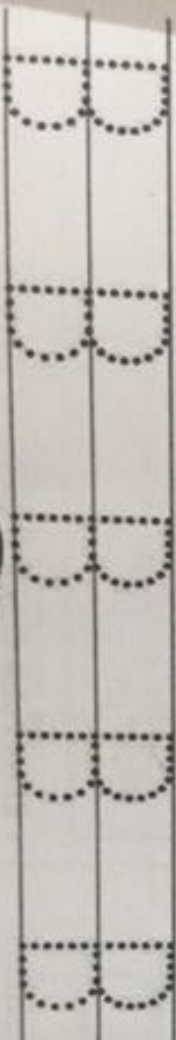
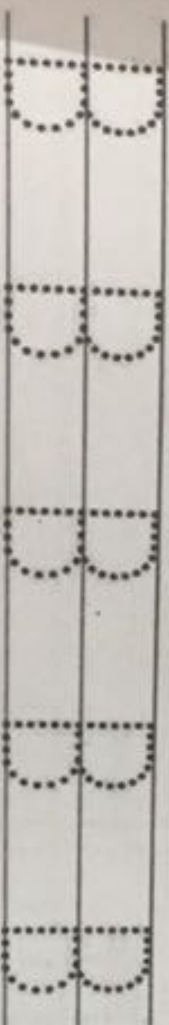
Trace with your finger.



Colour with crayons.



Trace the dots to form the letter.



19

Important Words

- Last class: Revise ant, apple
- Today's class: bat, ball

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Show learners real objects or pictures of objects such as bat, ball, bottle and bag.
- Ask them to identify the objects
- Tell them to notice the common sound.
- Explain that the sound is of 'Letter B'.
- Show IMAX Mini Chart of the letter B.
- Distribute newspaper among the learners.
- Ask them to crumple the paper to make newspaper balls. During the activity, say /b/-/b/ ball.
- Ask learners to colour the picture of the object that begins with the letter B in AB: Pg. 11.

Practice:

- Draw B on the board.
- Ask learners to open TB: Pg. 19 and trace the letter B with their fingers.

Class Pulse Check

- 1) Trace the letter B in the air.



Letter B

B is for BAT
B is for BALL
'B' 'b' says - /b/-/b/-/b/



Trace with your finger.

Colour with cragons.



Trace the dots to form the letter.

Trace the dots to form the letter



Important Words

- last class: bat, ball
- Today's class: Revise bat, ball

Transactional Tip(s)

Reading Aloud:

- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Revise the letter B by drawing it on the board.
- Name objects which begin with the letter B.

Practice:

- Ask learners to practise tracing the letter B on TB: Pg. 19.
- Tell learners to practise the letter B using Rainbow Tracing technique.
- Tell them to follow the stroke order and trace the letter B with a pencil or crayon.

Class Pulse Check

- 1) Trace the letter B on a sand tray.

Annual Day:
22/50

Day:
5/33

Actual Date:

Page(s):
20

Letter C

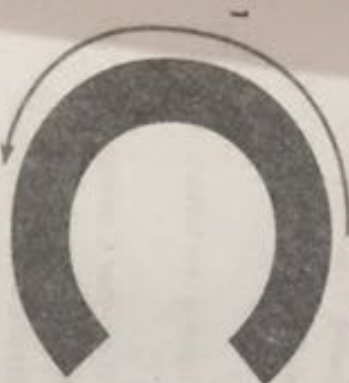
C is for CAT
C is for CUP
'C' 'c' says - /c/-/c/-/c/

CAT

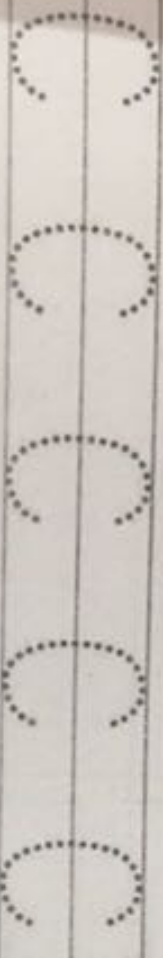
CUP

Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: Revise bat, ball
- Today's class: cat, cup

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Show learners things or pictures of things such as cat, cup, car and cap.
- Ask them to identify the things or the pictures of the things.
- Tell them to notice the common sound.
- Explain that the sound is of 'letter C'.
- Connect that sound with the IMAx Mini Chart of the letter C.
- Ask learners to make the sound that a cat makes.
- Emphasise on 'C is for cat'.
- Ask learners to colour the thing which begins with the letter C in AB: Pg. 13.

Practice:

- Draw the letter C on the board.
- Ask learners to open TB: Pg. 20.
- Tell them to follow the stroke order and trace the letter C with their fingers.

Class Pulse Check

- 1) Trace the letter C in the air.

Annual Day: 23/50

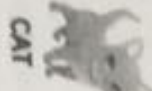
Day: 6/33

Actual Date:

Page(s): 20

Letter C

C is for CAT
C is for CUP
'C' 'c' says - /c/-/c/-/c/

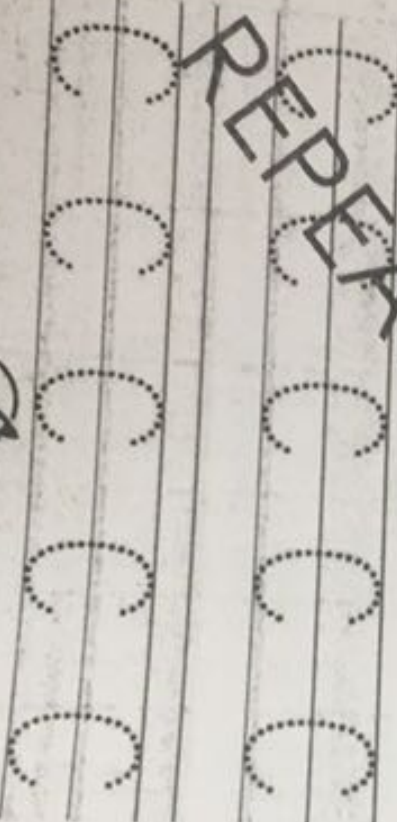


Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: cat, cup
- Today's class: Revise cat, cup

Transactional Tip(s)

Reading Aloud:

- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Revise the letter C by drawing it on the board.
- Name things which begin with the letter C.

Practice:

- Ask learners to practise tracing the letter C on TB: Pg. 20.
- Tell learners to practise the letter C using Rainbow Tracing technique.
- Tell them to follow the stroke order and trace the letter C with a pencil or crayon.

Class Pulse Check

- 1) Trace the letter C on a sand tray.

Annual Day:
24/50

Day:
7/33

Actual Date:

Page(s):
21

Letter D

D is for DOG
D is for DRUM
'D' 'd' says - /d/-/d/-/d/



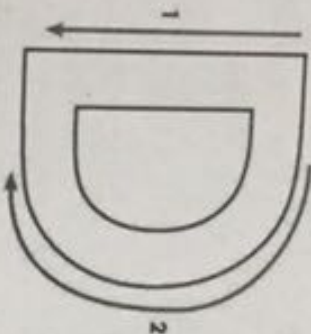
DOG



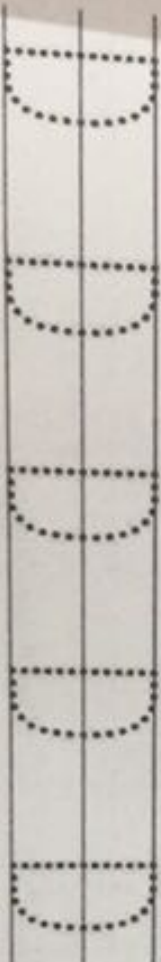
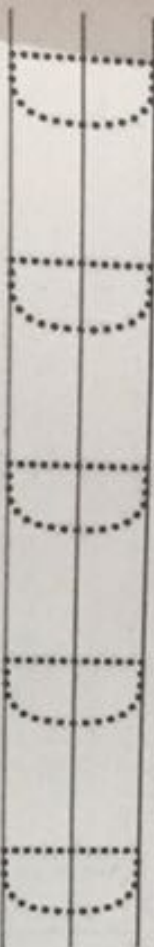
DRUM

Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: Revise cat, cup
- Today's class: dog, drum

Transactional Tip(s)

Circle Time:

- Show learners the pictures of dog, drum and desk.
 - Ask them to identify the things or the pictures of the things.
 - Tell them to notice the common sound.
 - Explain that the sound is of 'Letter D'.
 - Connect that sound with the IMAAX Mini Chart of the letter D.
 - Conduct a fun activity where you can make a Dog using a sheet of paper.
 - Distribute square papers among learners.
 - Demonstrate how to fold the square shaped paper to make a triangle.
 - Fold the two corners of the triangle into two smaller triangles which face downwards.
 - Draw eyes and nose on the paper dog.
 - Ask learners to colour the picture of the object which begins with the letter D in AB: Pg. 13.
- Practice:**
- Ask learners to open TB: Pg. 21 and trace the letter D with their fingers.

Class Pulse Check

- 1) Trace the letter D in the air.

Annual Day:
25/50

Day:
8/33

Actual Date:

Page(s):
21

Letter D

D is for DOG
D is for DRUM
'D' 'd' says - /d/-/d/-/d/



Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.

REPEATED

D D D D D D D D D D



Important Words

- Last class: dog, drum
- Today's class: Revise dog, drum

Transactional Tip(s)

Reading Aloud:

- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10
- Revise the letter D by drawing it on the board
- Name objects which begin with the letter D.

Practice:

- Ask learners to practise tracing the letter D on TB: Pg. 21.
- Tell learners to practise the letter D using Rainbow Tracing technique.
- Tell them to follow the stroke order and trace the letter D with a pencil or crayon.

Class Pulse Check

- 1) Trace the letter D on a sand tray.

Annual Day:
26/50

Day:
9/33

Actual Date:

Page(s):
22

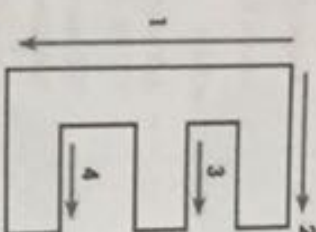
Letter E

E is for EGG
E is for ENGINE
'E' 'e' says - /e/-/e/-/e/

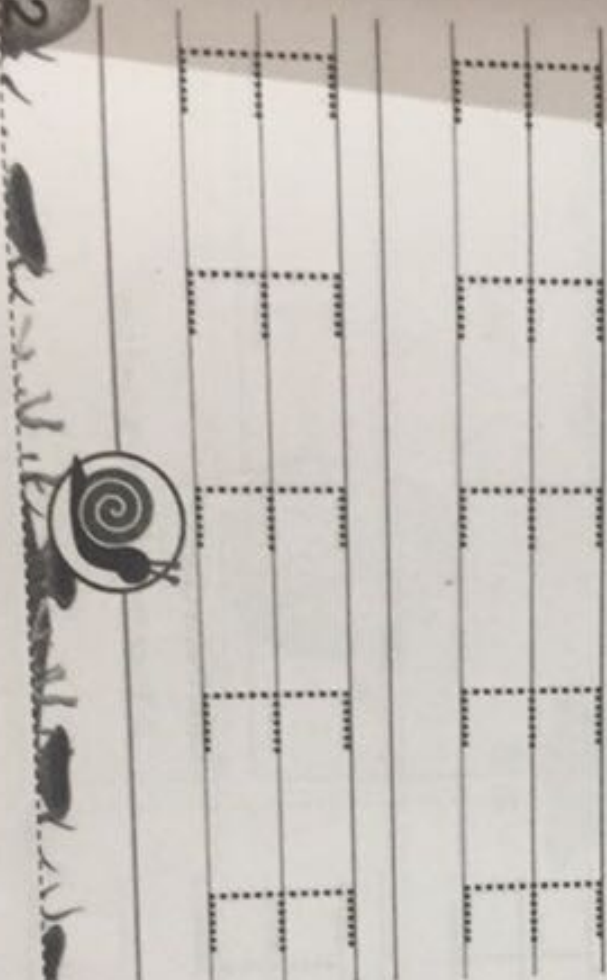


Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: Revise dog, drum
- Today's class: egg, engine

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
 - Show learners the pictures of an egg or an engine.
 - Tell them to notice the common sound.
 - Explain that the sound is of 'Letter E'.
 - Connect that sound with the IMAx Mini Chart of the letter E.
 - Ask learners to make a human train.
 - Say that the learner who stands at the front becomes the engine of the train.
 - Alternate the learners to become the engine.
 - Emphasise on 'E is for engine'.
 - Ask learners to colour the picture of the object which begins with the letter E in AB: Pg. 15.
- Practice:**
- Draw the letter E on the board.
 - Ask learners to open TB: Pg. 22 and trace the letter E with their fingers.

Class Pulse Check

- Trace the letter E in the air.

Annual Day:
27/50

Day:
10/33

Actual Date:

Page(s):
22

Letter E

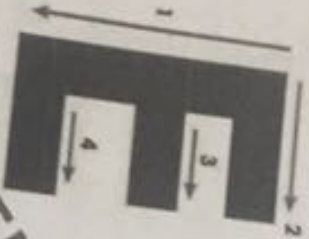
E is for EGG
E is for ENGINE
'e' 'e' says - /e/-/e/-/e/

EGG

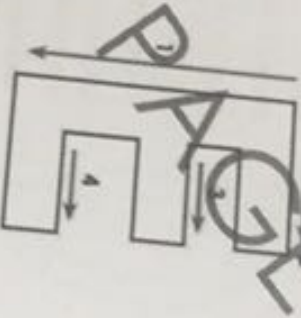
ENGINE



Trace with your finger.

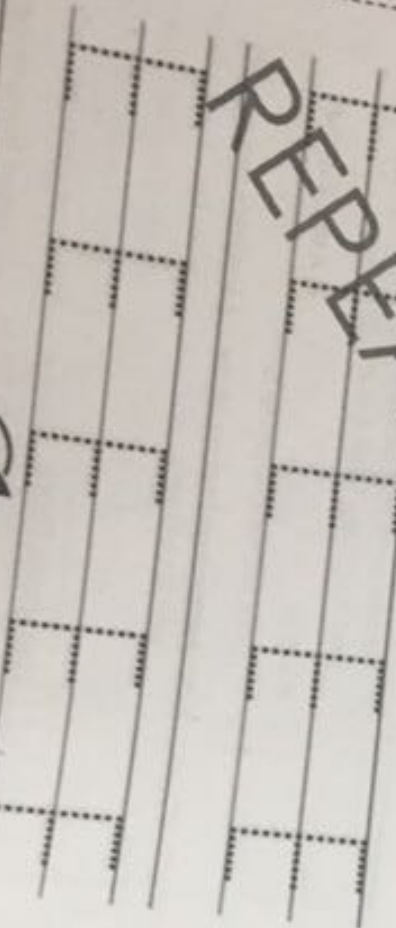


Colour with crayons.



Trace the dots to form the letter.

REPEATED



Important Words

- Last class: egg, engine
- Today's class: Revise egg, engine

Transactional Tip(s)

Reading Aloud:

- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10
- Revise the letter E by drawing it on the board.
- Name things which begin with the letter E.

Practice:

- Ask learners to practise tracing the letter E on TB: Pg. 22.
- Tell learners to practise the letter E using Rainbow Tracing technique.
- Tell them to follow the stroke order and trace the letter E with a pencil or crayon.

Class Pulse Check

- Trace the letter E on a sand tray

Annual Day:
28/50

Day:
11/33

Actual Date:

Page(s):
23



Let Us Revise: A to E

Identify the pictures and read the letters aloud.

A



APPLE

B



BALL

C



CAR

D



DOG

E



EGG

Important Words

- Last class: Revise egg, engine
- Today's class: Revise apple, ball, car, dog, egg

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Show learners the pictures of an apple, ball, car, dog and egg.
- Ask learners to identify the beginning letters of the words.
- Play the game 'Knock, Knock, who is there?' to revise letters A-E.
- Learners will ask the teacher, 'Knock, Knock, who is there?'
- Teacher can say, 'Open the door it is me /a/, /a/, Apple, guess my beginning letter'.
- Continue the game vice a versa till all the letters and their vocabulary is revised.
- Show the IMAX Mini Chart of the letter.
- Ask learners to name the letter and an object that begins with that letter.
- Continue the game till letters from A to E and their vocabulary are revised.

Practice:

- Ask learners to trace the letters in TB: Pg. 23 using fingers.
- Tell them to name the pictures as they trace the letters.

Class Pulse Check

- 1) Name words beginning with the letters being revised.

Annual Day:
29/50

Day:
12/33

Actual Date:

Page(s):
18

2) Letters of the Alphabet

Letter A

A is for ANT
A is for APPLE
'N' 'd' says - /a/ /a/ /a/

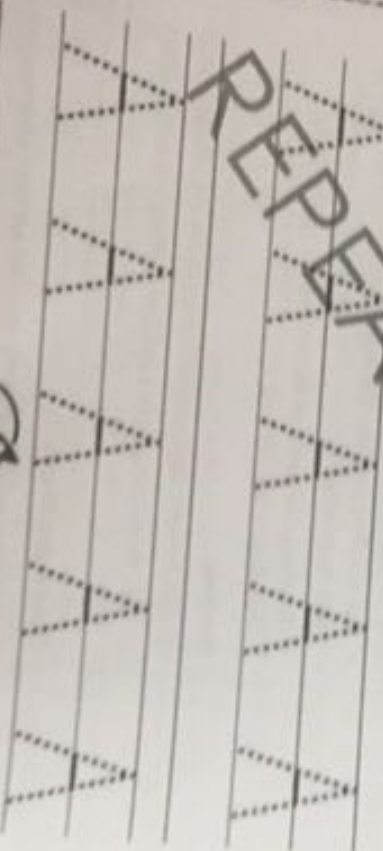


Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: Revise apple, ball, car, dog, egg
- Today's class: Revise ant, apple

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Begin the class with the 'Alphabet Song' from Rhymes Book Pg. 10.
- Revise the 'Letter A' following the stroke order and using the MAX Mini Chart of the letter A.
- Ask learners to follow the stroke order and make letter A in the air.

Practice:

- Ask learners to open PL Pg. 13.
- Tell them to trace the letter A.
- Observe if learners are following the correct stroke order while tracing.

Class Pulse Check

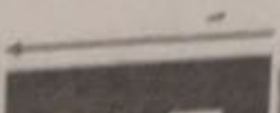
- Trace the letter A gently on your partner's back

Annual Day:
30/50

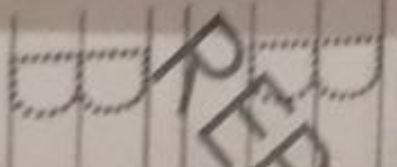
Letter

B is for
B is for
'B' 'v' s

Trace with



Trace the



Annual Day:
30/50

Day:
13/33

Actual Date:

Page(s):
19

Letter B

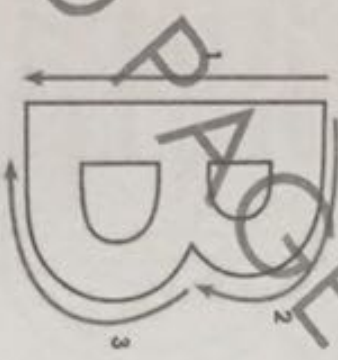
B is for BAT
B is for BALL
'B' 'b' says - /b/-/b/-/b/

BAT

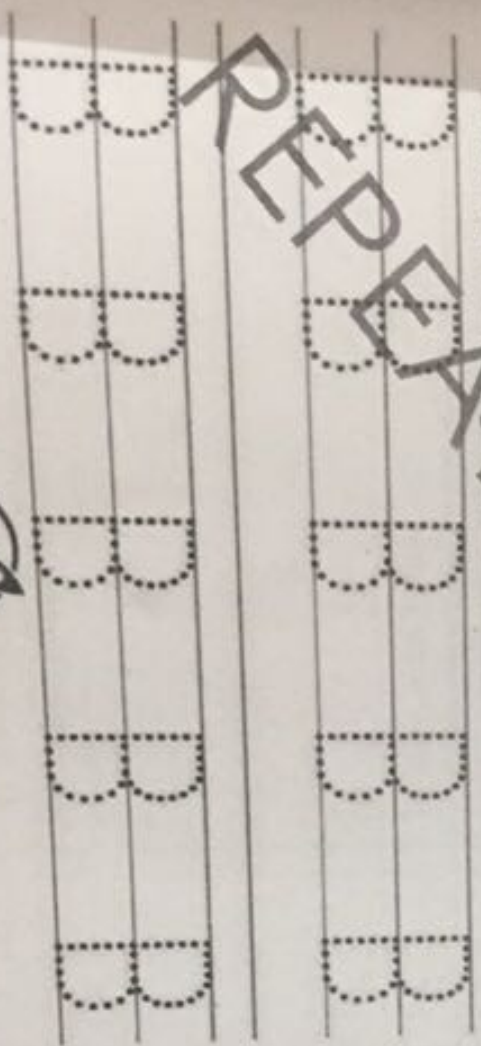
BALL

Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: Revise ant, apple
- Today's class: Revise bat, ball

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Revise the letter B following the stroke order and using the IMAX Mini Chart of the letter B.
- Ask learners to follow the stroke order and trace the letter B in the air.

Practice:

- Ask learners to open PL: Pg. 14.
- Tell them to trace the letter B.
- Observe if learners are following the correct stroke order while tracing.

Class Pulse Check

- 1) Trace the letter B gently on your partner's back.



Letter C

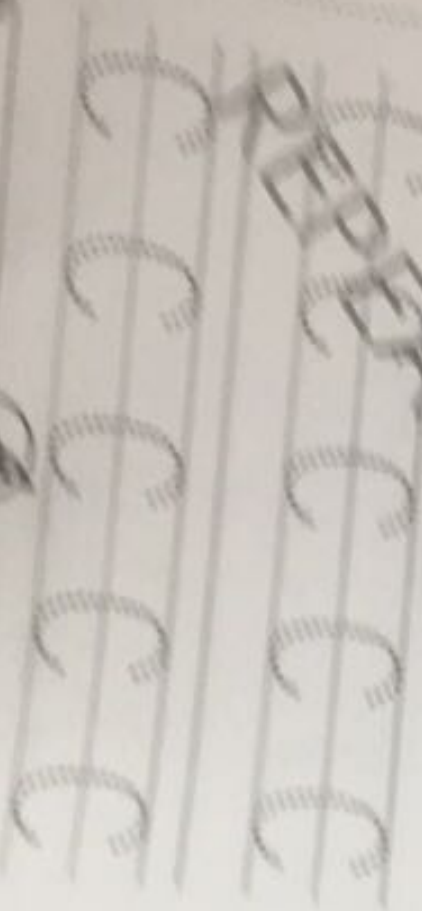
C is for CAT
C is for CAP
C is for CUP



Trace with your finger.

Colour with crayons.

Trace the strokes for the letter.



Important Words:

- cat
- cap
- cup

Transitional Tips:

Circle Time

- Ask questions like: "What is your favourite cat?"
- Begin the story with the syllable "cat" and the rhyme "cat, cat, cat".
- Describe the letter "C" following the stroke order and the shape of the letter.
- Ask questions like: "What is your favourite cap?"
- Describe the letter "C" following the stroke order and the shape of the letter.
- Ask questions like: "What is your favourite cup?"
- Describe the letter "C" following the stroke order and the shape of the letter.

Handwriting Guide

- 1. Trace the letter 'C' on the line.
- 2. Write the letter 'C' on the line.

Annual Day:
32/50

Day:
15/33

Actual Date:

Page(s):
21



Letter D

D is for DOG
D is for DRUM
'D' 'd' says - /d/-/d/-/d/



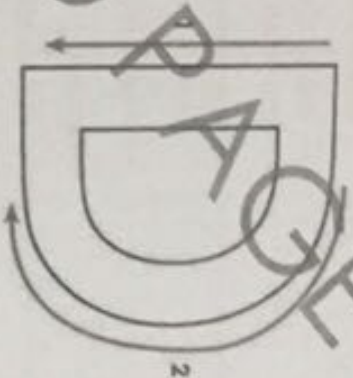
DOG



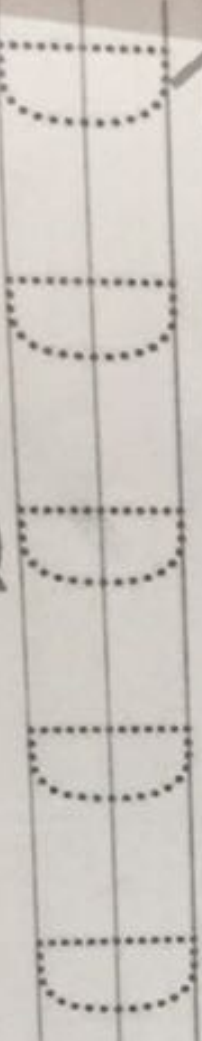
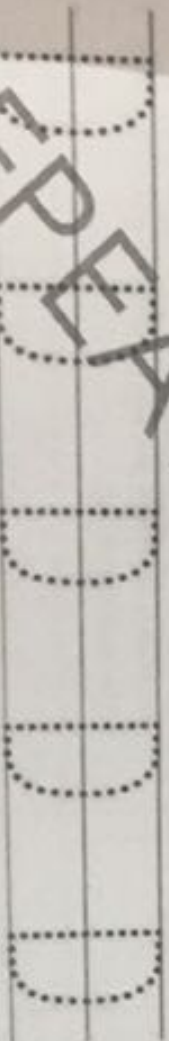
DRUM

Trace with your finger.

Colour with crayons.



Trace the dots to form the letter.



21

Important Words

- Last class: Revise cat, cup
- Today's class: Revise dog, drum

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Revise the letter D following the stroke order and using the IMAX Mini Chart of the letter D.
- Ask learners to follow the stroke order and trace the letter D in the air.
- Revise related vocabulary.

Practice:

- Ask learners to open PL: Pg. 16.
- Tell them to trace the letter D.
- Observe if learners are following the correct stroke order while tracing.

Class Pulse Check

- 1) Trace the letter D gently on your partner's back.

Annual Day:
33/50

Day:
16/33

Actual Date:

Page(s):
22



Letter E

E is for EGG
E is for ENGINE
'E' 'e' says - /e/-/e/-/e/



EGG

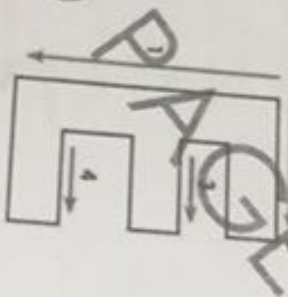


ENGINE

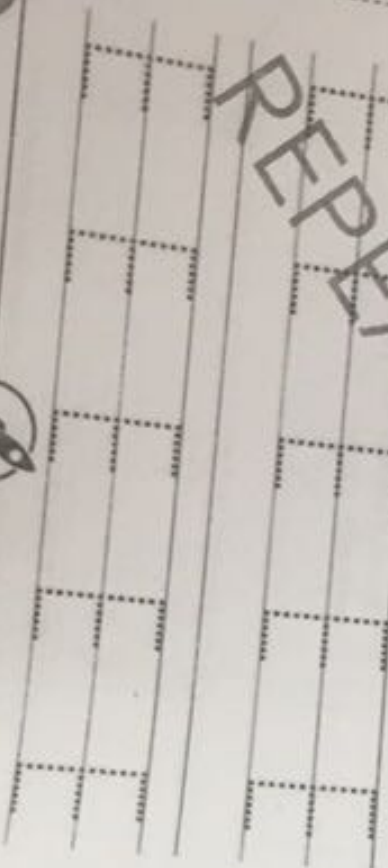
Trace with your finger.



Colour with crayons.



Trace the dots to form the letter.



Important Words

- Last class: Revise dog, drum
- Today's class: Revise egg, engine

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Revise the letter E following the stroke order and the IMAX Mini Chart of the letter E.
- Ask learners to follow the stroke order and trace the letter E in the air.
- Revise related vocabulary.

Practice:

- Ask learners to open PL: Pg. 17.
- Tell them to trace the letter E.
- Observe if learners are following the correct stroke order while tracing.

Class Pulse Check

- Trace the letter E gently on your partner's back.

Annual Day:
34/50



Circle

Identify
letter

B ir

D i

A

E

C

Annual Day:
34/50

Day:
17/33

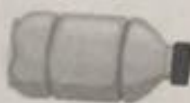
Actual Date:

Page(s):
24

Circle the Letter: A to E

Identify the letter on your left and circle the same letter in the word on your right.

B in



B O T T L E

D in



D E S K

A in



A N T

E in



E G G

C in



C A T

Important Words

- Last class: Revise egg, engine
- Today's class: Revise bottle, desk, ant, egg, cat

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Ask learners to name two words beginning with the letters from A to E.
- Tell learners to trace the letters from A to E in the air.

Practice:

- Ask learners to open TB: Pg. 24.
- Tell them to name each picture and circle the letter with which each word begins.

Class Pulse Check

- 1) Recognise the letter written on the board.

Annual Day:
35/50

Day:
18/33

Actual Date:

Page(s):
25



Beginning Letter: A to E

Match the words to their beginning letters by drawing lines.



ANT



DRUM



BAG



CAP



EGG



B

A

D

E

C

Important Words

- Last class: Revise bottle, desk, ant, egg, cat
- Today's class: Revise ant, drum, bag, cap, egg

Transactional Tip(s)

Circle Time:

- Ask learners to form a circle.
- Begin the class with the 'Alphabet Song' from Rhymes Book: Pg. 10.
- Ask the learners to guess the beginning letters of the words ant, drum, bag, cap and egg.

Practice:

- Ask learners to open TB: Pg. 25.
- Ask learners to match the words to their beginning letters by drawing lines.

Class Pulse Check

- 1) Name a word for the letter written on the board.

Concept(s)	Remarks
...s of the alphabet	
beginning with a	
Alphabet	

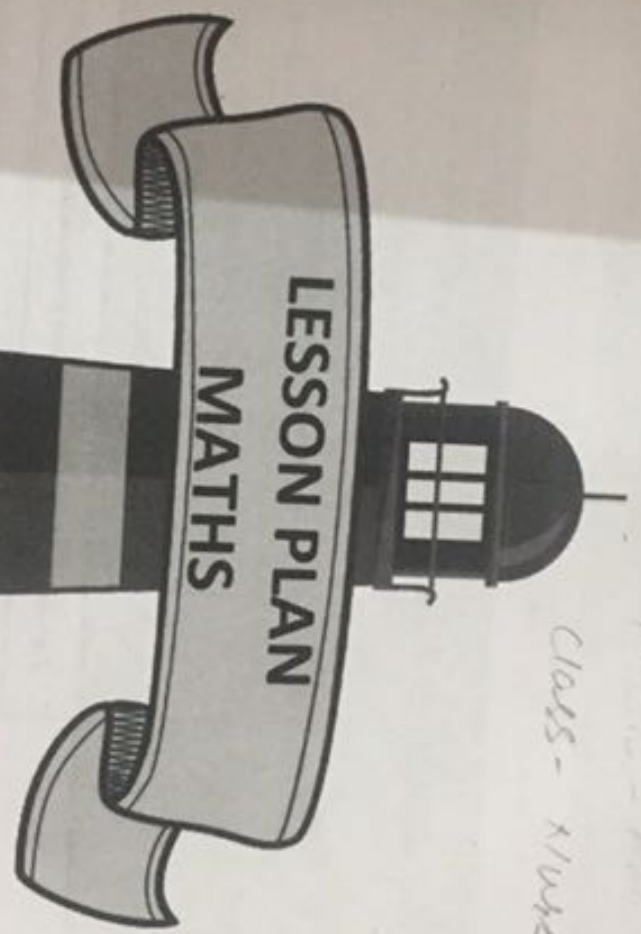
Actual Days

A _____

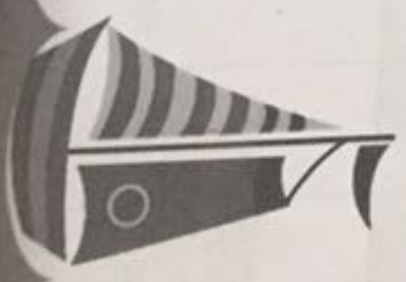
B _____

C _____

Co-ordinator Sign _____



Class - Nursery



Transactional Tips

1) Comparing Qualities

Same and Different

Same Objects

Look at the balls given below. They are all the SAME.



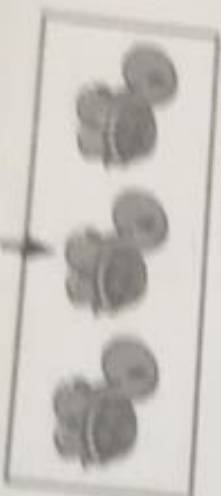
Different Objects

Look at the objects given below. They are all DIFFERENT.



Same and Different

Look at the pictures given below. 3 of them are SAME and 1 of them is DIFFERENT.



SAME ANIMALS



DIFFERENT ANIMAL



Important Words

- Today's class was different.

Transactional Tip(s)

Real-life Context:

- Ask learners to sit in a circle.
- Put three flowers which are the same in color and shape which is different in colour at the edge of the circle.
- Explain that objects that look similar in size, color and shape are called same and objects that look different are called different.
- Show learners three flowers of the same type with leaves of a different type (e.g., three roses are one marigold).
- Ask them to identify the same flowers.

Demonstration:

- Ask learners to open TB: Pg. 3.
- Ask them to look at the pictures.
- Point at each picture and discuss about same and different objects.

Class Pulse Check

- 1) Point out any two same objects from around the classroom.

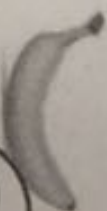
Match the Same Objects

Draw lines to match the SAME objects.



Spot the Different Objects

Find the object that is DIFFERENT in each row and circle (O) it.



4



Important Words

- Last class: same, different
- Today's class: Review same, different

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 4 and look at the practice sheet 'Match the Same Objects'.
- Tell them to draw lines to match the same objects.
- Show one example on the board.

Class Pulse Check

- Point out any two different objects from around the classroom.



Annual Day: 3/50

Day: 3/15

Actual Date:

Page(s): 4



Match the Same Objects

Draw lines to match the SAME objects.



Spot the Different Objects

Find the object that is DIFFERENT in each row and circle (O) it.



4

Page 109

Important Words

- Last class: Revise same, different
- Today's class: Revise same, different

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 4 and look at the practice sheet 'Spot the Different Objects'.
- Ask them to find the object that is different in each row and circle it.
- Show one example on the board.

Suggested Activity:

- Bring different types of scrap cloth pieces from a tailor, E.g., striped, polka dotted, printed, floral or plain cloth pieces.
- Ask learners to make pairs.
- Ask each pair to find two cloth pieces which are similar.
- Say that the two similar cloth pieces are called the same.

Class Pulse Check

- 1) Point out two things about your partner which are different from you.

Annual Day:
4/50

Day:
4/15

Actual Date:

Page(s):
3

1) Comparing Qualities

Same and Different

Same Objects

Look at the balls given below. They are all the SAME.



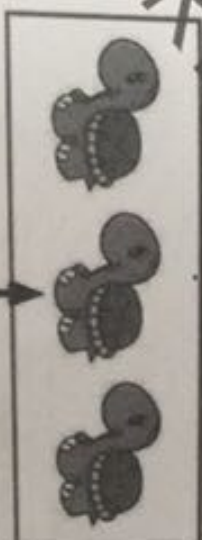
Different Objects

Look at the objects given below. They are all DIFFERENT.



Same and Different

Look at the pictures given below. 3 of them are SAME and 1 of them is DIFFERENT.



SAME ANIMALS



DIFFERENT ANIMAL

3

Important Words

- Last class: Revise same, different
- Today's class: Revise same, different

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 3.
- Revise distinguishing same and different objects.
- Ask learners to open AB: Pg. 27 and look at the activity sheet 'Same and Different'.
- Ask them to colour the object that is different in each row.
- Observe the learners while they complete the activity sheet.

Class Pulse Check

- Point out any two parts of your body which are the same.

Annual Day:
5/50

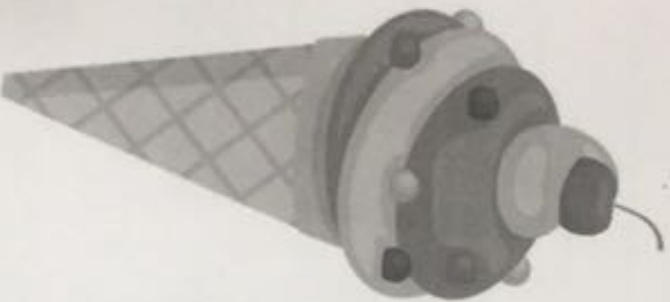
Day:
5/15

Actual Date:

Page(s):
5

Big and Small

Look at the ice creams. One is BIG and one is SMALL. Point to them and say BIG or SMALL.



BIG ICE CREAM



SMALL ICE CREAM



Page 111

Important Words

- Last class: Revise same, different
- Today's class: big, small

Transactional Tip(s)

Demonstration:

- Sing the rhyme 'Roly Poly Big and Small' from Rhymes Book: Pg. 23 with actions to revise the concept of 'big and small'.
- Ask learners to sing along with you.
- Ask learners to open TB: Pg. 5.
- Discuss the concept of 'big and small'.
- Draw some pictures on the board such as big and small flowers; big and small balls.
- Ask learners to distinguish between the big and small objects.

Class Pulse Check

- 1) Identify the big pencil from the two different pencils on the table.



Annual Day:
6/50

Spot
Identify

6

g and Small' from Rhymes
revise the concept of

h you.

d small'.

ard such as big and small

ween the big and

different pencils on



Annual Day:
6/50

Day:
6/15

Actual Date:

Page(s):
6

Spot the Big Objects

Identify the BIG object in each row and circle (O) them.



6

Important Words

- Last class: big, small
- Today's class: Review big, small

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 6 and look at the practice sheet 'Spot the Big Objects'.
- Ask them to identify the big object in each row and circle them.
- Show one example on the board.



Class Pulse Check

- 1) Identify the small chalk from the two different pieces of chalk on the table.



Annual Day:
7/50

Day:
7/15

Actual Date:

Page(s):
7



Match Big and Small Objects

Look at the pictures below. Match the BIG objects to the SMALL objects by drawing lines.



Page 113

Important Words

- Last class: Revise big, small
- Today's class: Revise big, small

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 7 and look at the practice sheet 'Match Big and Small Objects'.
- Ask them to match the big objects to the same small objects by drawing lines.
- Show one example on the board.

Suggested Activity:

- Give two newspapers to each learner.
- Ask them to crumple the paper to make one big ball and one small ball.
- Help if required.

Class Pulse Check

- 1) Draw a big ball and small ball on the board.



Annual Day
8/50

Annual Day:
8/50

Day:
8/15

Actual Date:

Page(s):
5

Big and Small

Look at the ice creams. One is BIG and one is SMALL. Point to them and say BIG or SMALL.



BIG ICE CREAM

SMALL ICE CREAM



Important Words

- Last class: Revise big, small
- Today's class: Revise big, small

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 5.
- Revise the concept of 'big and small'.
- Ask learners to open AB: Pg. 29 and look at the activity sheet 'Big and Small'.
- Tell them to colour the big object in each row in red and the small object in each row in yellow.
- Show one example on the board.

Class Pulse Check

- 1) Draw a big flower and a small flower on the board.

Annual Day:
9/50

Day:
9/15

Actual Date:

Page(s):
8

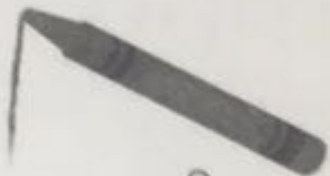
Thick and Thin

Look at the objects. One is THICK and one is THIN.
Point to them and say THICK or THIN.

THICK
CRAYON



THIN
CRAYON



THICK
CANDLE



THIN
CANDLE



THICK
BOOKS



THIN
BOOKS



8

Page 115

Important Words

- Last class: Revise big, small
- Today's class: thick, thin

Transactional Tip(s)

Real-life Connect:

- Bring a thick book which has more pages and a thin book which has less pages.
- Show learners the book with more pages and say 'thick book' aloud.
- Show them the book with less pages and say 'thin book' aloud.
- Repeat the same with a thick crayon and a thin crayon.
- Ask learners to open TB: Pg. 8 and look at the different objects.
- Point at each picture and discuss the difference between thick and thin objects.

Class Pulse Check

- 1) Identify the thick book from the two different books on the table.

Annual Day:
10/50

Day:
10/15

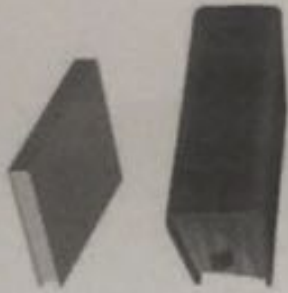
Actual Date:

Page(s):
9



Spot the Thin Objects

Tick (✓) the THIN object in each set.

☐☐☐☐☐☐☐☐

Important Words

- Last class: thick, thin
- Today's class: Revise thick, thin

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 9 and look at the practice sheet 'Spot the Thin Objects'.
- Tell them to tick the thin object in each set.
- Show one example on the board.



Class Pulse Check

- 1) Identify the thin book from the two different books on the table.

Annual Day:
11/50

Day:
11/15

Actual Date:

Page(s):
10



Mark the Thick Objects

Look at the objects given below. Tick (✓) the box below the THICK object in each row.

☐☐☐☐☐

10

Important Words

- Last class: *Surface thick, thin*
- Today's class: *Surface thick, thin*

Transactional Tips(s)

Practices:

- Ask learners to open TB/ Pg. 50 and look at the practice sheet 'Mark the Thick Objects'.
- Tell them to tick the box below the thick objects in each row.
- Show one example on the board.
- Ask learners to open TB/ Pg. 52 and look at the activity sheet 'Thick and Thin'.
- Ask them to paint a thick line using a thick brush in the first box and paint a thin line using a thin brush in the second box.
- Show one example on the board.

Class Pulse Check

- 1) Sort the thick and thin crayons on the table.

Annual Day:
12/50

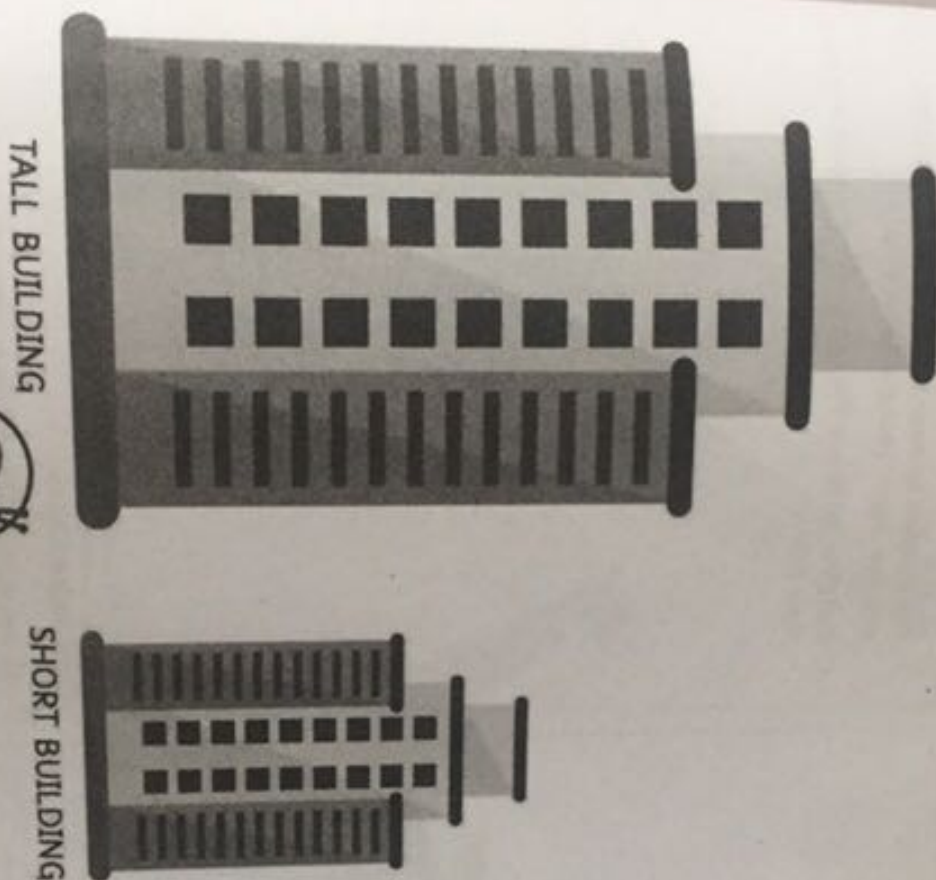
Day:
12/15

Actual Date:

Page(s):
11

Tall and Short

Look at the buildings. One is TALL and one is SHORT.
Point to them and say TALL or SHORT.



Important Words

- Last class: Revise thick, thin
- Today's class: tall, short

Transactional Tip(s)

Circle Time:

- Ask learners to sit in a circle.
- Sing the following rhyme to the tune of 'Are You Sleeping?' and ask learners to follow after you.
- Say, 'This is tall, This is short, Tall and short.'
- Sing the rhyme with actions.

Demonstration:

- Ask learners to open TB: Pg. 11.
- Ask learners to say 'tall building' aloud as they point to the tall building and 'short building' as they point to the short building.

Class Pulse Check

- 1) Point to any tall object in the classroom.

Annual Day:
13/50

Day:
13/15

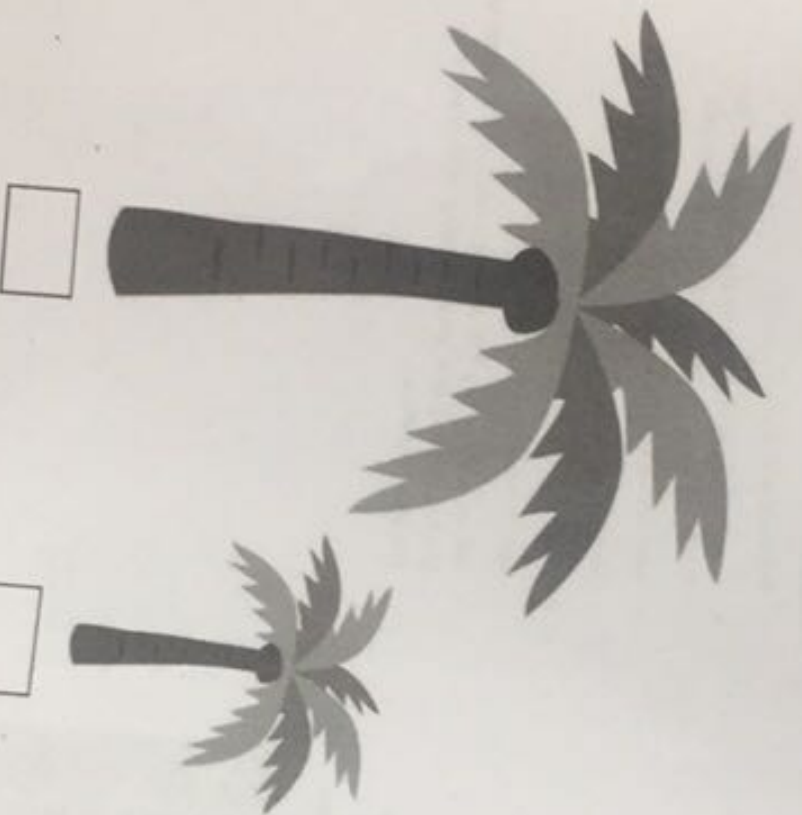
Actual Date:

Page(s):
12



Spot the Short Tree

Tick (✓) the SHORT tree using your pencil.



12

Important Words

- Last class: tall, short
- Today's class: Revise tall, short

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 12 and look at the practice sheet 'Spot the Short Tree'.
- Tell them to tick in the box under the short tree using their pencil.

Class Pulse Check

- 1) Point to any short object in the classroom.

Annual Day:
14/50

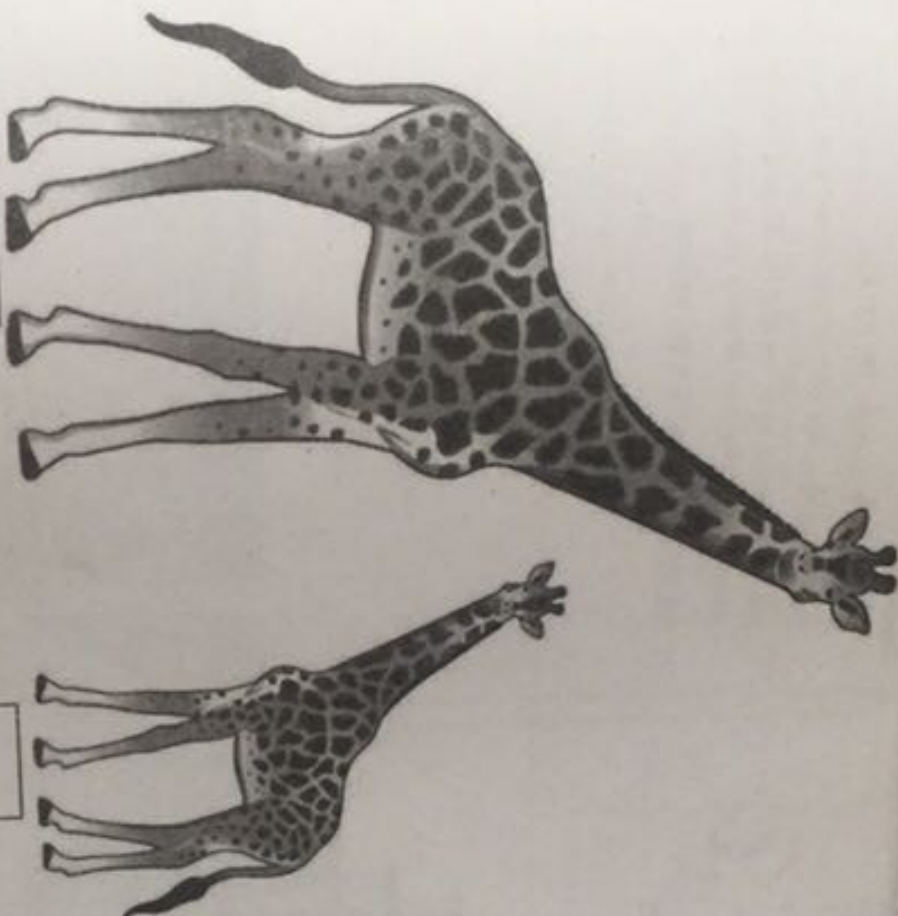
Day:
14/15

Actual Date:

Page(s):
13

Spot the Tall Giraffe

Tick (✓) the TALL giraffe using your pencil.



13

Page 120

Important Words

- Last class: Revise tail, short
- Today's class: Revise tail, short

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 13 and look at the practice sheet 'Spot the Tall Giraffe'.
- Ask them to tick the tall giraffe using their pencil.
- Observe learners while they complete the practice sheet.

Class Pulse Check

- 1) Draw a tall object on the board.

Annual Day:
15/50

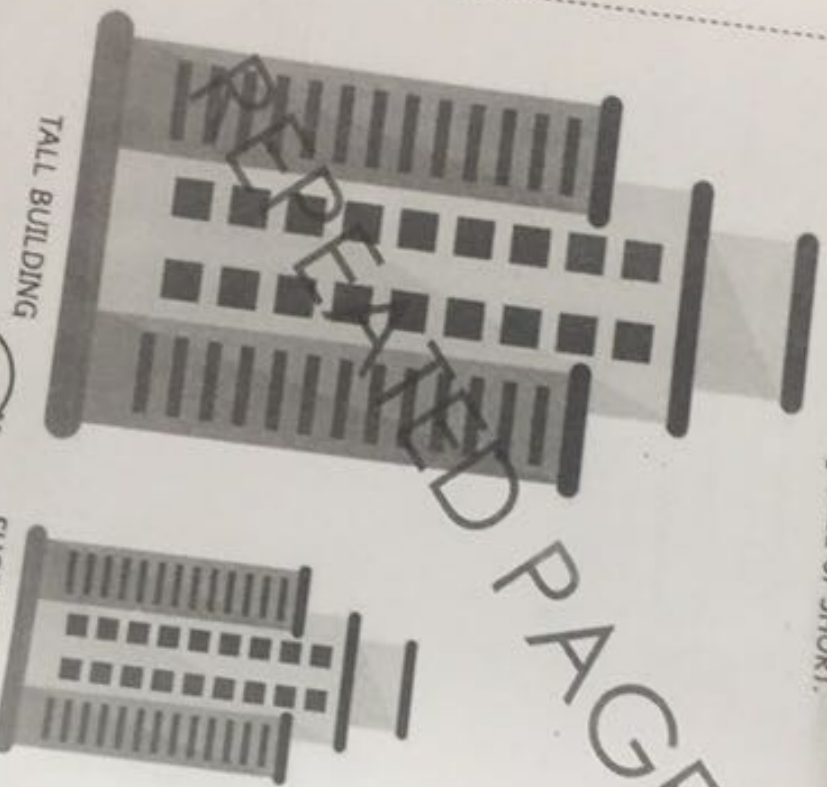
Day:
15/15

Actual Date:

Page(s):
11

Tall and Short

Look at the buildings. One is TALL and one is SHORT.
Point to them and say TALL or SHORT.



Important Words

- Last class: Revise tall, short
- Today's class: Revise tall, short

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 11.
- Revise the concept of 'tall and short' with the activity sheet 'Tail and Short'.
- Ask them to colour the tail animal.

Class Pulse Check

- 1) Draw a short object on the board.

Annual Day:
16/5/0

Day:
1/5

Actual Date:

Page(s):
14

2) Comparing Quantities

More and Less

One basket has MORE apples and one has LESS apples. Point to them and say MORE or LESS.



Important Words
• Today's class: more, less

Transactional Topic(s)

Demonstration:

- Divide learners into two groups so that one group has 10 items (beakers and the other group has 5 items).
- Ask learners which group has more and which has less items.
- Ask learners to open TB Pg. 14 and look at the pictures.
- Point at each picture and discuss.
- Explain that one beaker has more apples and the basket has less apples.
- Review the words 'more' and 'less'.

Class Pulse Check

- 2) Which set of crayons has more crayons?

Actual Day: 17/50

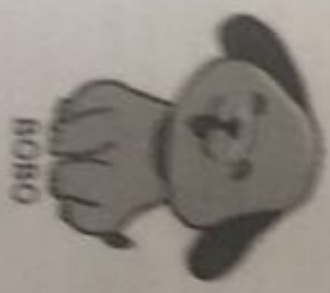
Day: 2/5

Actual Date:

Page(s): 15

Spot More and Less

Take Bobo, the puppy to the bowl that has less food by drawing a line.



BOBO



Samir loves cookies. Help him reach the jar that has MORE cookies by drawing a line.



Important Words

- Less than more, less
- Today's class, better than, less

Transactional Tip(s)

Practices:

- Ask learners to open TB, pg. 15 and look at the picture about "Spot More and Less".
- Ask them to look at the first picture where they have to take Bobo, the puppy to the bowl that has less food by drawing a line.
- Ask learners to look at the second picture.
- Ask them to help Samir reach the jar that has more cookies by drawing a line.

Suggested Activity:

- Give some clay to each learner.
- Ask them to make balls from it.
- Tell learners to divide the balls into two sets so that one set has more balls and the other set has less balls.

Class Pulse Check

- 1) Which set has less books?

Annual Day:
18/50

Day:
3/5

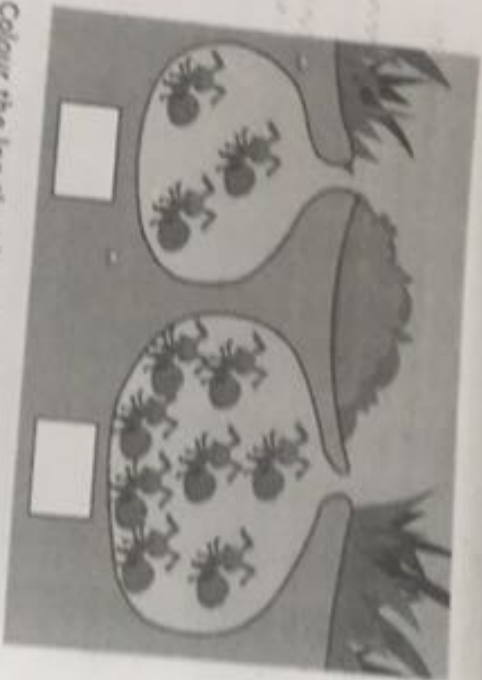
Actual Date:

Page(s):
16



Pick Out More and Less

Colour the box below the pit which has LESS ants.



Colour the log that has MORE frogs.



16

Page 127

Important Words

- Last class: Revise more, less
- Today's class: Revise more, less

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 16 and look at the practice sheet 'Pick Out More and Less'.
- Ask them to look at the first picture and colour the box below the pit which has less ants.
- Ask learners to look at the second picture and colour the log that has more frogs.

Class Pulse Check

- 1) Make two sets of pencils – one with more pencils and one with less pencils.

Animal Day!
19/5/10

Day!
A/5

Animal Day!
19/5/10

Day!
1/7

Look at the pictures below and compare each set of objects and circle (O) the set that has MORE objects.



Important Words

- Look down: Below more, less
- Look up: Above more, less

Remember!

- Ask learners to open TB Pg. 57 and work at the pictures about 'More' and 'Less'.
- Ask them to look at the pictures and compare more and less objects.
- Ask learners to draw the set that has less objects and circle the set that has more objects in each row.
- Show an example in the book.

Class Pulse Check

- 1) Which set of buttons is more?

Annual Day:
20/50

Day:
5/5

Actual Date:

Page(s):
14

2) Comparing Quantities

More and Less

One basket has MORE apples and one has LESS apples. Point to them and say MORE or LESS.

REPEAT PAGE



MORE APPLES



LESS APPLES



Important Words

- Last class: Practice more, less
- Today's class: Practice more, less

Transactional Tip(s)

Practice:

- Practice 10: Pg. 34.
- Ask learners to open Pg. 35 and look at the activity sheet 'More and Less'.
- Ask them to colour the jar that has more marbles at bottom.

Class Pulse Check

- 1) Which basket on the table has more crayons?

Annual Day:
21/50

Day:
1/20

Actual Date:

Page(s):
18

3) Numbers

Number 1

Count the number of objects. Read the number aloud.



18



Page 135

Important Words

- Today's class: one

Transactional Tip(s)

Circle Time:

- Ask learners to sit in a circle.
- Sing the rhyme 'The Number One' from Rhymes Book: Pg. 12.
- Tell learners to sing along with you.
- Show any one object.
- Tell learners that this is one object which is the same thing as the number 1.
- Explain that the number 1 stands for one object.
- Show them the IMAX Mini Chart of the number 1 and say the number aloud. Ask them to repeat after you.
- Draw the number 1 on the board along with any one object next to it.
- Ask learners to open TB: Pg. 18.
- Ask them to count the number of objects and read the number aloud.
- Ask learners to find objects in the classroom which are one in number.

Class Pulse Check

- 1) Pick up one pencil.



Annual Day:
22/50

Actual Day:
22/50

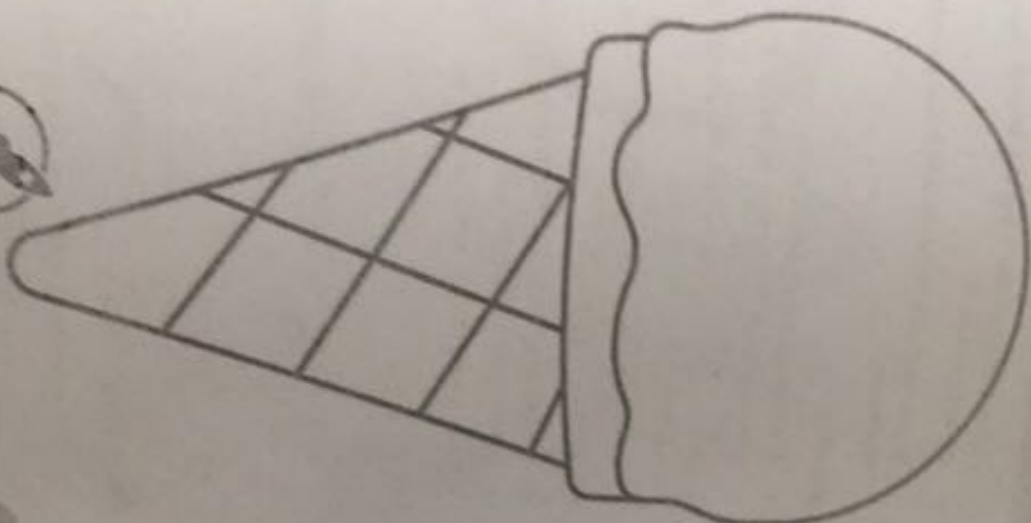
Day:
2/20

Actual Date:

Page(s):
19

Counting Number 1

Count and colour the object.



19

Page 136

Important Words

- Last class: one
- Today's class: Review one

Transactional Tip(s)

Practice:

- Ask learners to open TB Pg. 19 and look at the practice sheet 'Counting Number 1'.
- Ask them to count and colour the object.
- Help if required.

Class Pulse Check

- 1) Point at any object in the classroom which is one in number.



Arrival Day:
23/02

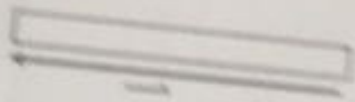
Day:
3/20

Arrival Date:

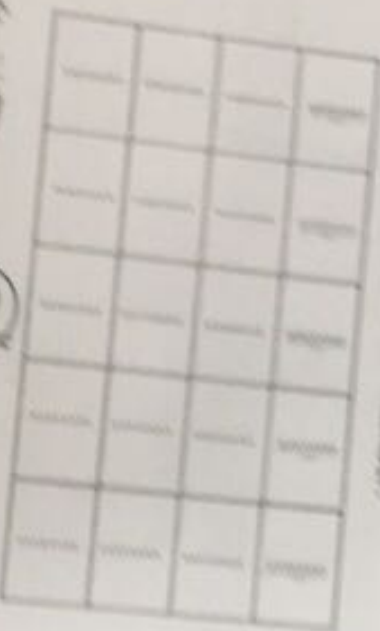
Page(s):
20

Practical Number 1

Trace the number in the given direction with a crayon.



Trace the dots to form the number.



20

Important Words

- Last date: 23/02/20
- 20/02/2020

Practical Number 1

Directions:

- Draw the number 1 in the board along with any one digit each to it.
- Show learners how to write the number 1 in the board.

Procedure:

- Ask learners to open 18/02/20 and look at the picture about 'Practical Number 1'.
- Point to the arrow which shows the direction of writing the number 1.
- Tell them to trace the number in the given direction with a crayon.
- Ask learners to practice drawing the number 1 in the board given with pencil.

Class Pulse Check

- 1) Draw the number 1 on the board.

Special Day:
24/50

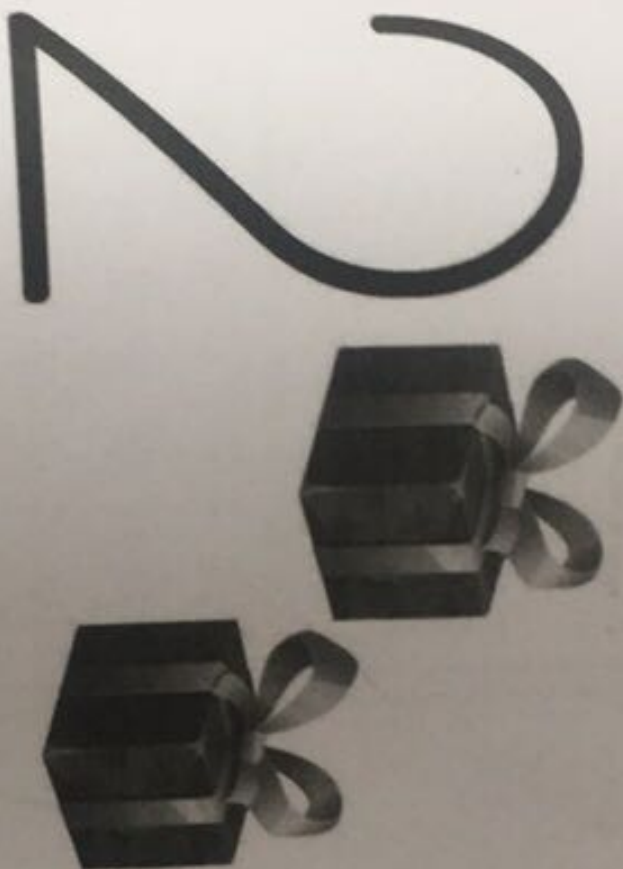
Day:
4/20

Actual Date:

Page(s):
21

Number 2

Count the number of objects. Read the number aloud.



Important Words

- Last class: Review one
- Today's class: two

Transactional Tip(s)

Demonstration:

- Ask learners to sit in a circle.
- Show any two objects.
- Tell learners that those are two objects which is the same thing as the number 2.
- Explain that the number 2 stands for two objects.
- Sing the rhyme 'Two Little Dicky Birds' from Rhymes Book: Pg. 9.
- Tell learners to sing along with you.
- Show them the IMAX Mini Chart of the number 2 and say the number aloud. Ask them to repeat after you.
- Draw the number 2 on the board along with any two objects next to it.
- Ask learners to open TB: Pg. 21.
- Tell them to count the number of objects and read the number aloud.
- Ask learners to find objects in the classroom which are two in number.

Class Pulse Check

- 1) Pick up two pencils in your hand.

Annual Day:
25/50

Day:
5/20

Actual Date:

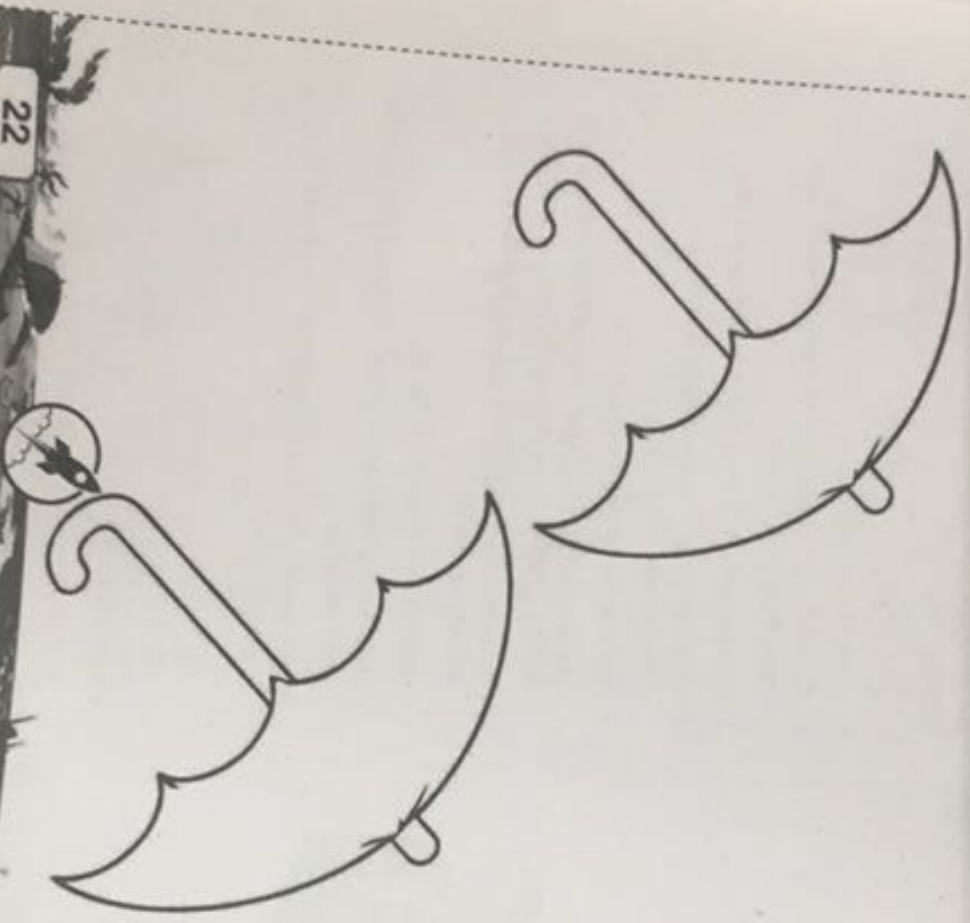
Page(s):
22



Counting Number 2

Count and colour the objects.

22



Important Words

- Last class: two
- Today's class: Revise two

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 22 and look at the practice sheet 'Counting Number 2'.
- Tell them to count and colour the objects.
- Help if required.

Class Pulse Check

- 1) Make two balls using clay.

Annual Day:
26/50

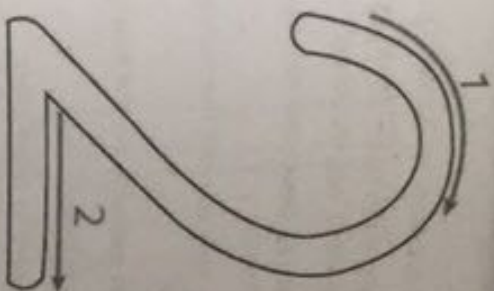
Day:
6/20

Actual Date:

Page(s):
23

Practise Number 2

Trace the number in the given direction with a crayon.



Trace the dots to form the number.

2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
2	2	2	2	2

Important Words

- Last class: Revise two
- Today's class: Revise two

Transactional Tip(s)

Demonstration:

- Draw the number 2 on the board along with any two objects next to it.
- Show learners how to trace the number 2 on the board.

Practice:

- Ask learners to open TB: Pg. 23 and look at the practice sheet 'Practise Number 2'.
- Point to the arrows which show the direction of writing the number 2.
- Tell them to trace the number in the given direction with a crayon.
- Ask learners to practise tracing the number 2 in the boxes given with a pencil.

Class Pulse Check

- 1) How many eyes do you have?

Annual Day:
27/50

Day:
7/20

Actual Date:

Page(s):
21

Number 2

Count the number of objects. Read the number aloud.



- Important Words**
- Last class: Revise two
 - Today's class: Revise two

Transactional Tip(s)

Practices:

- Revise the number 2 from TB: Pg. 21.
 - Ask learners to open Ab: Pg. 37 and look at the activity sheet 'Let Us Count'.
 - Ask them to count the number of objects and colour them.
 - Ask learners to read the number aloud and write the box.
 - Show an example on the board.
- Suggested Activity:**
- Ask learners to form pairs.
 - Explain that a pair always has two people.

Class Pulse Check

- 1) Pick up any two objects from a set of objects.

Annual Day:
28/50

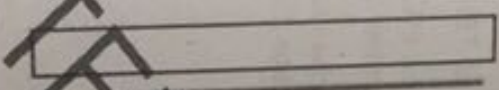
Day:
8/20

Actual Date:

Page(s):
20

Practise Number 1

Trace the number in the given direction with a crayon.



Trace the dots to form the number.

.....
.....
.....
.....

Important Words

- Last class: Revise two
- Today's class: Revise one

Transactional Tip(s)

Practice:

- Revise the lesson from TB: Pg. 20.
- Ask learners to open PN: Pg. 8 and look at the practice sheet 'Number 1'.
- Ask them to trace the number 1 on the dotted lines and write the number 1 in the empty boxes.

Class Pulse Check

- 1) Trace the number 1 on the board.

Annual Day:
28/50

Day:
8/20

Actual Date:

Page(s):
23



Practise Number 2

Trace the number in the given direction with a crayon.



Trace the dots to form the number.

2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2
2	2	2	2	2	2	2

REPEATED PAGE



23

Page 143

Important Words

- Last class: Revise one
- Today's class: Revise two

Transactional Tip(s)

Practice:

- Revise the lesson on TB: Pg. 23.
- Ask learners to open PN: Pg. 9 and look at the practice sheet 'Number 2'.
- Ask them to trace the number 2 on the dotted lines and write the number 2 in the empty boxes.

Class Pulse Check

- 1) Write the number 2 on the board.



Annual D
29/50

Day: 9/20

Actual Date:

Page(s): 24

Number 3

Count the number of objects. Read the number aloud.

3



Important Words

- Last class: Review two
- Today's class: three

Transactional Tip(s)

Demonstrations:

- Show any three objects.
- Tell learners that those are three objects which is the same thing as the number 3.
- Explain that the number 3 stands for three objects.
- Show them the IMAX Mini Chart of the number 3 and say the number aloud. Ask them to repeat after you.
- Draw the number 3 on the board along with any three objects next to it.
- Ask learners to open TB: Pg. 24.
- Ask them to count the number of objects and read the number aloud.
- Ask learners to form pairs.
- Give them objects such as seeds or buttons.
- Ask learners to count three objects and form a set of three objects.

Class Pulse Check

- 1) Clap three times.

Annual Day:
29/50

Day:
9/20

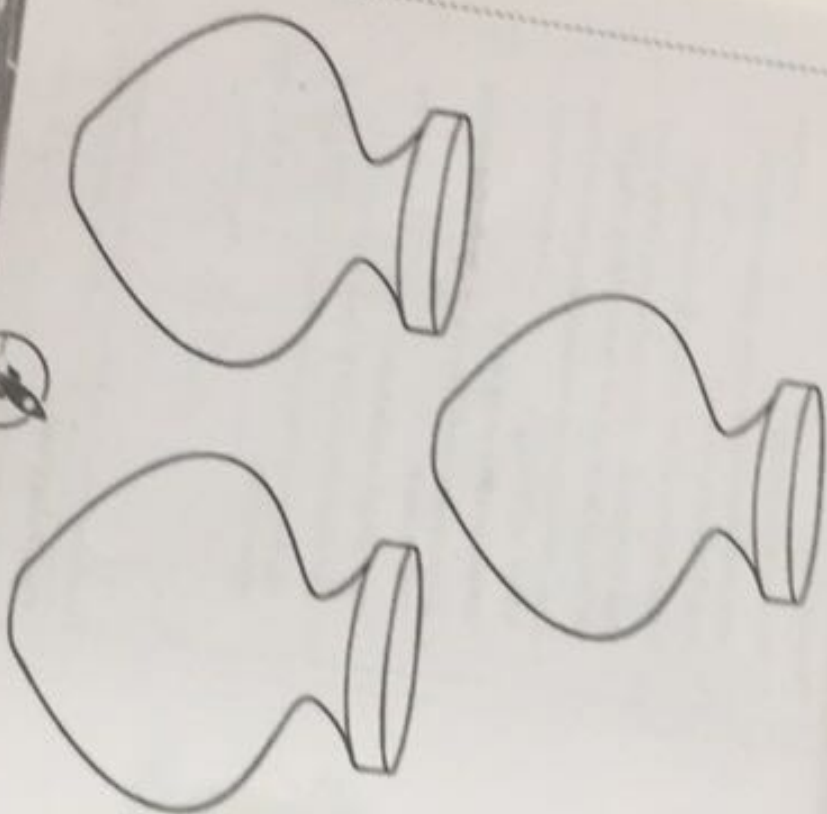
Actual Date:

Page/s:
25



Counting Number 3

Count and colour the objects.



25

Page 145

Important Words

- Last class: three
- Today's class: Review three

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 25 and look at the practice sheet 'Counting Number 3'.
- Tell them to count and colour the objects.
- Ask learners to open AB: Pg. 39 and look at the activity sheet 'Stick Flower Petals'.
- Ask them to stick three circle shaped sticks from the end of the book to complete the flower.
- Ask learners to colour the leaf of the flower in green.
- Help if required.

Suggested Activity:

- Ask learners to bring three different fruits from home in their snack boxes.

Class Pulse Check

- 1) Walk three steps forward.



Annual Day:
30/50

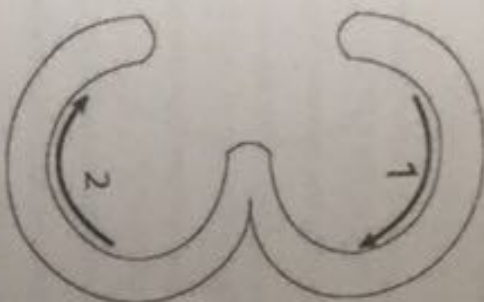
Day:
10/20

Actual Date:

Page(s):
26

Practise Number 3

Trace the number in the given direction with a crayon.



Trace the dots to form the number.

3	3	3	3	3
3	3	3	3	3
3	3	3	3	3
3	3	3	3	3



Important Words

- Last class: Revise three
- Today's class: Revise three

Transactional Tip(s)

Demonstration:

- Draw the number 3 on the board along with any three objects next to it.
- Show learners how to trace the number 3 on the board.

Practice:

- Ask learners to open TB: Pg. 26 and look at the practice sheet 'Practise Number 3'.
- Tell them to trace the number in the given direction with a crayon.
- Point to the arrows which show the direction of writing the number 3.
- Ask the learners to practise tracing the number 3 in the boxes given with a pencil.
- Ask learners to open PN: Pg. 10 and look at the practice sheet 'Number 3'.
- Tell them to trace the number 3 on the dotted lines and write the number 3 in the empty boxes.

Class Pulse Check

- 1) Draw three lines on the board.

Actual Day
31/50

Day
11/20

Actual Date

Page(s)
27

Number 4

Count the number of objects. Read the number aloud.



4



Page 167

Important Words

- Last class: Review those
- Today's class: Four

Transitional Topics

Demonstrations:

- Show any four objects.
- Tell learners that those are four objects when you name thing as the number 4.
- Explain that the number 4 stands for four things.
- Show them the MATHS (Maths Chart) of the number 4 and say the number aloud. Ask them to repeat after the objects used to it.
- Ask learners to open TB, Pg. 27.
- Ask them to count the number of objects and write number aloud.
- Ask learners to form pairs.
- Give them objects such as seeds or buttons.
- Ask learners to count four objects and form a set of four objects.

Class Praise Check

- 1) Count four objects and say four aloud.

Actual Day:
31/50

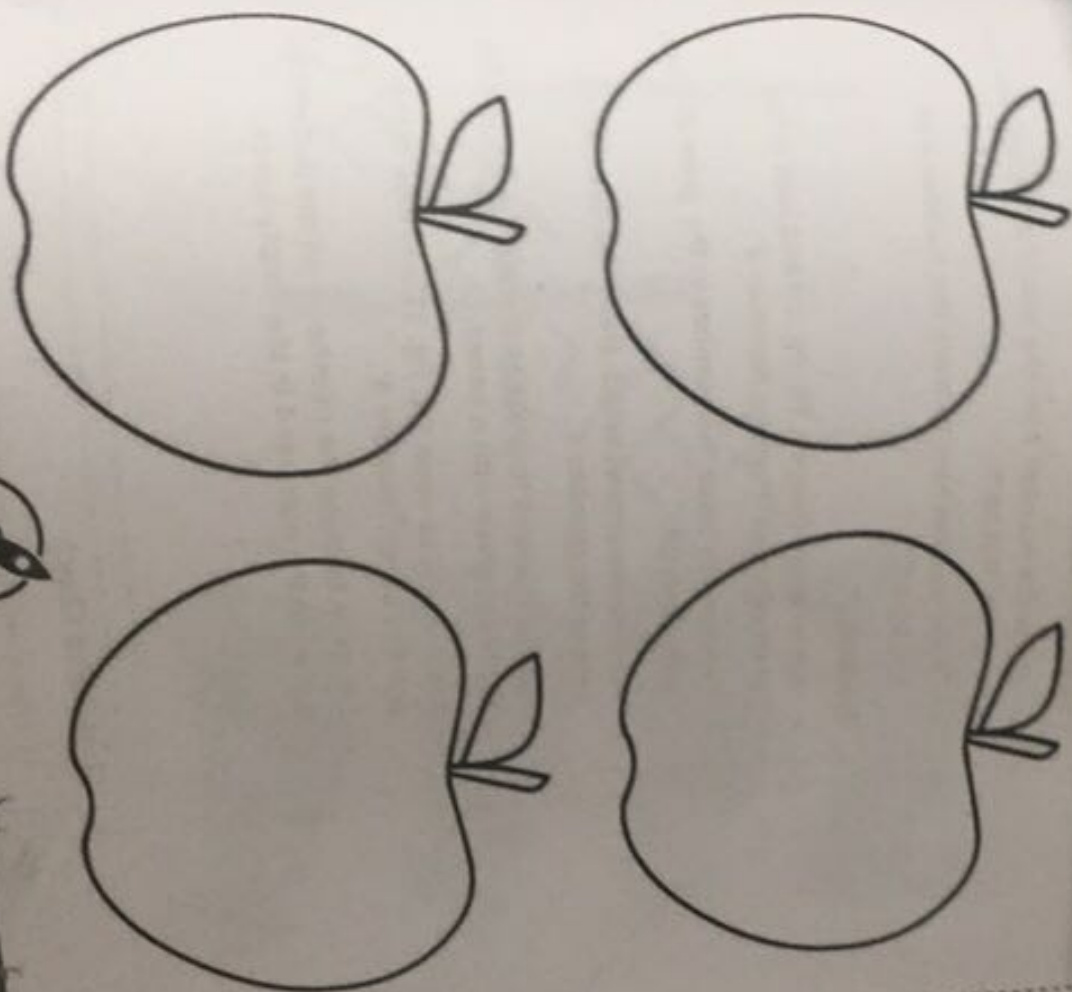
Day:
11/20

Actual Date:

Page(s):
28

Counting Number 4

Count and colour the objects.



Important Words

- Last class: Your
- Today's class: Review Your

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 28 and look at the practice sheet 'Counting Number 4'.
- Tell them to count and colour the objects.
- Help if required.

Class Pulse Check

- 1) Pick up any four objects from a set of objects.

Annual Day:
32/50

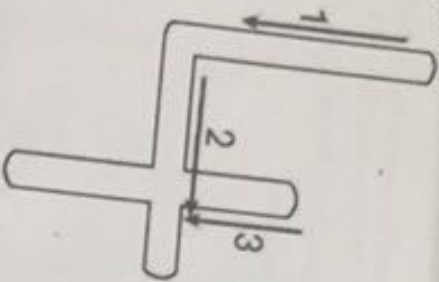
Day:
12/20

Actual Date:

Page(s):
29

Practise Number 4

Trace the number in the given direction with a crayon.



Trace the dots to form the number.



29

Page 149

Important Words

- Last class: Revise four
- Today's class: Revise four

Transactional Tip(s)

Demonstration:

- Draw the number 4 on the board along with any four objects next to it.
- Show learners how to trace the number 4 on the board.

Practice:

- Ask learners to open TB: Pg. 29 and look at the practice sheet 'Practise Number 4'.
- Tell them to trace the number in the given direction with a crayon.
- Point to the arrows which show the direction of writing the number 4.
- Ask the learners to practise tracing the number 4 in the boxes given with a pencil.
- Ask learners to open PN: Pg. 11 and look at the practice sheet 'Number 4'.
- Tell them to trace the number 4 on the dotted lines and write the number 4 in the empty boxes.

Class Pulse Check

- 1) Name any four fruits that you like.



Actual Day:
33/50

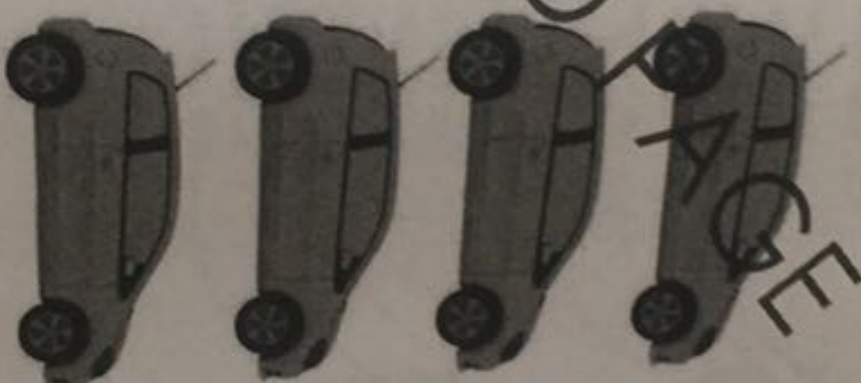
Day:
13/20

Actual Date:

Page(s):
27

Number 4

Count the number of objects. Read the number aloud.



REPEATED

Important Words

- Last class: Review four
- Today's class: Review four

Transactional Tip(s)

Practice:

- Review number 4 from TB: Pg. 27.
- Ask learners to open AB: Pg. 41 and look at the activity sheet 'Count and Colour'.
- Ask them to colour any four carrots and write the number 4 in the box.

Class Pulse Check

- 1) Can you pick up four pieces of chalk from the table?

Annual Day:
34/50

Day:
14/20

Actual Date:

Page(s):
30



Number 5

Count the number of objects. Read the number aloud.

5



30

Important Words

- Last class: Revise four
- Today's class: five

Transactional Tip(s)

Demonstration:

- Show any five objects.
- Tell learners that those are five objects which is the same thing as the number 5.
- Explain that the number 5 stands for five objects.
- Show them the IMAX Mini Chart of the number 5 and say the number aloud. Ask them to repeat after you.
- Draw the number 5 on the board along with any five objects next to it.
- Ask learners to open TB: Pg. 30.
- Ask them to count the number of objects and read the number aloud.
- Ask learners to form pairs.
- Give them objects such as seeds or buttons.
- Ask learners to count five objects and form a set of five objects.

Class Pulse Check

- 1) Pick up five books.

Annual Day:
34/50

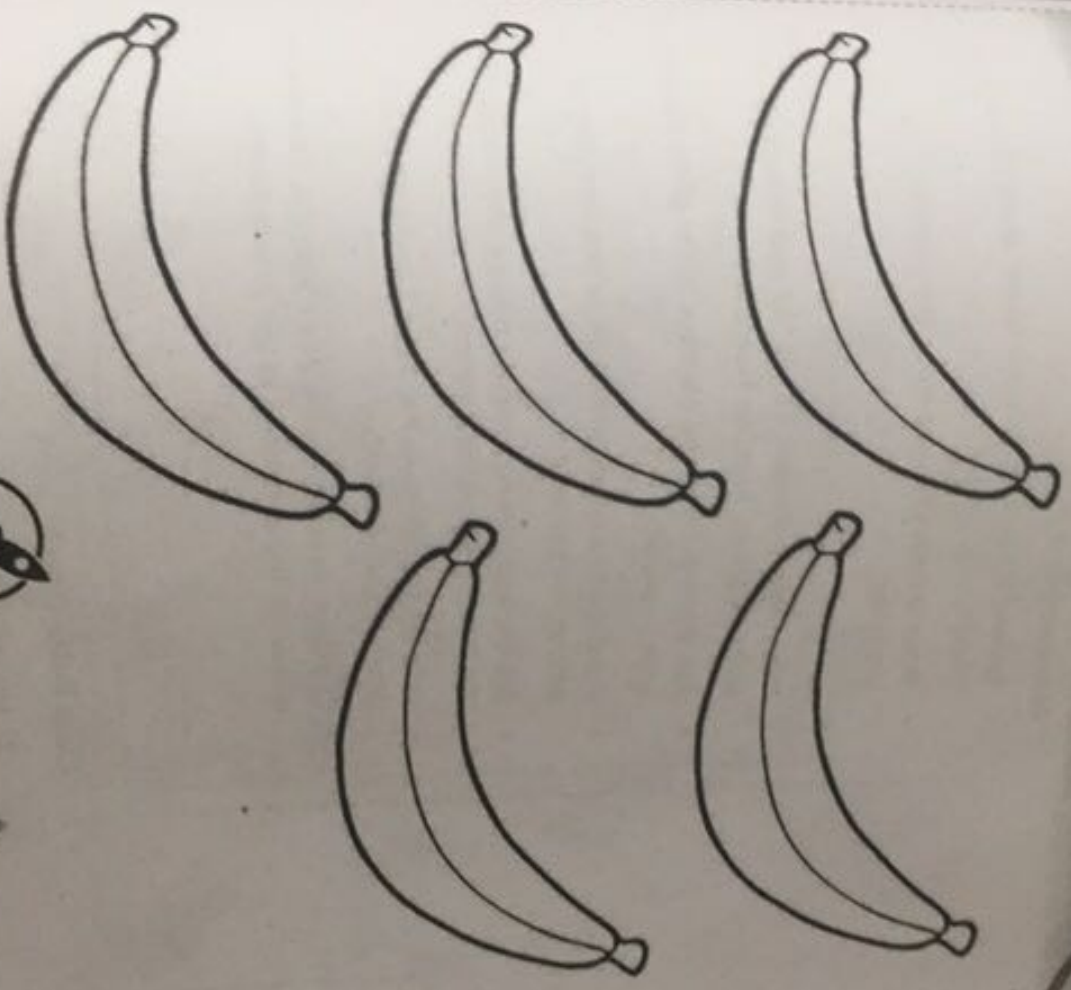
Day:
14/20

Actual Date:

Page(s):
31

Counting Number 5

Count and colour the objects.



Important Words

- Last class: five
- Today's class: Revise five

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 31 and look at the practice sheet 'Counting Number 5'.
- Ask them to count and colour the objects.
- Help if required.

Class Pulse Check

- 1) How many fingers are there in your hand?

Annual Day:
35/50

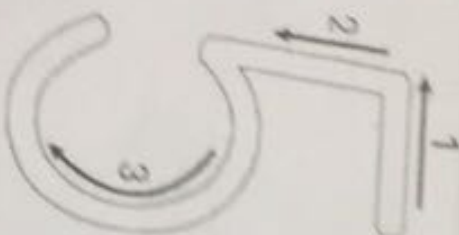
Day:
15/20

Actual Date:

Page(s):
32

Practise Number 5

Trace the number in the given direction with a crayon.



Trace the dots to form the number.



32

Important Words

- Last class: Review five
- Today's class: Review five

Transactional Tip(s)

Demonstration:

- Draw the number 5 on the board along with any objects next to it.
- Show learners how to trace the number 5 on the board.

Practice:

- Ask learners to open TB: Pg. 32 and look at the practice sheet 'Practise Number 5'.
- Ask them to trace the number in the given direction with a crayon.
- Point to the arrows which show the direction of writing the number 5.
- Ask the learners to practice tracing the number 5 in the boxes given with a pencil.
- Ask learners to open PHE Pg. 12 and look at the practice sheet 'Number 5'.
- Tell them to trace the number 5 on the dotted lines and write the number 5 in the empty boxes.

Class Pulse Check

- 1) Jump five times.

Actual Day:
36/50

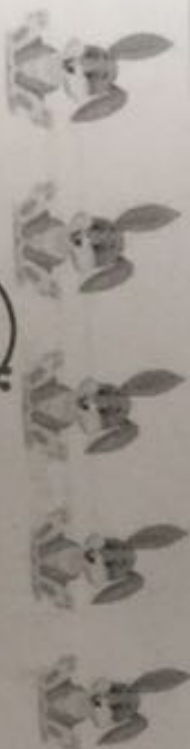
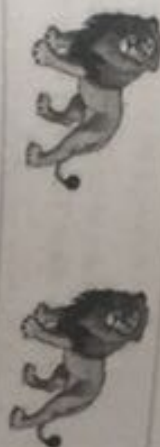
Day:
16/20

Actual Date:

Page(s):
33

Numbers: 1 to 5

Count the number of animals in each row. Read the numbers aloud.



33

Important Words

- Last class: Review five
- Today's class: Review one, two, three, four, five

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 33 and look at the practice sheet 'Numbers: 1 to 5'.
- Ask them to count the number of animals in each row and read the numbers aloud.
- Ask learners to open PN: Pg. 4 and look at the practice sheet 'Trace the Numbers'.
- Ask them to follow the direction of the arrows and trace the numbers.

Class Pulse Check

- 1) Draw five balls on the board..

Annual Day:
37/50

Day:
17/20

Actual Date:

Page(s):
34



Numbers: 1 to 5

Trace and write the numbers from 1 to 5.



34

Page 155

Important Words

- Last class: Revise one, two, three, four, five
- Today's class: Revise one, two, three, four, five

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 34 and look at the practice sheet 'Numbers: 1 to 5'.
- Ask them to trace and write the numbers from 1 to 5.
- Show an example on the board.
- Ask learners to open AB: Pg. 43 and look at the activity sheet 'Colour by Numbers'.
- Ask them to colour the cow according to the colour code.

Class Pulse Check

- 1) Trace the number 2 on the board.



Annual Day:
38/50

one, four, five
three, four, five

and look at the

numbers from 1 to 5.

look at the

g to the



Day: 18/20
Actual Date:
Page(s): 35

Spots on the Ladybugs

Count the number of spots on the ladybugs and write the numbers in the boxes below them.



Important Words

- Last class: Review one, two, three, four, five
- Today's class: Review one, two, three, four, five

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 35 and look at the practice sheet 'Spots on the Ladybugs'.
- Ask them to count the number of spots on the ladybugs and write the numbers in the boxes given below them.

Class Pulse Check

- 1) Tear a newspaper into five pieces.



Annual Day: 39/50

Day: 19/20

Actual Date:

Page(s): 36



Count the Animals in the Farm

Count each group of animals in the farm and write the numbers in the given boxes.



36



Important Words

- Last class: Revise one, two, three, four, five
- Today's class: Revise one, two, three, four, five

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 36 and look at the practice sheet 'Count the Animals in the Farm'.
- Ask them to count each group of animals in the farm and write the numbers in the given boxes.

Class Pulse Check

- 1) Make five balls out of clay.

Day: 20/20

Actual Date:

Page(s): 33

Numbers: 1 to 5

Count the number of animals in each row. Read the numbers aloud.



REPEATED



33

Important Words

- Last class: Review one, two, three, four, five
- Today's class: Review one, two, three, four, five

Transactional Tip(s)

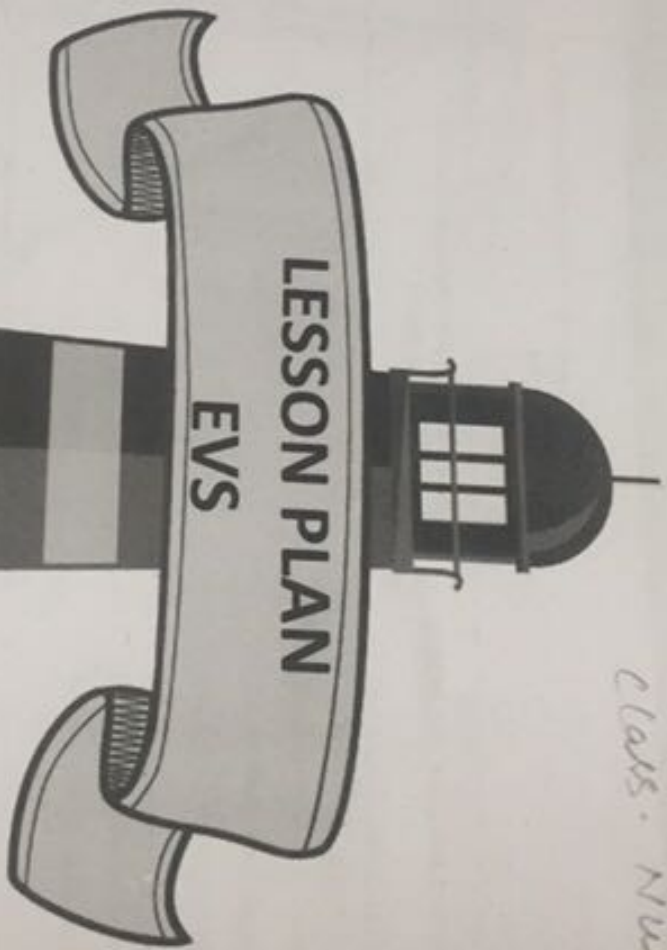
Procedure:

- Review the numbers from 1 to 5 on Tbl. Pg. 33.
- Ask learners to open Ab. Pg. 45 and look at activity sheet "Join the Dots".
- Tell them to join the numbers from 1 to 5 in the correct order and colour the picture.
- Help if required.

Class Pulse Check

- 1) Pick up three crayons.

Name - Ananddeep Kaur
Class - Nursery

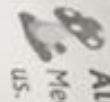


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1/50Day:
1/5

Actual Date:

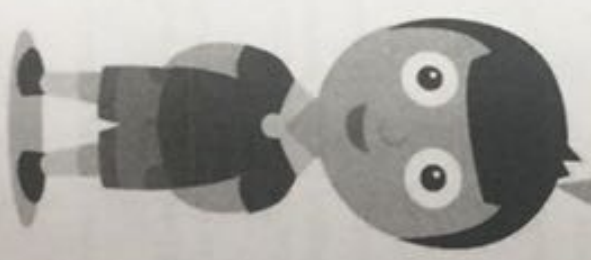
Page(s):
3

All About Me



Meet Sumit and Anam. They have something to tell us.

1) Myself



Hi I am Sumit.
I am 3 years old.
I am a boy.



I am Anam.
I am 3 years old.
I am a girl.

- 1) Can you tell us something about yourself?
- 2) What is your name?
- 3) How old are you?



3

Important Words

- Today's class: myself

Transactional Tip(s)

Circle Time:

- Ask learners to sit in a circle.
- Tell learners that they are going to learn about themselves.
- Show them a picture of yourself before you start explaining the lesson.
- Tell your name, age and say if you are a girl or a boy.
- Ask learners to do the same when it is their turn.
- Discuss about how they are all different from each other in different ways.
- Ask learners to open TB: Pg. 3.
- Talk to the learners about the two people, Sumit and Anam.
- Discuss who they are and what they are talking about.
- Encourage learners to tell something about themselves.
- Sing the rhyme 'I am Special' from Rhymes Book: Pg. 5.
- Ask learners to repeat after you.

Class Pulse Check

- 1) What is your name?



Annual Day: 2/50

Day: 2/5

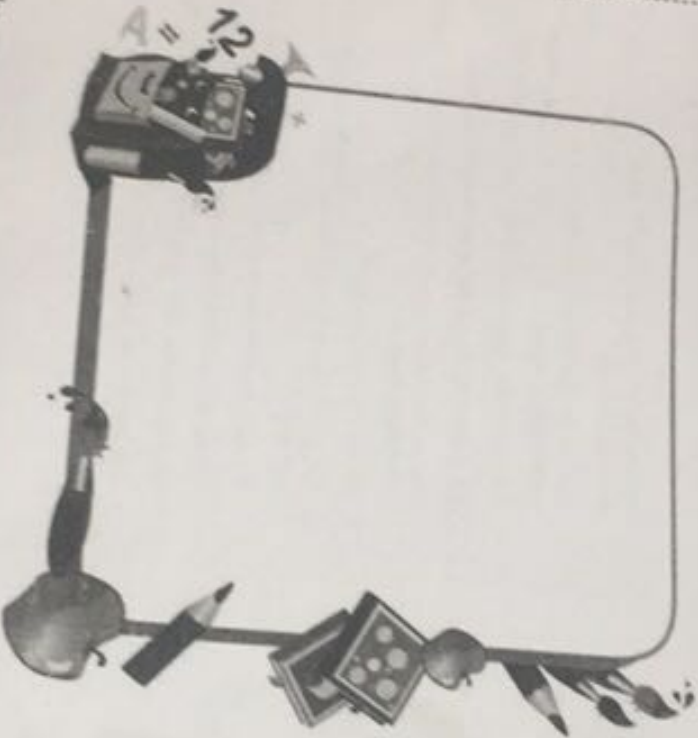
Actual Date:

Page(s): 4



Paste Your Photograph

Paste your photograph in the space given below.
Write your name with the help of your teacher.



My name is _____

4

Important Words

- Last class: myself
- Today's class: boy, girl

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 4.
- Point at the blank space given on the page.
- Tell learners that they are going to paste their own photographs there.
- Help them to paste their pictures and write their names in the blank space.
- Ask them to clap together after everyone has pasted their photographs.

Suggested Activity:

- Ask learners to sit in a circle.
- Tell them that they are going to talk about themselves.
- Start the activity by holding out your own photograph and say a few sentences about yourself such as your name, and age.
- Ask learners to come to the middle of the circle one by one and talk about themselves share their name, and age.
- Ask the rest of the class to clap when one shares.

Class Pulse Check

- 1) Show your own photograph.



Lesson Day: 3/50

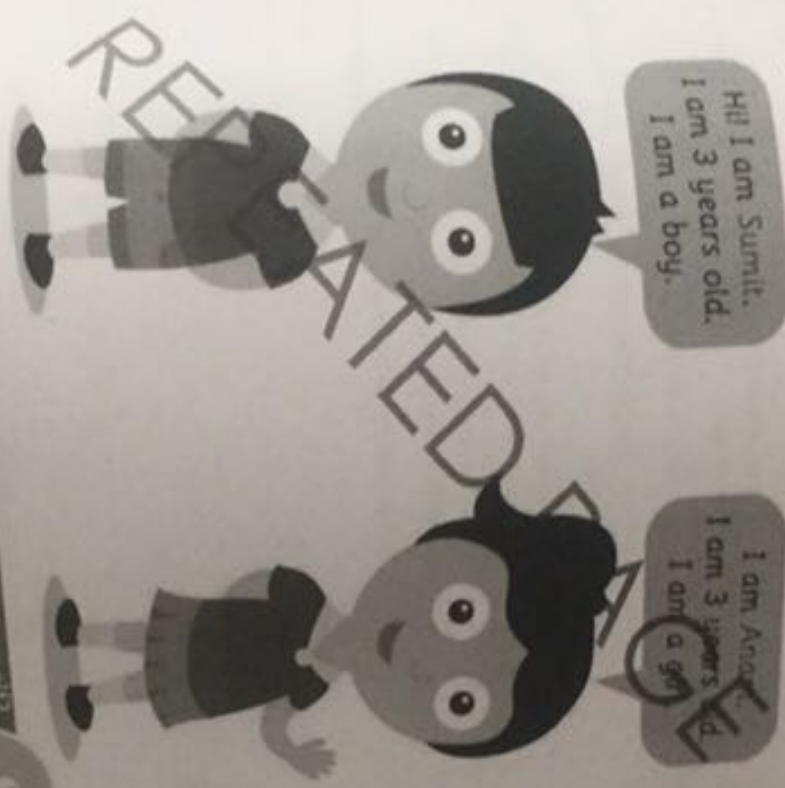
Day: 3/5

Actual Date:

Page(s): 3

All About Me

Meet Sumit and Anam. They have something to tell us.



Hi! I am Sumit.
I am 3 years old.
I am a boy.

I am Anam.
I am 3 years old.
I am a girl.

1) Myself

- 1) Can you tell us something about yourself?
- 2) What is your name?
- 3) How old are you?



3

Important Words

- Last class, boy, girl

Transactional Tip(s)

Activity:

- Ask learners to open TB: Pg. 3.
- Revise the concept of 'myself'.
- Ask learners to open AB: Pg. 51 and look at the practice sheet 'Colour the Picture'.
- Ask them to colour the picture which looks like them. E.g., The girls will colour the picture of a girl and the boys will colour the picture of a boy.
- Show an example on the board.
- After the activity, teach the rhyme 'I am Only a Baby' from Rhymes Book: Pg. 17.
- After singing the rhyme, ask learners to say if they are happy or sad.

Class Pulse Check

- 1) Are you a girl or a boy?



Annual Day:
4/50

Day:
4/5

Actual Date:

Page(s):
3

Important Words

1) Myself

All About Me

Meet Sumit and Anam. They have something to tell us.

Hi I am Sumit.
I am 3 years old.
I am a boy.

I am Anam.
I am 3 years old.
I am a girl.

REPEATED

- 1) Can you tell us something about yourself?
- 2) What is your name?
- 3) How old are you?

3

Page 181

Transactional Tip(s)

Activity:

- Ask learners to open TB: Pg. 3.
- Revise the lesson by repeating that all of us have a name and age.
- Ask learners to sit in a circle.
- Tell them that they are going to trace and then copy their hands.
- Call each learner and help them to trace both their hands on a blank piece of paper.
- Ask them to colour the outline of their palms with their favourite colours.
- Help learners to write their names on the paper.

Class Pulse Check

- 1) How old are you?

Day: 5/5

Actual Date:

Page(s): 3

1) Myself

All About Me
Meet Sumit and Anam. They have something to tell us.

Hi I am Sumit.
I am 3 years old.
I am a boy.

I am Anam.
I am 3 years old.
I am a girl.



- 1) Can you tell us something about yourself?
- 2) What is your name?
- 3) How old are you?



3

Important Words

Transactional Tip(s)

Real-life Connect:

- Revise the lesson 'Myself' from TB: Pg. 3.
- Ask learners to stand in a circle.
- Say that they are going to know more about themselves by playing a game.
- Play some music and ask learners to hold hands and walk around the circle when they hear the music.
- Once the music stops, tell them to stand in their places and wait for instructions.
- Say that when you say the word 'girl', all the girls in the classroom should sit and all the boys should stand in their places.
- When you say the word 'boy', all the boys in the classroom should sit and all the girls in the class should stand in their places.
- Demonstrate once before you begin the activity.
- Observe learners while they are doing the activity.

Class Pulse Check

- 1) Say your name and how old you are.
- 2) Are you a boy or a girl?


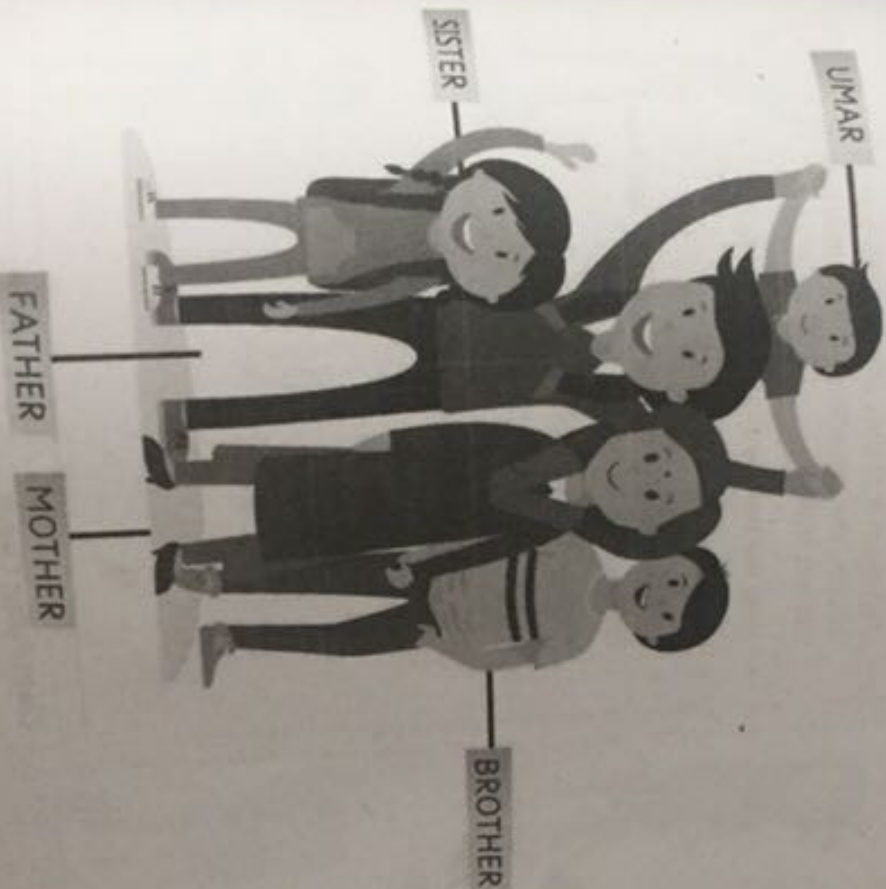
Lesson Day:
6/50Day:
1/5

Actual Date:

Page(s):
5

2) My Family

My Family and I

 Look at the picture of Umar's family. Point to each person and say their names.


Important Words

- Today's class: family, mother

Transactional Tip(s)

Reading Aloud:

- Ask learners to open TB: Pg. 5 and look at the picture.
- Read the lesson aloud.
- Talk to learners about the different members they have in their family.
- Explain the concept of 'family members' with the help of IMAx Family Stick Puppets.
- Sing the rhyme 'Finger Family' from Rhymes Book: Pg. 32.
- Ask learners to repeat after you.

Suggested Activity:

- Ask learners to sit in a circle.
- Tell them that they are going to learn about how many members there are in their family.
- Take a ball in your hand and demonstrate the activity by saying how many members are there in your family. E.g., 'I stay with my mother and father. I have a sister as well'.
- Pass the ball to one learner at a time and encourage them to talk about their families.

Class Pulse Check

- 1) Can you name one member of your family?



Annual Day:
7/50

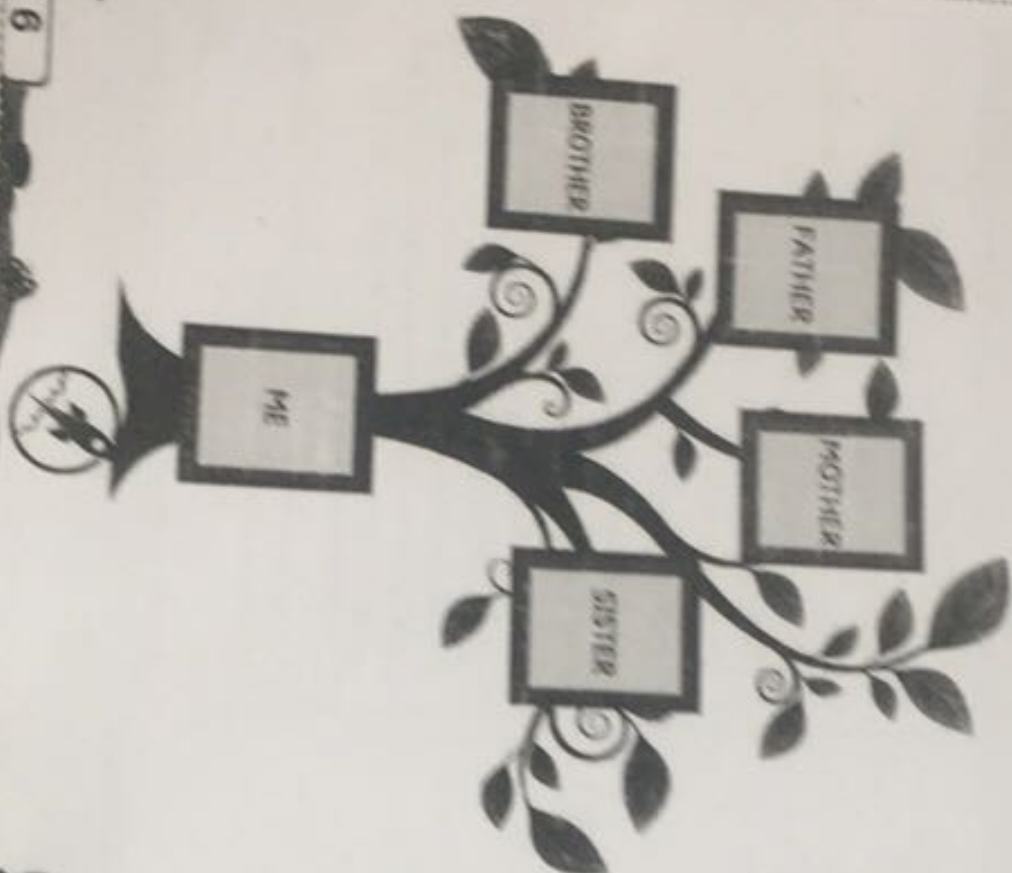
Day:
2/5

Actual Date:

Page(s):
6

Family Tree

Make your family tree by sticking the photographs in the correct frame.



Important Words

- Last class: family, mother
- Today's class: father

Transactional Type(s)

Activity:

- Ask learners to open TB, Pg. 5.
- Tell them that they are going to make a family tree sticking the pictures of their family members in the correct frame.
- Help learners to stick the pictures.
- Ask learners to sit in a circle.
- Sing the rhyme 'Johnny Johnny Yes Papa' from Rhymes Book, Pg. 4.
- Ask learners to repeat the same after you.

Class Pulse Check

- 1) Do you have a sister?

Day: 3/5

Actual Date:

Page(s): 7

Match the Family Members

Draw lines to match the family members to their names.

FATHER



MOTHER



BROTHER



SISTER



7

Important Words

- Last class: father
- Today's class: sister

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 7.
- Talk about the pictures in the practice sheet.
- Ask learners to draw lines to match the family members to their names.
- Show one example on the board.

Class Pulse Check

- 1) Do you have a brother?

English
Date: 9/1/21

Page: 4/5

Unit: 1

Topic: 1

2. My Family

My Family and I

Look at the picture of your family. Write in each person and say their names.



Page: 4/5

Important words

- 1. Grandfather
- 2. Grandmother
- 3. Father
- 4. Mother
- 5. Boy
- 6. Girl

Questions

- 1. How many people are in your family?
- 2. What are their names?
- 3. How old are they?
- 4. What do they do for a living?
- 5. What are their hobbies?
- 6. What are their favorite foods?
- 7. What are their favorite colors?
- 8. What are their favorite animals?
- 9. What are their favorite books?
- 10. What are their favorite movies?

Answer the questions

1. How many people are in your family?

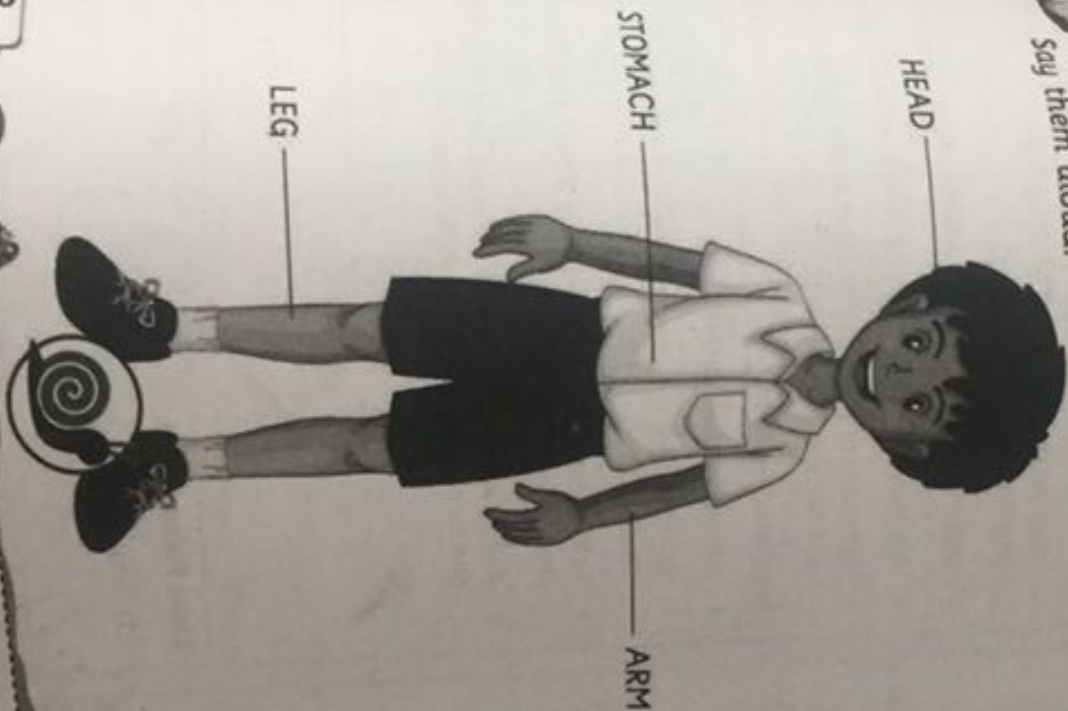
Day: 1/7

Actual Date:

Page(s): 8

3) My Body

Parts of the Body
Look at the picture. Point to the parts of the body.
Say them aloud.



Important Words

- Today's class: head, stomach, arm, leg

Transactional Tip(s)

Reading Aloud:

- Ask learners to sit in a circle.
- Show the IMAX Body Parts Chart.
- Point at each part of the body and say the name of the part aloud.
- Ask learners to repeat the same after you.
- Discuss the different parts of the body with the learners.
- Sing the rhyme 'Two Little Hands' from Rhymes Book: Pg. 11.
- Ask them to sing after with you.
- Ask learners to open TB: Pg. 8 and tell them to look at the picture.
- Tell them to say the names of the parts of the body aloud.

Class Pulse Check

- 1) Can you tap your head?



Annual Day:
12/50

Day:
2/7

Actual Date:

Page(s):
9

My Body Parts

Look at the pictures below. Point to the parts of the body. Say them aloud.



EYES



EARS



FACE



NOSE



HANDS



MOUTH



LEGS

Important Words

- Last class: head, stomach, arm, leg
- Today's class: eyes, ears, nose, hands, legs, face

Transactional Tip(s)

Reading Aloud:

- Sing the rhyme 'Body Talk Song' from Rhymes Book: Pg. 27.
- Make the learners do the actions of the rhyme.
- Ask learners to open TB: Pg. 9 and look at the poem.
- Tell them to point at each part of the body one by one and say the name aloud.

Suggested Activity:

- Ask learners to form a circle.
- Say that they are going to play a game called 'Body Match'.
- Tell learners that when you say 'Touch your knee', they should touch their knees.
- After the game, name the different parts of the body one by one and ask learners to repeat after you.

Class Pulse Check

- 1) Clap with your hands.

face, mouth



me.
ne pictures.
one by one

knees',

the body
ou.



Lesson Day: 13/50

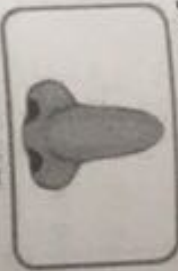
Day: 3/7

Actual Date:

Page(s): 10

Match the Body Parts

Match the parts of the body to their names by drawing lines.



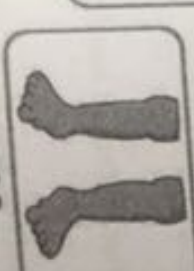
NOSE



HEAD



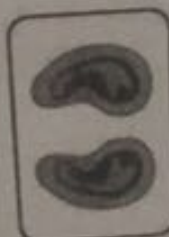
HANDS



LEGS



EARS



Important Words

- Last class: eyes, ears, nose, hands, legs, face, mouth

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 10 and look at the practice sheet 'Match the Body Parts'.
- Tell them to match the parts of the body to their names by drawing lines.
- Show an example on the board.

Circle Time:

- Ask the learners to form a circle.
- Sing the rhyme 'I Wiggle My fingers' from Rhymes Book: Pg. 20.
- Ask the learners to repeat after you.
- Do all the actions of the rhyme and emphasise on the parts of the body in the rhyme.

Class Pulse Check

- 1) Gently touch your partner's hair.

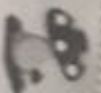


Annual Day:
14/50

Day:
4/7

Actual Date:

Page(s):
11



Things I Can Do

Here are a few things you can do using different parts of your body.



READ



HOLD



JUMP



EAT



11

Important Words

- Today's class: read, hold

Transactional Tip(s)

Reading Aloud:

- Ask learners to open TB: Pg. 11.
- Read out the page to them.
- Discuss the different things they can do using different parts of their body.

Suggested Activity:

- Take pictures of four activities which we can do using different parts of the body. E.g., reading, holding, things, jumping and eating.
- Paste the pictures on a chart paper and place them in different corners of the classroom.
- Ask learners to form four groups.
- Show each group a flashcard on body parts.
- Ask that group to name an activity which can be performed using that body part. E.g., When you show a flashcard on hands, learners have to guess the action which will be 'hold'.
- Tell them to place that flashcard next to the picture of that activity.
- Demonstrate once before you start the activity.
- Help if required.

Class Pulse Check

- 1) Which part of the body do you use to stand?

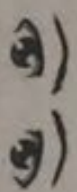
Day: 5/7

Actual Date:

Page(s): 12

Match the Body Parts to their Uses

Match the actions to the parts of the body needed for doing them by drawing lines.



- Important Words**
- Last class: read, hold
 - Today's class: jumping, eating

Transactional Tip(s)

- Demonstration:**
- Ask learners to open TB: Pg. 12 and look at the practice sheet 'Match the Body Parts to their Uses'.
 - Tell them to match the actions to the parts of the body needed for doing them by drawing lines.
 - Show an example on the board.

Class Pulse Check

- 1) Which part of the body do you use to read a book?

Annual Day:
16/50

Day:
6/7

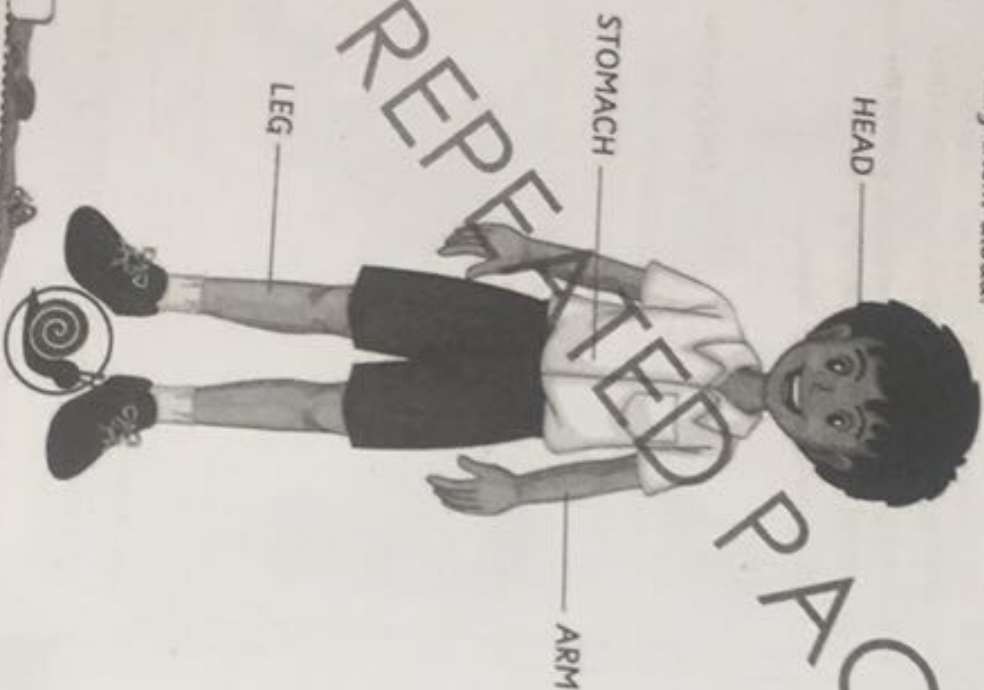
Actual Date:

Page(s):
8

3) My Body

Parts of the Body

Look at the picture. Point to the parts of the body.
Say them aloud.



8

Last class: jumping, eating

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 8.
- Revise all the words on the page.
- After revising the words, ask learners to open AB: Pg. 55 and tell them to look at the activity sheet 'Parts of the Body'.
- Tell them to use the stickers from the end of the book and paste them on the correct part of the body on the activity sheet.
- Help them to do the first one.

Class Pulse Check

- 1) Name any two parts of the body.

Day: 1/7

Day: 1/7

Actual Date:

Page(s): 13

4) My School

All About My School

Here are some pictures of a school. What do you see in these pictures?



- 1) What is the name of your school?
- 2) What is the name of your teacher?



13

Important Words

- Today's class: school

Transactional Tip(s)

Reading Aloud:

- Introduce yourself to the learners and tell them your name.
- Ask them to repeat your name after you.
- Ask learners if they know the name of their school.
- Help them to learn the name of the school.
- Ask learners to open TB: Pg. 13 and look at the pictures.
- Describe each picture to the learners.
- Ask learners about these places in the school and if they have seen them before.
- Explain that these are the different places in a school.

Class Pulse Check

- 1) What is the name of your teacher?




Annual Day:
18/50

Day:
1/7

Actual Date:

Page(s):
14

 **Find the Picture of a School**
Tick (✓) the picture that shows a school.

☐☐

14



Important Words

- Today's class: school

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 14 and look at the practice sheet 'Find the Picture of a School'.
- Tell them to tick the picture that shows a school.
- Demonstrate the same on the board.
- As an example, show pictures of a school and a market.
- Put them up on the board and tick the correct one.

Suggested Activity:

- Take learners for a walk around the school.
- Show them the different places in the school.
- Discuss the different places they saw in the school.

Class Pulse Check

- 1) What is name of your school?

Day: 2/7

Actual Date:

Page(s): 15

My Classroom

Here are some pictures of a classroom. What do you see in these pictures?



- 1) Which class are you in?
- 2) What do you do in the classroom?
- 3) Who are your friends in class?

?

15

Important Words

- Last class: school
- Today's class: classroom, blackboard, books, pencil, chalk

Transactional Tip(s)

Questioning:

- Ask learners to open TB: Pg. 15 and look at the pictures.
- Tell them that they are sitting in a classroom and the name of their class is Nursery.
- Ask them to repeat the same after you.
- Ask learners what they can see in the pictures.
- One by one read the questions on TB: Pg. 15 aloud.
- Point at each picture.
- Explain that there are different activities which are done in a classroom. E.g., reading, writing, singing rhymes, listening to stories and so on.
- Ask learners if they can think of any other activity which they do in the classroom.
- Encourage them to answer.

Class Pulse Check

- 1) Name an activity that you do in the classroom.

Annual Day:
19/50

Day:
2/7

Actual Date:

Page(s):
16

Important Words

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 16 and look at the practice sheet 'Match Classroom Objects'.
- Tell them to look at the pictures of objects found in the classroom and match the same objects by drawing lines.
- Show an example on the board.

Match Classroom Objects

Look at the pictures of objects found in your classroom. Match the same objects by drawing lines.

BLACKBOARD



BOOKS



PENCIL



CHALK



16

Class Pulse Check

- 1) Name an object that we find in the classroom.



Special Day: 20/50

Day: 3/7

Actual Date:

Page(s): 17

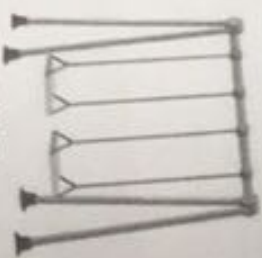
Our Playground

This is a playground. Look at the different things we see in a playground and read them aloud.

SLIDE



SWING



SEE-SAW



What do you like to do in a playground?



Important Words

- Last class: classroom, blackboard, books, pencil, chalk
- Today's class: playground, slide, swing, see-saw

Transactional Tip(s)

Demonstration:

- Talk to the learners about a playground.
- Tell them that a playground is a big park where children play, run and ride swings.
- Ask learners to open TB: Pg. 17.
- Tell them to look at the different things we see in a playground.
- You can name them one by one.
- Discuss the different games they play in a playground.
- Ask learners to open AB: Pg. 57 and look at the activity sheet 'Complete the Scene in the Playground'.
- Tell them to colour the slide, and paste some coloured tissue or tissue dipped in paint to make sand on the ground.
- Help when required.

Class Pulse Check

- 1) Name a game which you like to play in the playground.

Annual Day:
21/50

Day:
4/7

Actual Date:

Page(s):
18

Things I Find at a Playground

Circle (o) the items that you find at a playground in the picture.



18

Important Words

- Last class: playground, slide, swing, see-saw
- Today's class: revise playground, slide, swing, see-saw

Transactional Tip(s)

Demonstration:

- Ask learners if they like to play and if they go to a playground to play.
- Discuss the different things that they can find at a playground.
- Ask learners to open TB: Pg. 18 and look at the practice sheet 'Things I Find at a Playground'.
- Tell them to circle the items in the picture that they find in a playground.
- Help when required.

Class Pulse Check

- 1) Where will you find a see-saw?

2. see-saw
slide, swing, see-saw

d if they go to a
ey can find at
d look at the
ayground'.
picture that they

Day:

5/7

Actual Date:

Page(s):
19

Things I Do in School

These are some things we do in school.



COLOURING



READING AND STORY TIME



WRITING



PLAYING



SINGING AND RHYME TIME



LUNCH WITH FRIENDS

Important Words

- Last class: playground, slide, swing, see-saw
- Today's class: colouring, playing, reading, writing

Transactional Tip(s)

Reading Aloud:

- Talk about the different activities that learners do in school such as playing, writing, singing and so on.
- Ask learners to open Tb: Pg. 19 and look at the different pictures.
- Read out the lesson to the learners.
- Point at each picture and discuss the different activities they do in school.
- Encourage learners to talk about the different activities that they can see on the page.

Class Pulse Check

- 1) Name any two activities that you do in school.

Annual Day:
23/50

Day:
6/7

Actual Date:

Page(s):
20

Things You Do in School

Tick (✓) the things you do in school.



READING

☐

BATHING

☐

PLAYING

☐

WATCHING TV

☐

BRUSHING

☐

WRITING

☐

20

Important Words

- Last class: colouring, playing, reading, writing
- Today's class: bathing, watching, brushing

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 20 and look at the practice sheet 'Things You Do in School'.
- Tell them to recognise and tick the things they do in school.

Class Pulse Check

- Which is your favourite activity in school?



ords
colouring, playing, reading, writing
bathing, watching, brushing

Tip(s)

o open TB: Pg. 20 and look at the
'Things You Do in School'.
cognise and tick the things they do

activity in school?



Day: 7/7

Actual Date:

Page(s): 19

Things I Do in School

These are some things we do in school.



COLOURING



PLAYING



READING AND STORY TIME



SINGING AND RHYME TIME



WRITING



LUNCH WITH FRIENDS



19

Important Words

- Last class: bathing, watching, brushing
- Today's class: Revise bathing, watching, brushing

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 19.
- Revise the lesson.
- Ask learners to open AB: Pg. 59 and look at the activity sheet 'Things We Do at School'.
- Tell them to dip their thumb in paint and put a print on the things they do at school.
- Demonstrate how to do this activity once for the learners.

Class Pulse Check

- Do you sing rhymes in school?



Day: 1/6

Actual Date:

Page(s): 21

5) Places Around Us

My Neighbour
People who live near our house are our neighbours.



Can you tell us something about your neighbour?



21

Page 222

Important Words

- Today's class: neighbour

Transactional Tip(s)

Reading Aloud:

- Start the lesson by asking the learners if they have neighbours.
- Ask learners to open TB: Pg. 21 and look at the picture.
- Read out the lesson to them.
- Explain the meaning of the term 'neighbour'.
- Tell learners that people who live near our house are called our neighbours.
- Share with the learners something about your neighbour.
- Ask the learners if they have visited their neighbours.

Class Pulse Check

- 1) Who is a neighbour?

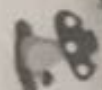


Annual Day:
26/50

Day:
2/6

Actual Date:

Page(s):
22



Places Around My Home

This is a market. We buy fruits, vegetables and other things from the market.



22



Important Words

- Last class: neighbour
- Today's class: market

Transactional Tip(s)

Reading Aloud:

- Ask learners to open TB: Pg. 22 and look at the pictures.
- Point to first the picture of the market.
- Tell the learners that a market is a place where we go to buy fruits, vegetables and other things that we need.
- Discuss with the learners about their experience of going to a market with their parents.
- Encourage learners to share their responses.

Class Pulse Check

- 1) Have you gone to a market with your parents?

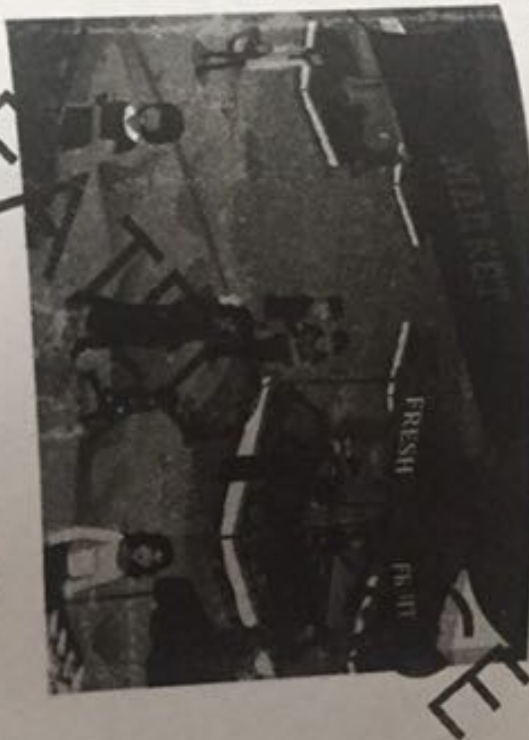
Day: 3/6

Actual Date:

Page(s): 22

Places Around My Home

This is a market. We buy fruits, vegetables and other things from the market.



REPE



Important Words

- Last class: market
- Today's class: fruits, vegetables

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 22.
- Point to the second picture of the vegetable chart.
- Talk about the different vegetable that we buy from the vegetable seller.
- Ask learners to open AB: Pg. 61 and look at the activity sheet 'Things We Buy at the Market'.
- Tell them to stick pictures of the objects we buy from the market in the given box.
- Ask learners to use the sticker page at the end of the Activity Book for this activity.

Class Pulse Check

- 1) Where do we go to buy vegetables?

Annual Day:
28/50

Day:
4/6

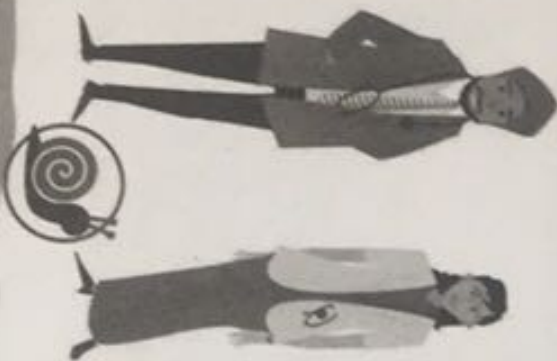
Actual Date:

Page(s):
23



Places Around My Home

This is a hospital. We need to go to a hospital when we are sick or hurt. The doctor and the nurses help sick or hurt people get better.



23

Page 225

Important Words

- Last class: fruits, vegetables
- Today's class: hospital

Transactional Tip(s)

Circle Time:

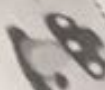
- Ask learners to sit in a circle.
- Tell them that they are going to know about a place called 'hospital'.
- Ask learners to open TB: Pg. 23 and look at the pictures.
- Tell them that the first one is a picture of a hospital and second picture is of a doctor and a nurse.
- Ask them what do they do when they are sick or hurt.
- Discuss the importance of a hospital and why we go to a hospital.
- Encourage learners to share their responses.

Class Pulse Check

- 1) Where do you go when you are sick?



Annual Day:
29/50



Places

This is
we are
sick or



RE

Day: 5/6

Actual Date:

Page(s): 23

2017



Important Words

- Last class: hospital
- Today's class: Revise hospital

Transactional Tip(s)

Demonstration:

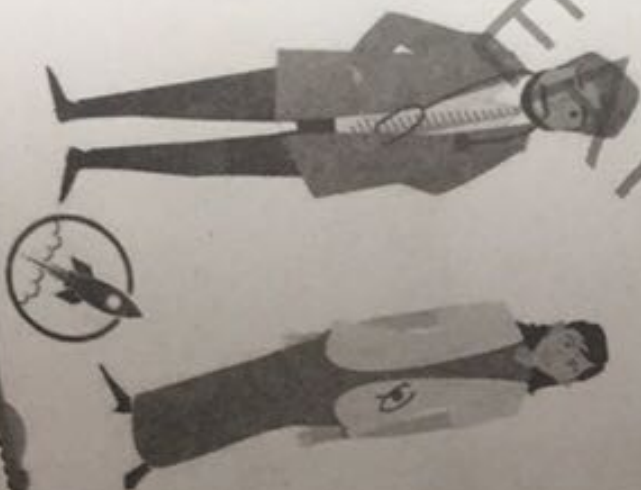
- Ask learners to open TB: Pg. 23.
- Revise the page.
- Ask learners to open AB: Pg. 63 and look at the activity sheet 'Colour the Ambulance'.
- Ask them if they have seen an ambulance in their neighbourhood.
- Describe what an ambulance looks like and the sound that it makes.
- Ask learners to imitate the sound an ambulance makes and colour the picture in the book.



places Around My Home
We need to go to a hospital when this is a hospital. The doctor and the nurses help we are sick or hurt. The doctor and the nurses help sick or hurt people get better.



REPE



23

Class Pulse Check

- 1) Why do we need an ambulance?



Annual Day:
30/50

Day:
6/6

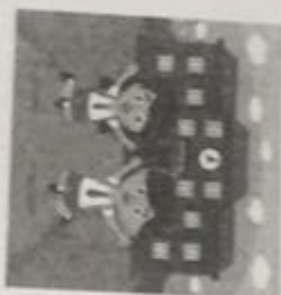
Actual Date:

Page(s):
24



Match the Places

Match the places by drawing lines.



24



Important Words

- Last class: Revise hospital
- Today's class: Revise hospital

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 24 and look at the practice sheet 'Match the places'.
- Tell them to match the places by drawing lines.
- Show an example on the board.

Class Pulse Check

- Where can you find a teacher?



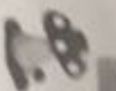
Annual Day:
31/50

Day:
1/7

Actual Date:

Page(s):
25

6) Cleanliness



I Take Care of Myself
We need to keep ourselves clean to be healthy.



Brush your teeth.



Take a bath daily.



Wash clean clothes.



Comb your hair.

25

Important Words

- Today's class: clean, brush, bath, comb

Transactional Topic(s)

Circle Time:

- Ask the learners to sit in a circle.
- Talk to them about the importance of cleanliness and the different ways to keep themselves clean.
- Ask learners about the daily routine they follow to keep themselves clean. E.g., brushing teeth, taking a bath, wearing clean clothes and combing hair.
- Encourage learners to share their responses.
- Ask them to open Pg. 25 and look at the different pictures.
- Read out the lesson.
- Point at each picture and repeat the importance of cleanliness.

Class Pulse Check

- 1) How many times a day do you brush your teeth?

Day: 2/7

Actual Date:

Page(s): 25

6) Cleanliness

I Take Care of Myself

We need to keep ourselves clean to be healthy.



Brush your teeth.



Take a bath daily.



Wear clean clothes.



Comb your hair.

Important Words

- Last class: clean, brush, bath, comb
- Today's class: Revise clean, wash

Transactional Tip(s)

Real-life Connect:

- Ask learners to open TB: Pg. 25.
- Revise the different ways of keeping oneself clean.
- Tell them the importance of washing hands with soap before and after eating, and after using the washroom.
- Take learners to the area where they wash their hands.
- Demonstrate how to wash hands using soap.
- Wipe your hands after washing so that the learners do the same.
- Ask learners to wash their hands in the same way one by one.
- Tell learners to sit in a circle and sing the rhyme 'Wash your Hands' from Rhymes Book: Pg. 15.
- Ask learners to repeat the rhyme after you.

Class Pulse Check

- When should you wash your hands?


Annual Day:
33/50

Day:
3/7

Actual Date:

Page(s):
25

6) Cleanliness

 **I Take Care of Myself**
We need to keep ourselves clean to be healthy.



Brush your teeth.



Take a bath daily.



Wear clean clothes.



Comb your hair.

REPEATED



25

Important Words

- Last class: *Practice clean, wash*
- Today's class: *Practice clean, wash*

Transactional Tip(s)

Circle Time:

- Revise the lesson on TB: Pg. 25.
- Ask learners to sit in a circle.
- Tell them that they are going to learn about how to clean fruits and vegetables.
- Explain the need to clean fruits and vegetables before eating them.
- Place a tub filled with water in the middle of the room.
- Take a plastic fruit from the MAX Plastic Fruits Set.
- Show learners how to wash it.
- Call one learner at a time and give them a fruit or a vegetable from MAX Plastic Fruits and Vegetables Set.
- Ask them to clean it in the same way.
- Revise the importance of cleaning fruits and vegetables before eating them.

Class Pulse Check

- 1) Why should you clean fruits and vegetables before eating them?



Day: 4/7

Actual Date:

Page(s): 26

Mark the Objects

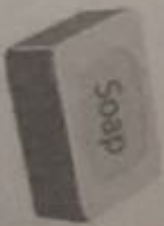
Look at the action on the left. Circle (O) the objects we need for doing the action.



BATHING



TOOTHPASTE



SOAP



BRUSHING



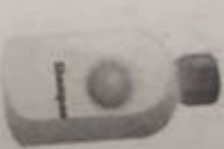
COMB



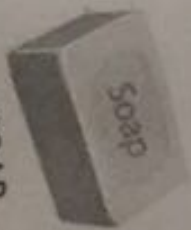
TOOTHBRUSH



WASHING HANDS



SHAMPOO



SOAP



COMBING



TOOTHBRUSH



COMB

Important Words

- Last class: Revise clean, wash
- Today class: toothbrush, comb

Transactional Tip(s)

Using Concrete Materials:

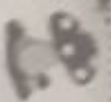
- Discuss the different objects we use to keep ourselves clean.
- Bring a comb and a toothbrush to the classroom.
- Show them one object at a time.
- Discuss how and when we use these objects.
- E.g., a toothbrush is used for brushing teeth in the morning after waking up and at night before going to sleep.
- E.g., a comb is used to comb hair neatly after taking a bath.
- Ask learners if they have seen these objects in their house and if they have used them.

Demonstration:

- Ask learners to open TB: Pg. 26.
- Point at each picture and talk about them.
- Note to Teacher:** Do this activity sheet on Day 5. Use Day 4 to introduce the objects.

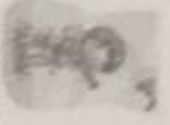
Class Pulse Check

- Why do you need a comb?



Mark the Objects

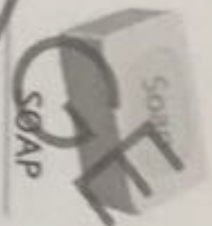
Look at the action on the left. Circle (O) the objects we need for doing the action.



BATHING



TOOTHPASTE



SOAP



BRUSHING



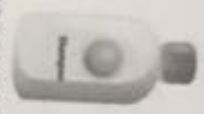
COMB



TOOTHBRUSH



WASHING HANDS



SHAMPOO



SOAP



COMBING



TOOTHBRUSH



COMB

- Today's class: toothpaste, soap, shampoo

Transactional Tip(s)

Practice:

- Revise the importance of cleanliness by showing the following recommended video from YouTube. <https://www.youtube.com/watch?v=5u5yN7AF4M0>
- Ask learners to open TB: Pg. 26 and look at the practice sheet 'Mark the Objects'.
- Tell them to look at the action on the left and observe it carefully.
- Ask learners to circle the objects we need for those the action.
- Do the first one for them on the board.
- Show them how to circle the correct action.

Class Pulse Check

- 1) Name one thing that you use to keep your hands clean.



Day: 6/7

Actual Date: _____

Page(s): 25

6) Cleanliness

I Take Care of Myself

We need to keep ourselves clean to be healthy.



Brush your teeth.



Take a bath daily.



Comb your hair.

Wear clean clothes.



25

Important Words

- Last class: toothpaste, soap, shampoo
- Today's class: Revise toothpaste, soap, shampoo

Transactional Tip(s)

Demonstration:

- Revise TB: Pg. 25 and repeat the importance of keeping oneself clean to the learners.
- Ask learners to open AB: Pg. 65 and look at the activity sheet 'Colour the Actions'.
- Tell them to colour the pictures of actions that they think can keep them clean.

Class Pulse Check

- 1) When do we use soap?

Annual Day:
37/50

Day:
7/7

Actual Date:

Page(s):
25

6) Cleanliness

I Take Care of Myself

We need to keep ourselves clean to be healthy.



Brush your teeth.



Take a bath daily.



Wear clean clothes.



Comb your hair.



25

Important Words

- Last class: Revise toothpaste, soap, shampoo
- Today's class: Revise clean, brush, bath, comb

Transactional Tip(s)

Questioning:

- Revise TB: Pg. 25 and related vocabulary.
- Ask learners to sit in a circle.
- Ask them questions related to the lesson. E.g., What should you do when you wake up in the morning? After a bath, should we wear clean clothes or dirty clothes?
- Observe their answers.

Suggested Activity:

- Ask learners to sit in a circle.
- Tell them to trace the outline of their hands on a paper.
- Ask them to paint one of their hands and place it on the outline of their hand on the paper.
- Tell learners to observe both their hands.
- Ask them to say which hand is clean and which hand has paint on it.

Class Pulse Check

- 1) How will you keep yourself clean?

