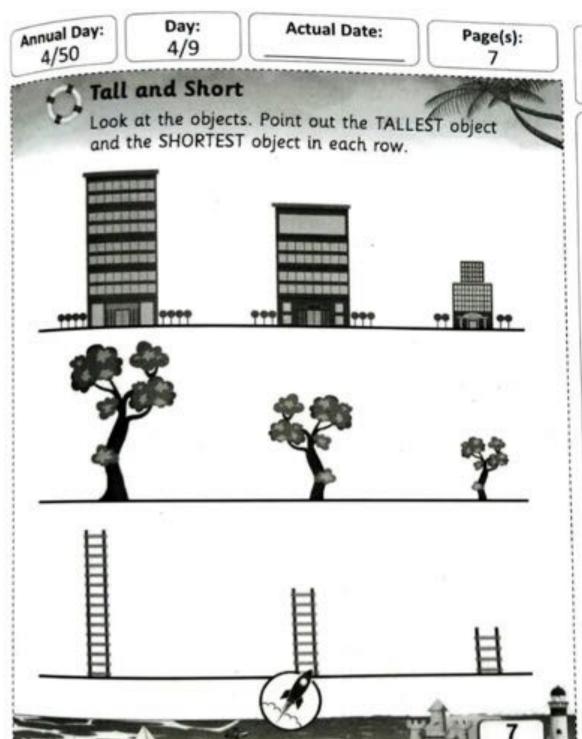




Day-Wise Lesson Plan with Page-wise Transactional T and Teaching Strategies



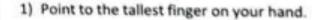
- · Last class: Revise thick, thin
- Today's class: tallest, shortest

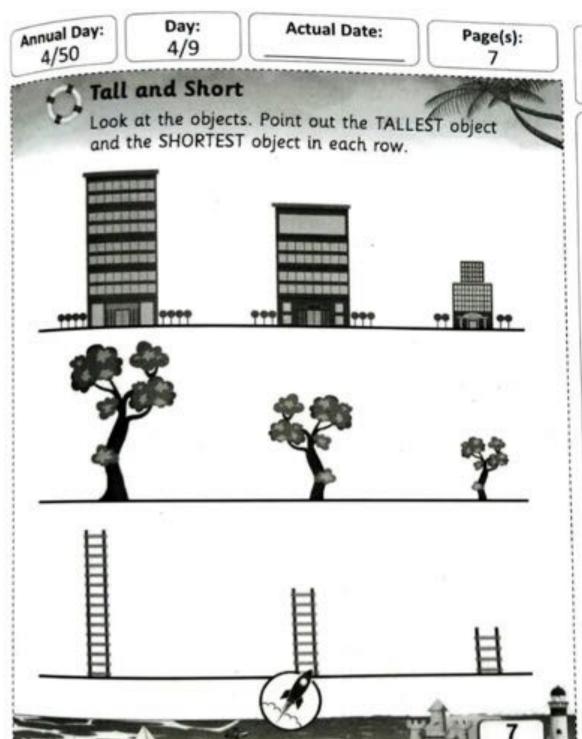
Transactional Tip(s)

Demonstration:

- Build three towers using blocks of three different sizes.
- Place the three towers one beside the other and ask learners to compare their heights.
- · Introduce the terms 'Tallest' and 'Shortest' as you refer to the tower of blocks.
- Ask learners to open TB: Pg. 7.
- Ask them to point to the Tallest and Shortest object in each row.

Class Pulse Check





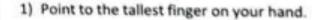
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Class Pulse Check



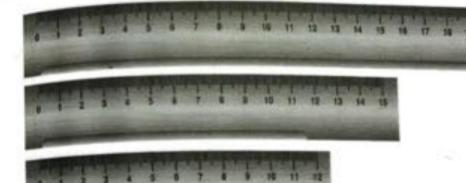
Annual Day: 6/50 Day: 6/9

Actual Date:

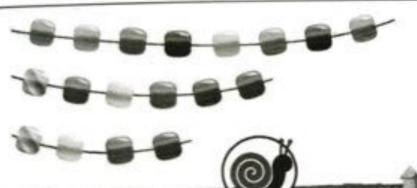
Page(s):

Long and Short

Look at the objects. Point out the LONGEST object and the SHORTEST object in each set.







Important Words

- Last class: Revise tallest, shortest
- Today's class: longest, shortest

Transactional Tip(s)

(4)

Using Concrete Materials:

- Place two pencils of different lengths on a table.
- Ask learners to compare the lengths and identify the long and the short pencil.
- Add one more pencil of a medium length to the set.
- Ask learners to identify the pencil which is long and the one which is short among the three.
- Introduce the terms 'Longest' and 'Shortest' and explain them.
- Ask learners to open TB: Pg. 9.
- Ask them to point the Longest and the Shortest objects in each set.

Suggested Activity:

- Give the learners some coloured beads and strings.
- · Ask them to string the beads.
- Ask them compare the lengths of the necklace and identify the one that is Longest and the one which is Shortest.

Class Pulse Check



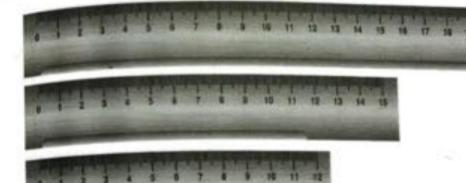
 Identify the Tallest and Shortest scale in the picture on TB: Pg. 9. Annual Day: 6/50 Day: 6/9

Actual Date:

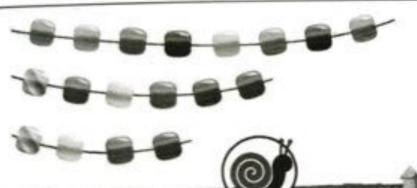
Page(s):

Long and Short

Look at the objects. Point out the LONGEST object and the SHORTEST object in each set.







Important Words

- Last class: Revise tallest, shortest
- Today's class: longest, shortest

Transactional Tip(s)

(4)

Using Concrete Materials:

- Place two pencils of different lengths on a table.
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Suggested Activity:

- Give the learners some coloured beads and strings.
- · Ask them to string the beads.
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Class Pulse Check



 Identify the Tallest and Shortest scale in the picture on TB: Pg. 9. Annual Day: Page(s): Important Words Day: Actual Date: 7/50 7/9 10 Last class: longest, shortest Today's class: Revise longest, shortest Mark Longest and Shortest Objects Transactional Tip(s) Look at the objects. Tick (V) the box under the LONGEST object and cross (X) the box under the Circle Time: SHORTEST object in each set. Draw a few sets of pictures on the board such as lines scales and pencils. REAL PROPERTY AND PROPERTY AND PARTY. Ask learners to identify the Longest and Shortest ones Practice: · Ask learners to open TB: Pg. 10. REAL PROPERTY AND PERSONS ASSESSED. · Ask learners to compare the length of the objects and identify the Longest and Shortest objects in each set. · Ask them to tick the box under the Longest object and DESCRIPTION OF THE PERSONS cross the box under the Shortest object in each set. Class Pulse Check 1) Draw a few lines of different lengths on the board and ask the learners to identify the longest and the shortest line.

Annual Day: Page(s): Important Words Day: Actual Date: 7/50 7/9 10 Last class: longest, shortest Today's class: Revise longest, shortest Mark Longest and Shortest Objects Transactional Tip(s) Look at the objects. Tick (V) the box under the LONGEST object and cross (X) the box under the Circle Time: SHORTEST object in each set. Draw a few sets of pictures on the board such as lines scales and pencils. REAL PROPERTY AND PROPERTY AND PARTY. Ask learners to identify the Longest and Shortest ones Practice: · Ask learners to open TB: Pg. 10. REAL PROPERTY AND PERSONS ASSESSED. · Ask learners to compare the length of the objects and identify the Longest and Shortest objects in each set. · Ask them to tick the box under the Longest object and DESCRIPTION OF THE PERSONS cross the box under the Shortest object in each set. Class Pulse Check 1) Draw a few lines of different lengths on the board and ask the learners to identify the longest and the shortest line.

Annual Day: 8/50 Day: 8/9

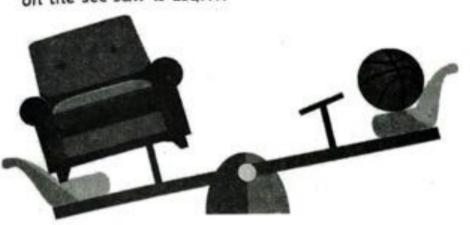
Actual Date:

Page(s):

11

Heavy and Light

Look at the objects on the see-saw. The object that is down on the see-saw is HEAVY. The object that is up on the see-saw is LIGHT.





Important Words

- Last class: Revise longest, shortest
- Today's class: heavy, light

Transactional Tip(s)

Questioning:

- Show learners a Pencil and a Duster and ask them to identify the one that is Heavy.
- Ask learners to open TB: Pg. 11 and look at the pictures on the page.
- Discuss which side of the see-saw is close to the ground.
- Introduce the terms 'Heavy' and 'Light' as you explain the concept.
- Point at the pink see-saw and tell the learners that the Sofa is a Heavy object and the Ball is a Light object.
- After explaining the concept, ask learners to look at the blue see-saw and identify the objects which are Heavy and Light.
- Discuss with the learners that heavy objects are making the see-saw move close towards the ground.

Activity:

- Ask learners to open AB: Pg. 17.
- Read the instructions on the activity sheet.
- Assist the learners in completing the activity sheet.

Class Pulse Check

 Ask learners to hold a piece of cloth and a pebble in each hand and say which object is Heavy and which is Light.



Annual Day: 9/50

Day: 9/9

Actual Date:

Page(s):

12

Heavy and Light

Place the things shown in the pictures in your hand. Say which object is HEAVY and which object is LIGHT.



Duster



Leaf



4 Books



1 Book



Bowl of Rice



Empty Bowl

Important Words

- · Last class: heavy, light
- Today's class: Revise heavy, light

Transactional Tip(s)

Using Concrete Materials:

- Ask learners to open TB: Pg.12.
- Place the following objects on the table such as a duster, a leaf, five books of the same size and weight, one bowl of rice and an empty bowl.
- Ask learners to come to the table one by one to compare 2 objects and identify which one is Heavy and which one is Light.
- Discuss with learners about the objects which are Heavy and the ones which are Light.

Class Pulse Check

 Observe the learners as they compare and identify the Heavy and Light objects. Annual Day: 8/50 Day: 8/9

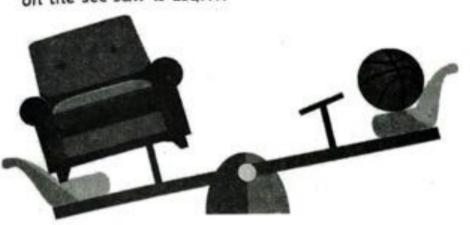
Actual Date:

Page(s):

11

Heavy and Light

Look at the objects on the see-saw. The object that is down on the see-saw is HEAVY. The object that is up on the see-saw is LIGHT.





Important Words

- Last class: Revise longest, shortest
- Today's class: heavy, light

Transactional Tip(s)

Questioning:

- Show learners a Pencil and a Duster and ask them to identify the one that is Heavy.
- Ask learners to open TB: Pg. 11 and look at the pictures on the page.
- Discuss which side of the see-saw is close to the ground.
- Introduce the terms 'Heavy' and 'Light' as you explain the concept.
- Point at the pink see-saw and tell the learners that the Sofa is a Heavy object and the Ball is a Light object.
- After explaining the concept, ask learners to look at the blue see-saw and identify the objects which are Heavy and Light.
- Discuss with the learners that heavy objects are making the see-saw move close towards the ground.

Activity:

- Ask learners to open AB: Pg. 17.
- Read the instructions on the activity sheet.
- Assist the learners in completing the activity sheet.

Class Pulse Check

 Ask learners to hold a piece of cloth and a pebble in each hand and say which object is Heavy and which is Light.



Annual Day: 9/50

Day: 9/9

Actual Date:

Page(s):

12

Heavy and Light

Place the things shown in the pictures in your hand. Say which object is HEAVY and which object is LIGHT.



Duster



Leaf



4 Books



1 Book



Bowl of Rice



Empty Bowl

Important Words

- · Last class: heavy, light
- Today's class: Revise heavy, light

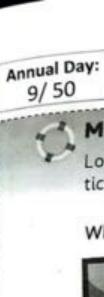
Transactional Tip(s)

Using Concrete Materials:

- Ask learners to open TB: Pg.12.
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- Ask learners to come to the table one by one to compare 2 objects and identify which one is Heavy and which one is Light.
- Discuss with learners about the objects which are Heavy and the ones which are Light.

Class Pulse Check

 Observe the learners as they compare and identify the Heavy and Light objects.



Day: 9/9

Actual Date:

Page(s): 13

Mark Heavy and Light

Look at the pictures. Answer the questions by ticking (V) the box under the correct picture.

Which object is LIGHT between these?









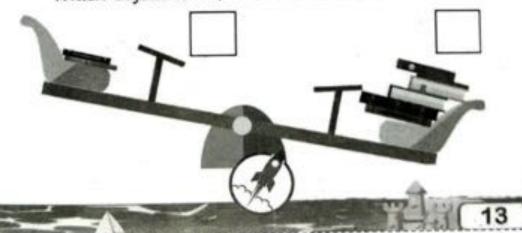
Which object is HEAVY between these?







Which object is LIGHT between these?



Important Words

- · Last class: Revise heavy, light
- Today's class: Revise heavy, light

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg.13
- Read out the instructions on the page and ask learners to tick the right answers.
- · Help them if necessary.

Class Pulse Check



1) Observe the learners as they solve the worksheet.

Annual Day: 10/50

Day: 1/18 **Actual Date:**

Page(s):

14

2) Numbers: 1 to 200

Let Us Revise: 1 to 50

1	11	21	31	41
2	12	22	32	42
3	13	23	33	43
4	14	24	34	44
5	15	25	35	45
6	16	26	36	46
7	17	27	37	47
8	18	28	38	48
9	19	29	39	49
10	20	30	40	50

Important Words

Today's Class: number, twenty, thirty

Transactional Tip(s)

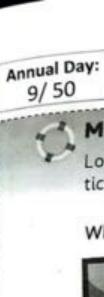
Circle Time:

- · Ask learners to sit in a circle.
- · Sing the rhyme 'One, Two, Three, Four, Five' from Rhymes Book: Pg. 17 with actions.
- Ask learners to sing along and imitate the actions.
- Use the IMAX- Mini Chart of numbers 1 to 30.
- Show Mini Charts of numbers 1 to 30 one by one in a sequence.
- Ask learners to count the number of objects on each IMAX Mini Chart and identify the number.
- Arrange the IMAX Mini Charts 1 to 30 in a sequence.
- Ask learners to read the numbers 1 to 30 aloud.

Class Pulse Check



1) Show a number to the learners and ask them to identify the number.



Day: 9/9

Actual Date:

Page(s): 13

Mark Heavy and Light

Look at the pictures. Answer the questions by ticking (V) the box under the correct picture.

Which object is LIGHT between these?









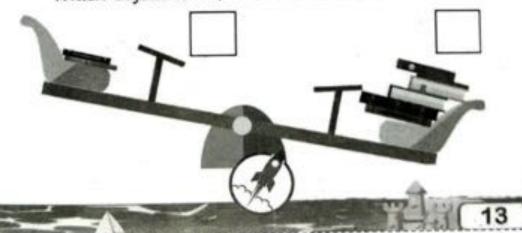
Which object is HEAVY between these?







Which object is LIGHT between these?



Important Words

- · Last class: Revise heavy, light
- Today's class: Revise heavy, light

Transactional Tip(s)



Practice:

- Ask learners to open TB: Pg.13
- Read out the instructions on the page and ask learners to tick the right answers.
- · Help them if necessary.

Class Pulse Check



1) Observe the learners as they solve the worksheet.

Annual Day: 10/50

Day: 1/18 **Actual Date:**

Page(s):

14

2) Numbers: 1 to 200

Let Us Revise: 1 to 50

1	11	21	31	41
2	12	22	32	42
3	13	23	33	43
4	14	24	34	44
5	15	25	35	45
6	16	26	36	46
7	17	27	37	47
8	18	28	38	48
9	19	29	39	49
10	20	30	40	50

Important Words

Today's Class: number, twenty, thirty

Transactional Tip(s)

Circle Time:

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- Arrange the IMAX Mini Charts 1 to 30 in a sequence.
- Ask learners to read the numbers 1 to 30 aloud.

Class Pulse Check



1) Show a number to the learners and ask them to identify the number.

Annual Day: 10/50	Day: 1/18	Actual Date:	Page(s): 15
Write Write	the missing n	Numbers umbers from 1 to 20	A PARTIES
]]	16
	7		
	8	13	
4] 14	19
5	10		20
	62	(1)	4

- Last Class: number, twenty, thirty
- Today's Class: Revise number, twenty, thirty

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 15 and write the missing numbers in the sequence.
- Guide the learners if required.

Class Pulse Check

Observe the learners as they complete the worksheet.

Annual Day: 10/50	Day: 1/18	Actual Date:	Page(s): 15
Write Write	the missing n	Numbers umbers from 1 to 20	A PARTIES
]]	16
	7		
	8	13	
4] 14	19
5	10		20
	62	(1)	4

- Last Class: number, twenty, thirty
- Today's Class: Revise number, twenty, thirty

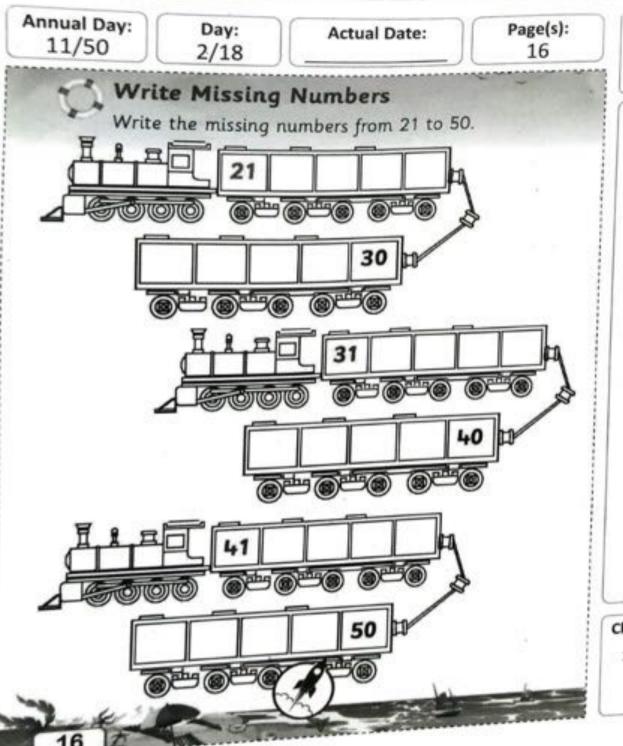
Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 15 and write the missing numbers in the sequence.
- Guide the learners if required.

Class Pulse Check

Observe the learners as they complete the worksheet.



- · Last Class: forty, fifty
- Today's Class: : Revise forty, fifty

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 16.
- Ask them to identify and write the missing numbers in the given sequence.
- Ask learners to open PN: Pg. 4.
- Ask them to write numbers 1 to 50 in the given space.
- Encourage the learners to read the numbers aloud in a sequence as they write.

Class Pulse Check

1) Write any number between 1 to 50 on the board and ask a learner to identify the number.



Annual Day: 12/50 Day: 3/18

Actual Date:

Page(s):

Let Us Revise: 51 to 100

51	61	71	81	91
52	62	72	82	92
53	63	73	83	93
54	64	74	84	94
55	65	75	85	95
56	66	76	86	96
57	67	77	87	97
58	68	78	88	98
59	69	79	89	99
60	70	80	90	100



- · Last Class: Revise forty, fifty
- Today's Class: sixty, seventy, eighty, ninety, hundred

Transactional Tip(s)

Reading Aloud:

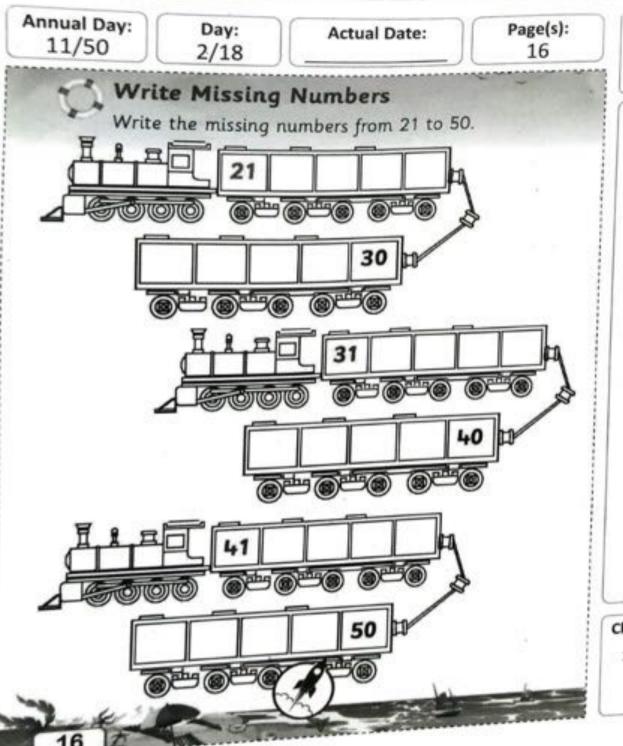
- Ask learners to say the numbers from 1 to 50.
- Ask them to open TB: Pg. 17 and read out the numbers from 51 to 100, point to the numbers as they read.

Class Pulse Check



 Write any number between 51 to 100 on the board and ask the learners to identify it.





- · Last Class: forty, fifty
- Today's Class: : Revise forty, fifty

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 16.
- Ask them to identify and write the missing numbers in the given sequence.
- Ask learners to open PN: Pg. 4.
- Ask them to write numbers 1 to 50 in the given space.
- Encourage the learners to read the numbers aloud in a sequence as they write.

Class Pulse Check

1) Write any number between 1 to 50 on the board and ask a learner to identify the number.



Annual Day: 12/50 Day: 3/18

Actual Date:

Page(s):

Let Us Revise: 51 to 100

51	61	71	81	91
52	62	72	82	92
53	63	73	83	93
54	64	74	84	94
55	65	75	85	95
56	66	76	86	96
57	67	77	87	97
58	68	78	88	98
59	69	79	89	99
60	70	80	90	100



- · Last Class: Revise forty, fifty
- Today's Class: sixty, seventy, eighty, ninety, hundred

Transactional Tip(s)

Reading Aloud:

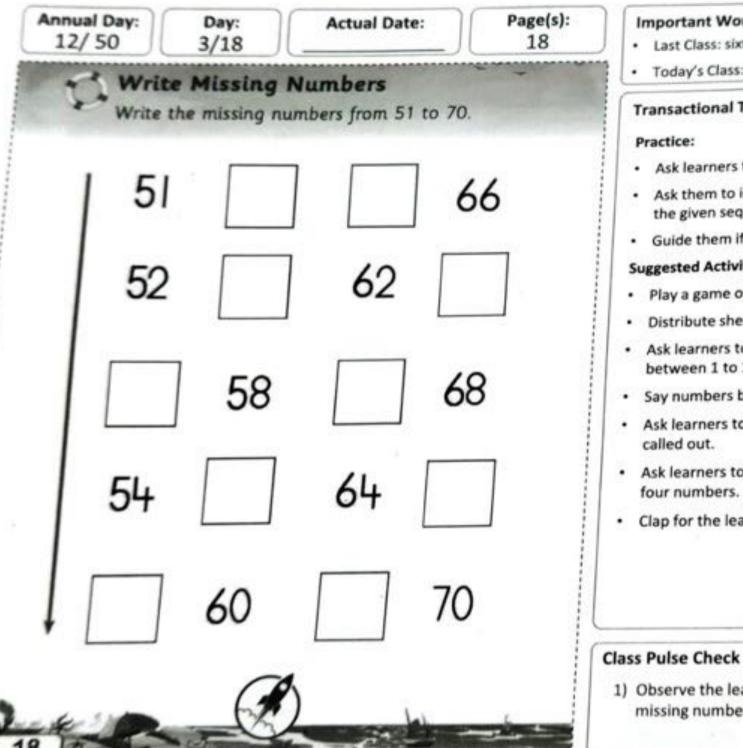
- Ask learners to say the numbers from 1 to 50.
- Ask them to open TB: Pg. 17 and read out the numbers from 51 to 100, point to the numbers as they read.

Class Pulse Check



 Write any number between 51 to 100 on the board and ask the learners to identify it.





- Last Class: sixty, seventy, eighty, ninety, hundred
- Today's Class: Revise sixty, seventy, eighty, ninety, hundred

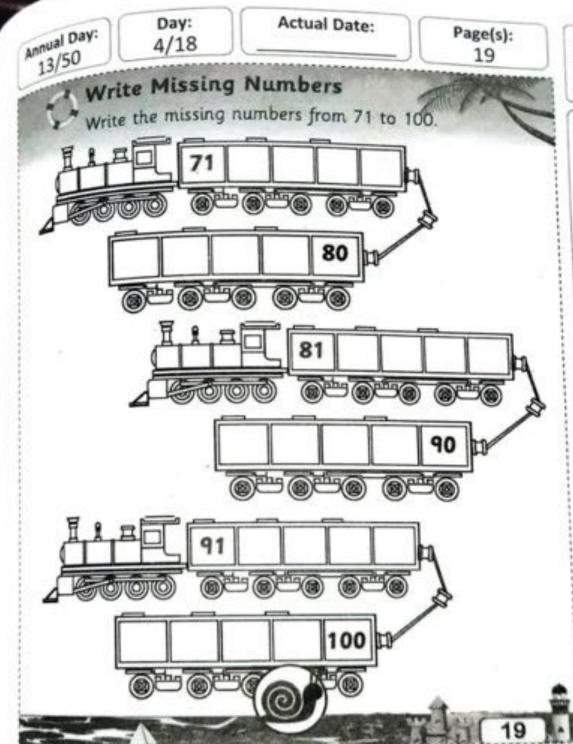
Transactional Tip(s)

- Ask learners to open TB: Pg. 18.
- · Ask them to identify and write the missing numbers in the given sequence.
- · Guide them if required.

Suggested Activity:

- Play a game of 'Number Bingo' with the learners.
- Distribute sheets with 4*4 square grids.
- Ask learners to write any 16 numbers between 1 to 100.
- · Say numbers between 1 to 100 aloud.
- · Ask learners to cross out the numbers that are called out.
- · Ask learners to say 'BINGO' when they cross out four numbers.
- · Clap for the learners after the activity.

1) Observe the learners as they write the missing numbers.



- Last Class: Revise sixty, seventy, eighty, ninety, hundred
- Today's Class: Revise sixty, seventy, eighty, ninety, hundred

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 19 and write the missing numbers fro 71 to 100.
- Guide the learners if required.

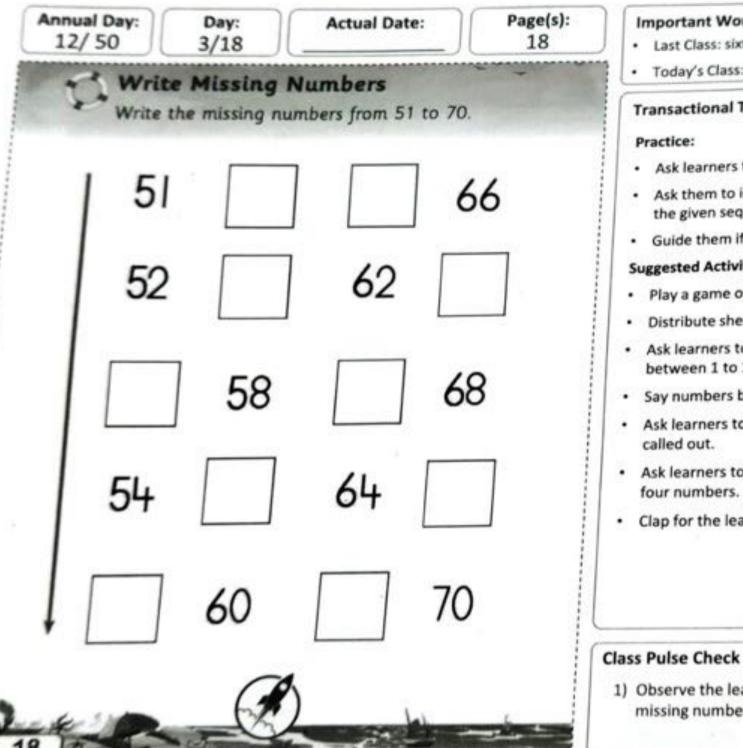
Demonstration:

- Place the IMAX Mini Chart of Numbers 1 to 100 on the table or on the floor.
- Ask learners to identify the numbers on the flashcard as you show them the cards one by one.
- Arrange the cards in a sequence on a table or on the floor.
- Ask learners to observe the cards that are arranged in a sequence and say the numbers aloud.

Class Pulse Check



1) Observe the learners as they identify the number on the flashcard.



- Last Class: sixty, seventy, eighty, ninety, hundred
- Today's Class: Revise sixty, seventy, eighty, ninety, hundred

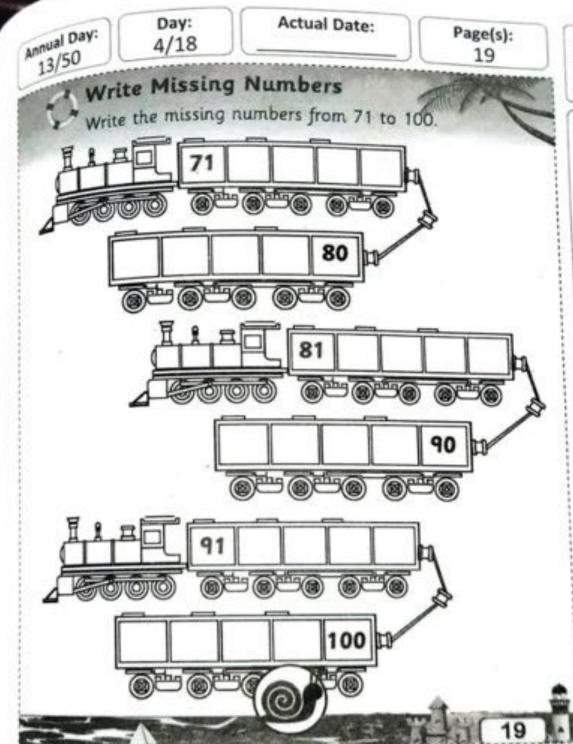
Transactional Tip(s)

- Ask learners to open TB: Pg. 18.
- · Ask them to identify and write the missing numbers in the given sequence.
- · Guide them if required.

Suggested Activity:

- Play a game of 'Number Bingo' with the learners.
- Distribute sheets with 4*4 square grids.
- Ask learners to write any 16 numbers between 1 to 100.
- · Say numbers between 1 to 100 aloud.
- · Ask learners to cross out the numbers that are called out.
- · Ask learners to say 'BINGO' when they cross out four numbers.
- · Clap for the learners after the activity.

1) Observe the learners as they write the missing numbers.



- Last Class: Revise sixty, seventy, eighty, ninety, hundred
- Today's Class: Revise sixty, seventy, eighty, ninety, hundred

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 19 and write the missing numbers fro 71 to 100.
- Guide the learners if required.

Demonstration:

- Place the IMAX Mini Chart of Numbers 1 to 100 on the table or on the floor.
- Ask learners to identify the numbers on the flashcard as you show them the cards one by one.
- Arrange the cards in a sequence on a table or on the floor.
- Ask learners to observe the cards that are arranged in a sequence and say the numbers aloud.

Class Pulse Check



1) Observe the learners as they identify the number on the flashcard.

annual Day: 15/50 N. Rei

Day: 6/18 Actual Date:

Page(s): 20

Numbers: 101 to 110

Recognise the numbers from 101 to 110. Read them aloud.

101

106

102

107

103

108

104

109

105

110



Important Words

- · Last Class: before, after
- · Today's Class: one hundred

Transactional Tip(s)

Circle Time:

- · Ask learners to sit in a circle.
- Ask them to say numbers from 1 to 100.
- Write numbers 101 to 110 on the board and say the numbers aloud.
- Ask learners to repeat the numbers.

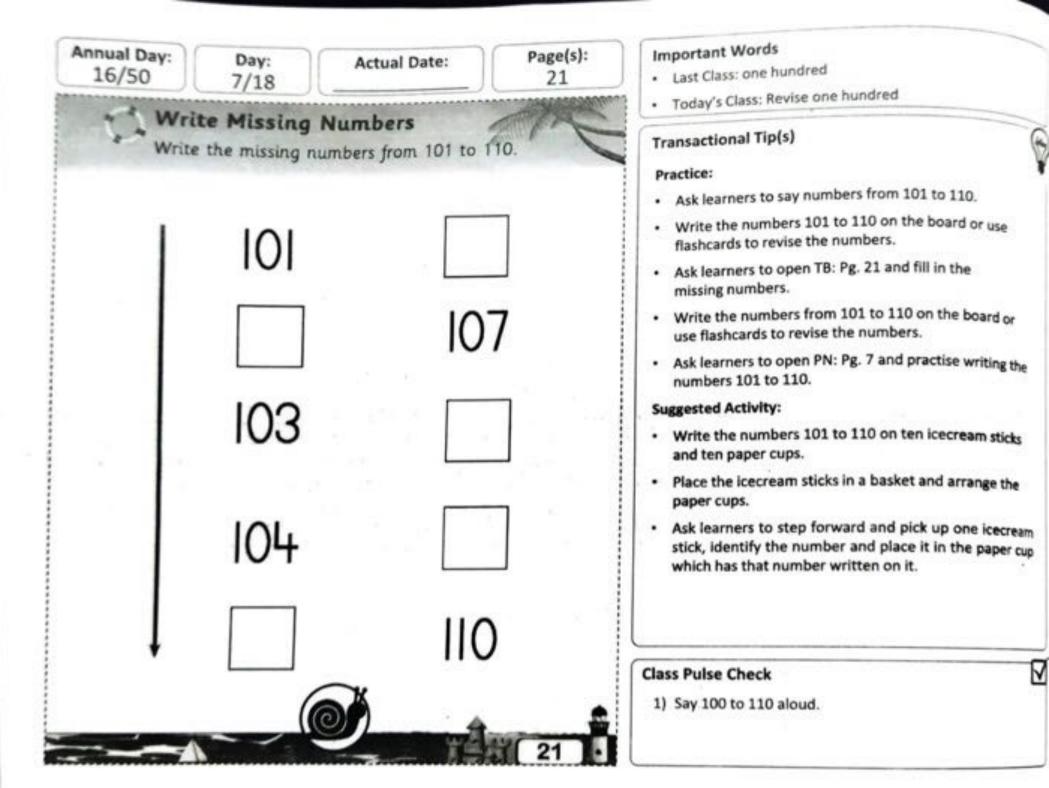
Reading Aloud:

- Ask learners to open TB: Pg. 20 and read the numbers aloud.
- Ask them to open PN: Pg. 6 and practise writing the numbers from 101 to 110.

Class Pulse Check



 Write any number between 101 to 110 on the board and ask learners to identify the number.



Annual Day: 17/50

Day: 8/18 **Actual Date:**

Page(s): 22

Numbers: 111 to 130

Recognise the numbers from 111 to 130. Read them aloud.

118 113 114



Important Words

- · Last Class: Revise one hundred
- Today's Class: Revise one hundred twenty

Transactional Tip(s)

Demonstration:

- Write the numbers 111 to 120 on the board in a sequence.
- Read them aloud and ask learners to repeat after you.
- Ask learners to open TB: Pg. 22 and read the numbers. aloud, pointing at each number as they read.

Practice:

 Ask learners to open PN: Pg. 8 and 10 and practise writing numbers 111 to 130.

Class Pulse Check



1) Write a number between 101 to 120 on the board and ask the learners to recognise.

Annual Day: 19/50

Day: 10/18 **Actual Date:**

Page(s): 24

Write Missing Numbers

Write the missing numbers from 111 to 150.

	121	131	141
	122	132	
4	124		44
115	125	135	145
		136	
117	127		147
	100		
119	129		149
		140	150

Important Words

- Last Class: Revise one hundred
- Today's Class: Revise one hundred

Transactional Tip(s)

Circle Time:

- Introduce the rhyme 'Five Little Bees' from Rhymes Book: Pg. 27.
- · Sing the rhyme with actions.
- Ask learners to imitate the actions and sing the rhyme.

Practice:

- Ask learners to open TB: Pg. 24 and fill the missing numbers in the sequence.
- Ask them to write numbers 111 to 150 on PN: Pg. 9, 11, 13 and 15.

Class Pulse Check

1) Observe the learners as they complete writing the numbers.







Annual Day: 18/50

Day: 9/18

Actual Date:

Page(s):

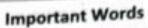
23

23



Numbers: 131 to 150

Recognise the numbers from 131 to 150. Read them aloud.



- Last Class: Revise one hundred
- Today's Class: Revise one hundred

Transactional Tip(s)



- Ask learners to sit in a circle.
- Recall the numbers from 101 to 130 in a sequence.
- Introduce the numbers 131 to 150 using a number chart.
- Ask learners to open TB: Pg. 23 and read the numbers aloud, pointing at each number as they read.

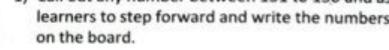
Practice:

- Ask learners to call out numbers from 131 to 150 in a sequence.
- Write the numbers 131 to 150 on the board.
- Ask learners to open PN: Pg. 12 and 14 and write the numbers 131 to 150.

Class Pulse Check

1) Call out any number between 131 to 150 and ask learners to step forward and write the numbers





Annual Day: 20/50

Day: 11/18 **Actual Date:**

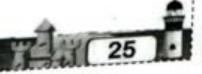
Page(s): 25



Let Us Revise: 101 to 150

	101		1	121	13	l lr	+
	102	112	2	122	132	14	+2
	103	113	3	23	133	14	3
	104	_	+ 1	24	134	- 14	4
I		1115	•	25	135	14	5
ŀ		116	1.	26	136	14	6
-	107		-	27	137	14	7
	108	118	1	28	138	148	3
_	-	119			139		
-	-	120	13	0	140	150)
ı	10	120	10				- 12





Important Words

- Last Class: Revise one hundred
- Today's Class: Revise one hundred

Transactional Tip(s)

Circle time:

- Ask learners to sit in a circle.
- Ask them to sing the the rhyme 'Five Little Bees' from Rhymes Book: Pg. 27.
- Ask learners to recall the numbers from 101 to 150 in a sequence.
- Write any number between 101 to 150 on the board.
- Ask learners to identify the number.

Class Pulse Check

Observe the learners as they recall the numbers they have identified during the Circle Time.

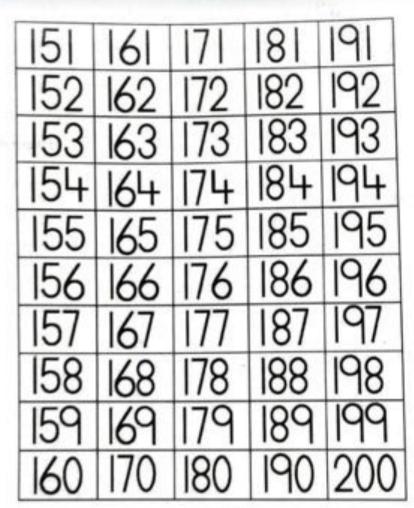
Annual Day: 22/50

Day: 13/18

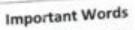
Actual Date:

Page(s): 27

Numbers: 151 to 200







- Last Class; Revise one hundred
- Today's Class: Revise one hundred

Transactional Tip(s)

Demonstration:

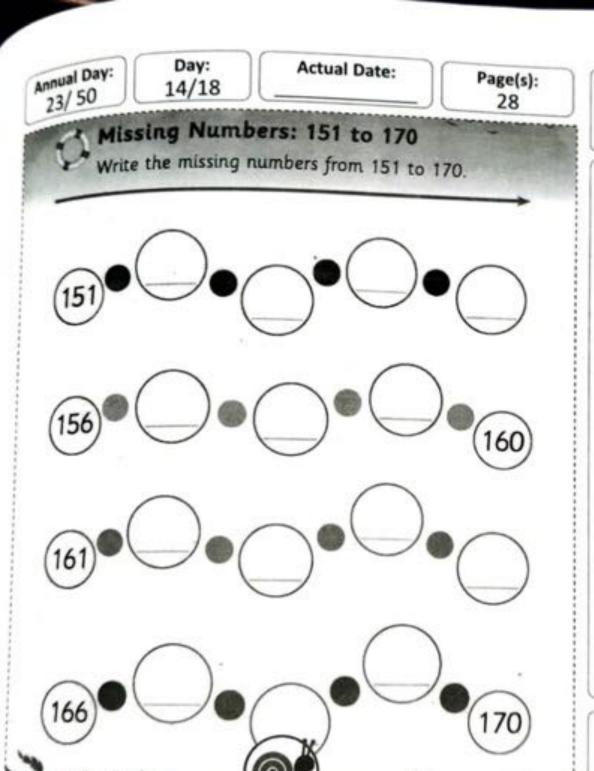
- Ask learners to recall the numbers from 101 to 150 in a sequence.
- Introduce the numbers from 151 to 170 using IMAX Mini Charts.
- Ask learners to open TB: Pg. 27 and read the numbers aloud.
- Write the numbers 151 to 170 on the board.

Practice:

 Ask learners to open PN: Pg. 16, 18 and write the numbers in a sequence from 151 to 170.

Class Pulse Check

Call out a few numbers between 151 to 170.
 Ask learners to write the number on the board.



- Last Class: Revise one hundred
- Today's Class: Revise one hundred

Transactional Tip(s)

(4)

Practice:

- Ask learners to recall the numbers 101 to 170.
- Ask learners to open TB: Pg. 28 and write the missing numbers.

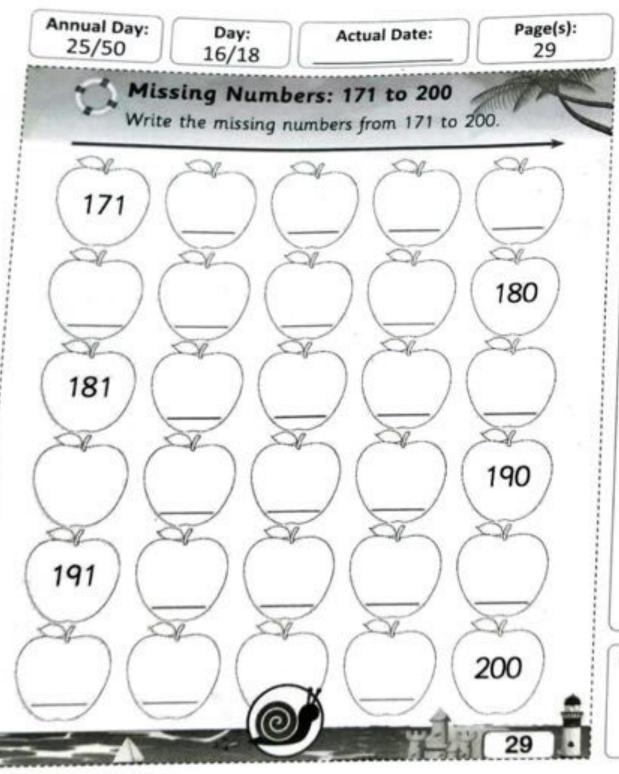
Suggested Activity:

- Play a game of 'Number Bingo' with the learners.
- Distribute sheets with 4*4 square grids.
- Ask learners to write any numbers between 101 to 170 on the grid.
- · Ask them to strike off the numbers called out.
- Ask learners to say 'BINGO' when they have struck off 4 numbers in a row.
- Call out numbers 101 to 170 in any order.

Class Pulse Check



 Observe the learners as they write numbers in the grid and strike off numbers when called out.



- Last Class: Revise one hundred
- Today's Class: two hundred

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 29 and write the missing numbers in a sequence.
- Ask them to open PN: Pg. 24 and practise writing the numbers 191 to 200.
- Ask learners to open AB: Pg. 21 and colour the picture by following the number code.

Class Pulse Check

 Observe the learners as they write the missing numbers. Annual Day: 27/50

Day: 18/18

Actual Date:

Page(s): 30

Join the Dots: 101 to 200 Join the numbers from 101 to 200.



Important Words

- Last Class: Revise two hundred
- Today's Class: Revise all numbers

Transactional Tip(s)

Activity:

- Ask learners to open TB: Pg. 30 and join the dots for the numbers 101 to 200 in a sequence.
- Revise numbers 1 to 200 with the learners.

Class Pulse Check

 Call out different numbers between 1 to 200. Ask learners to write the numbers.



Annual Day: 28/50 Day: 1/9

Actual Date:

Page(s): 31

3) Comparing Quantities

Q

More and Less

Count the number of cars in each set. Point out the set which has MORE cars and the set which has LESS cars in each row.











Important Words

· Today's Class: more, less

Transactional Tip(s)



Circle Time:

- · Ask learners to sit in a circle.
- · Place a basket with blocks in the centre.
- Ask learners to pick up a few blocks.
- · Divide the learners in pairs.
- Ask them to count the number of blocks they have and compare it with their partners'.
- Ask learners to check who has More and who has Less number of blocks.

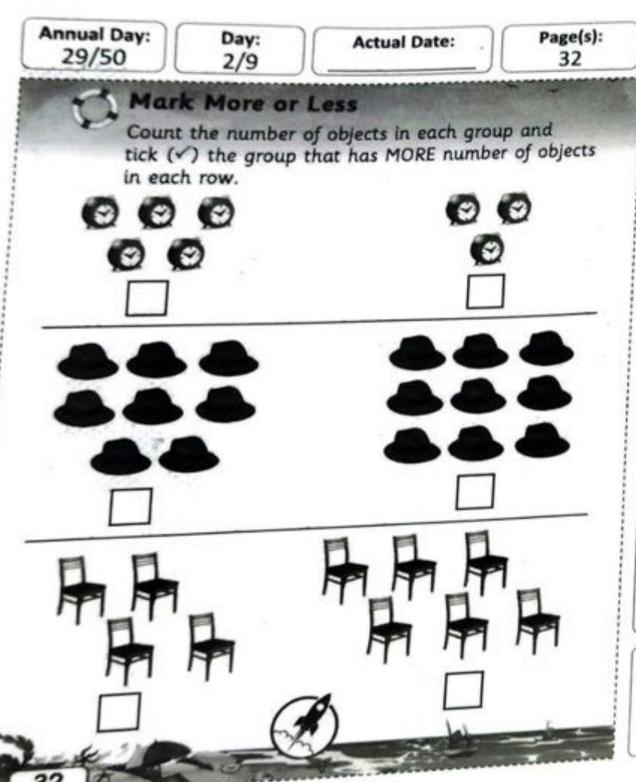
Demonstration:

- · Ask learners to open TB: Pg. 31.
- Ask learners to count and compare the number of cars in each set and identify which set has More cars and
- which has Less.
- Demonstrate the concept of More and Less using different objects like pencils, crayons and beads.

Class Pulse Check



 Show two sets of pencils and ask learners to point to the set that has more pencils.



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

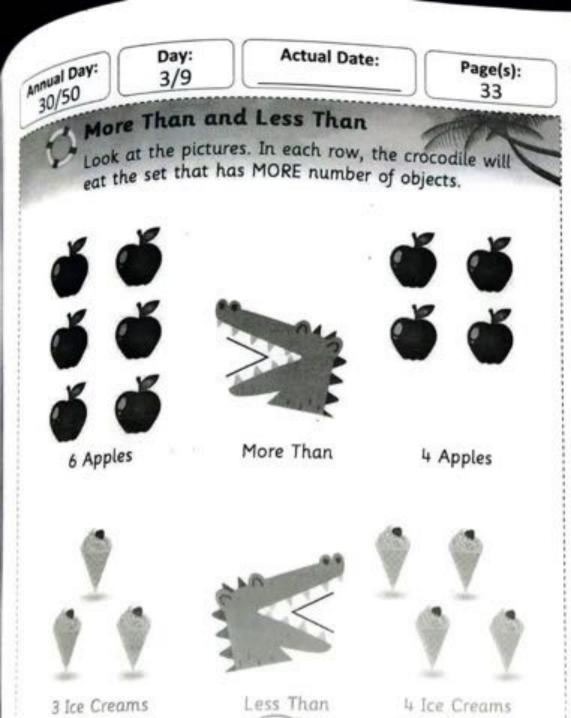
Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 32.
- Read the instructions to the learners.
- Ask learners to count the objects in each set and tick the set that has more objects in each row.

Class Pulse Check

 Place two baskets with toys in it. Ask learners to identify the basket that has less toys in it.



- · Last Class: Revise more, less
- Today's Class: more than, less than

Transactional Tip(s)

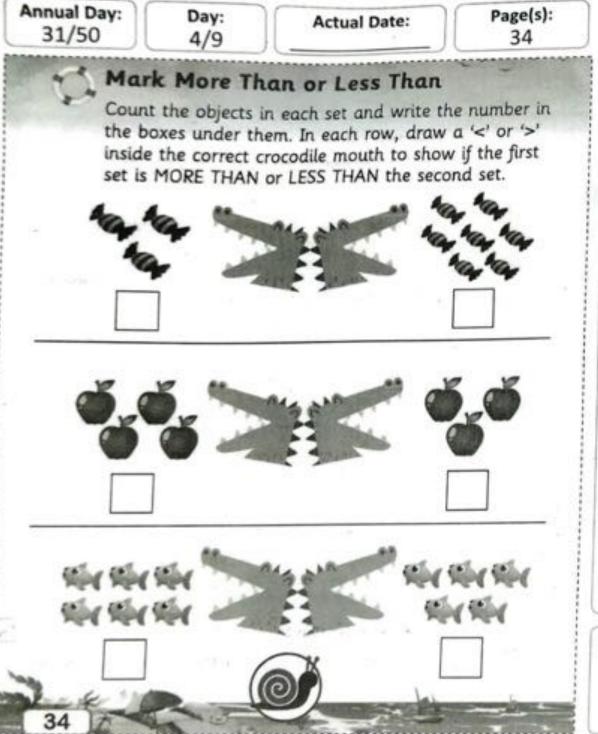
Demonstration:

- Tell the learners about the hungry crocodile with a wide mouth who always wants to eat the set that has more objects.
- Place two sets of different classroom objects on the table, such as pencils, erasers, toys or books.
- Take any two sets at a time.
- Use your palms to represent the mouth of the crocodile.
- Show the learners how the crocodile will always eat the set that has more objects.
- The crocodile says, '8 pencils are more than 4 pencils, Let me eat the 8 pencils'.
- Ask learners to open TB: Pg. 33.
- Read the instructions and refer to the picture of apples.
- Tell the students that 6 apples are 'More Than' 4
 apples, so the crocodile's mouth is facing towards the
 six apples.
- Refer to the next set of pictures and say that 3 icecream are 'Less Than' 4 icecream. So the crocodile is facing towards the 4 icecream.

Class Pulse Check

 Draw two sets of lollipops or mangoes on the board.
 Ask learners to draw the crocodile mouth in the right direction.





- Last Class: more than, less than
- Today's Class: Revise more than, less than

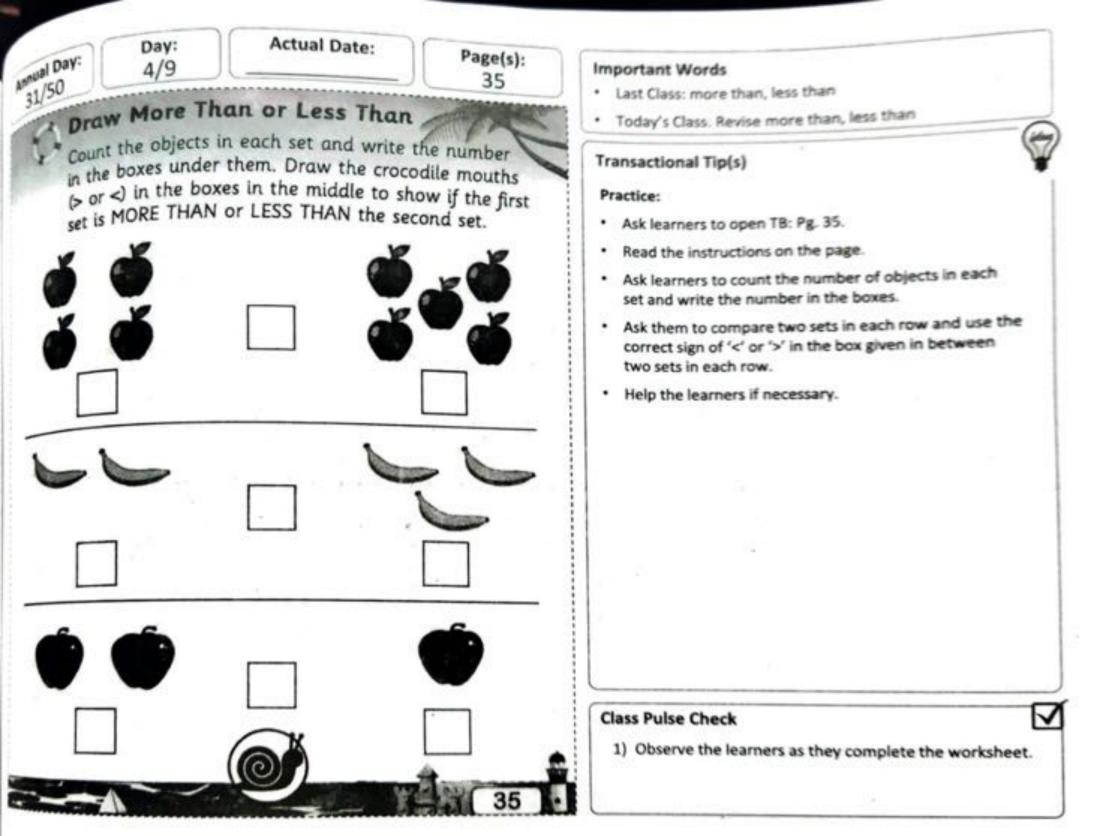
Transactional Tip(s)

Practice:

- Remind the learners that '<' represents 'less than' and '>' represents 'more than'.
- Ask learners to open TB: Pg. 34.
- Read the instructions aloud.
- Ask learners to count the number of objects in each set and write the number in the boxes below.
- Ask learners to compare the numbers and draw the '<' or '>' sign to show if the first set is 'more than' or 'less than' the second set.

Class Pulse Check

1) Observe the learners as they complete the worksheet.



Annual Day: 32/50

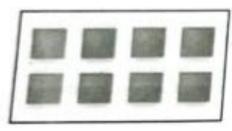
Day: 5/9

Actual Date:

Page(s): 36

Equal To

The two boxes in each row have the same number of objects. When the number of objects in both the boxes is the same, we use the term EQUAL TO. The sign for FOUAL TO is '='.





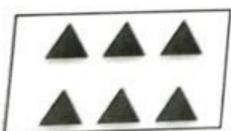


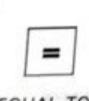


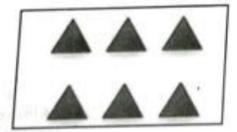


















Important Words

- Last Class: Revise more than, less than
- · Today's Class: same, equal to

Transactional Tip(s)

Demonstration:

- Ask learners to count the number of fingers on their hands.
- Ask them to compare it with the number of fingers on their friend's hands.
- Tell the learners when two sets have the same number of objects they are said to be 'equal'.
- Tell the learners that the symbol for equal to is 'a'.
- Ask learners to open TB: Pg. 36.
- Read the instructions given on the page and ask learners to count and compare the number of objects in the sets on each row.

Activity:

- Ask learners to open AB: Pg. 23 and look at activity sheet 'More, Less and Equal'.
- Ask learners to colour the sack that has more number of gold coins.
- Ask learners to count the dots on the ladybug and draw an equal number of dots on the other ladybug to make it look the same.
- Help the learners if required.

Class Pulse Check

1) Observe the learners as they complete the activity sheets.

Annual Day: 21/50

Day: 12/18 **Actual Date:**

Page(s): 26

Missing Numbers: 101 to 150

Write the missing numbers from 101 to 150.

101		121	131	141
		122	132	
103				
	4	124		144
105	115	125	135	145
			136	
107	117	127		147
108				
	119	129		149
110			140	150



Important Words

- Last Class: Revise one hundred
- Today's Class: Revise one hundred

Transactional Tip(s)



Activity:

- Ask learners to recall numbers 101 to 150 in a sequence.
- Ask them to open A8: Pg. 19 and join the dots in a sequence to complete the picture.
- · Ask them to colour the picture.

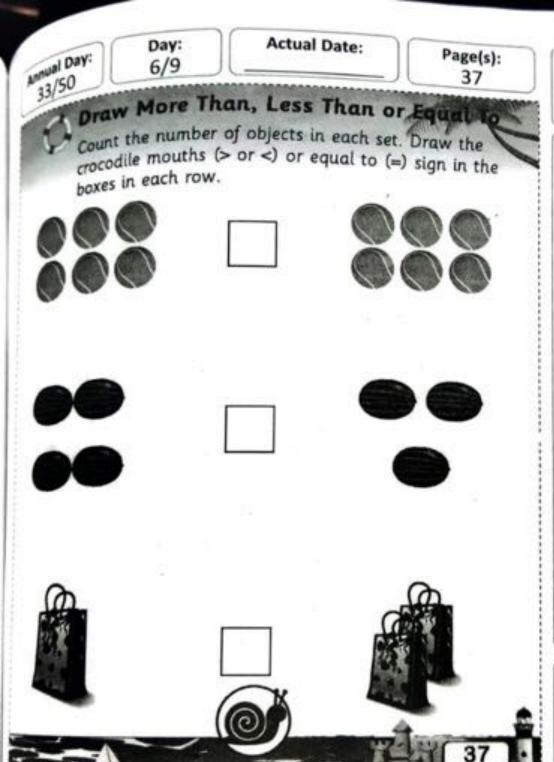
Practice:

 Ask learners to open TB: Pg. 26 and write the missing numbers between 101 to 150.

Class Pulse Check



1) Write some numbers between 101 to 150 and ask learners to identify the number and say what comes next?



- · Last Class: same, equal to
- Today's Class: Revise same, equal to

Transactional Tip(s)

Circle Time:

- Revise the concepts 'Less Than', 'More Than' and 'Equal To'.
- Show different sets of objects to the learners and ask them to identify if the first set is more than, less than or equal to the other set.

Practice:

- Ask learners to open TB: Pg. 37.
- Read the instructions given and ask the learners to count and compare the sets and fill the boxes with the correct signs.
- · Help the learners if necessary.

Class Pulse Check

 Give the learners some buttons and ask them to make equal sets.



- Last Class: Revise same, equal to
- Today's Class: Revise same, equal

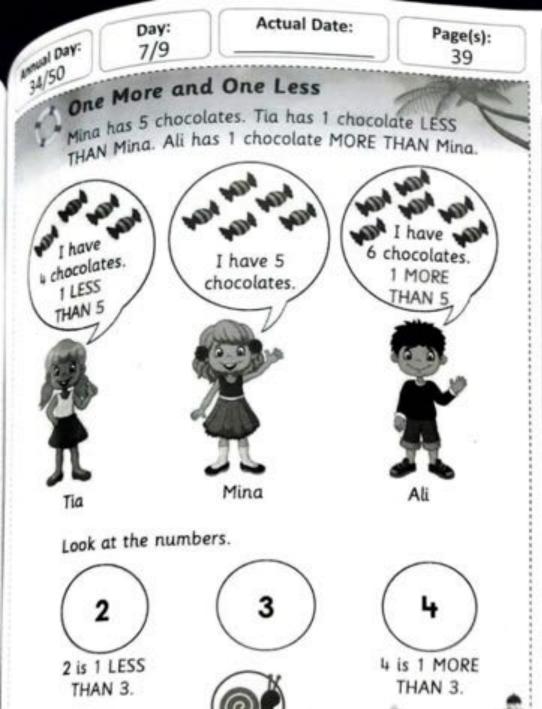
Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 37.
- Read the instructions given and ask learners to count and compare the sets and fill the boxes with the correct signs.
- Help the learners if necessary.

Class Pulse Check

 Write the following pairs of numbers and ask learners to fill in the blanks with the correct signs: 29, 48, 84 and 80.



- · Last Class: Revise same, equal to
- Today's Class: one more than, one less than

Transactional Tip(s)

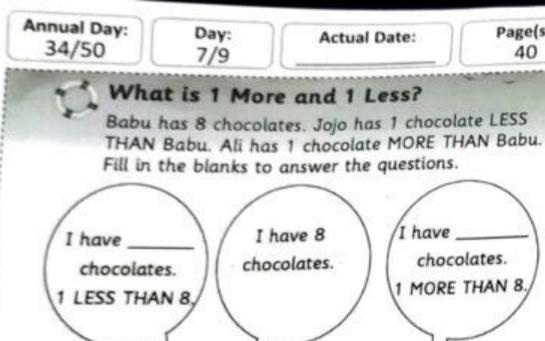
Demonstration:

- Ask three learners to step forward and demonstrate the situation given on TB: Pg. 39: Learner 1 will have 5 chocolates, Learner 2 will have 4 chocolates, Learner 3 will have 5 chocolates.
- Ask learners to count the chocolates in the hands of learner 1.
- Ask learners to count the chocolates in the hands of learner 2.
- Say that learner 2 has one less than 5 chocolates, 4 is 'one less than '5'.
- Ask learners to count the chocolates in the hands of learner 3.
- Say that learner 3 has 'one more than' 5 chocolates.
 6 is 'one more than' 5.

Class Pulse Check



 Write number 6, 19, 27, 39 on the blackboard. Ask learners to identify the number that is one less than the given number.



I have 8 chocolates.

7/9

Actual Date:

I have chocolates. 1 MORE THAN 8.

Page(s):

40







Write the number that is 1 LESS THAN and the number that is 1 MORE THAN the given number in the circles.



Important Words

- Last Class: Revise one more than, one less than
- Today's Class: Revise one more than, one less than

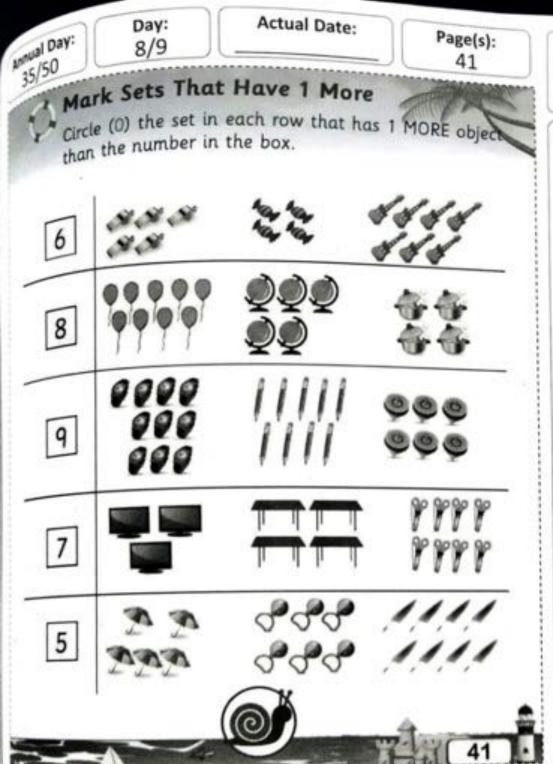
Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 40.
- Bring toffees and invite 3 learners to demonstrate the situation.
- Read the question given on the page and explain it them.
- Help them to find the answer to the question.

Class Pulse Check

1) Write numbers 32, 48, 49 and 90 on the board. Ask learners to identify the number that is one more than the given number.



- · Last Class: Revise one more than, one less than
- Today's Class: Revise one more than

Transactional Tip(s)



Circle Time:

 Revise the concept of less than, more than, equal to, one more than and one less than.

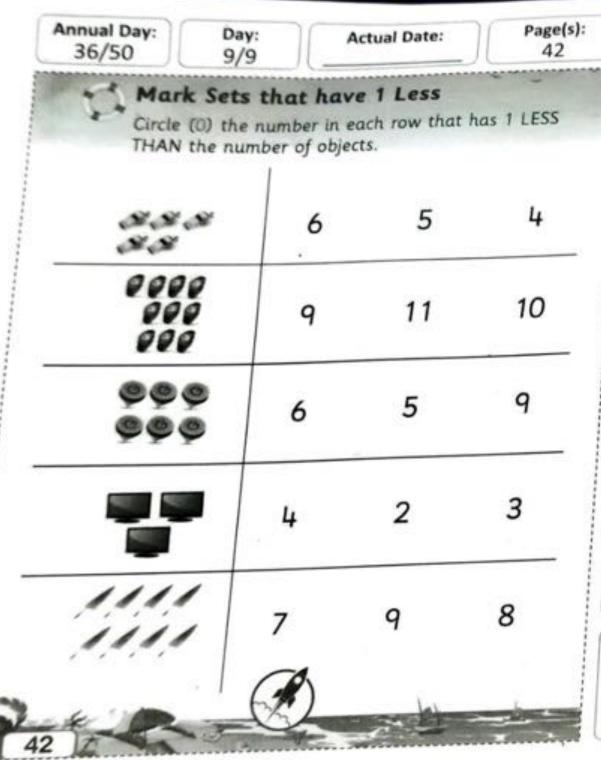
Practice:

- · Ask learners to open TB: Pg. 41.
- Read the instructions and demonstrate how to solve the first question.
- Tell the learners to count the number of whistles, toffees and guitars in the first row.
- Ask learners to identify the number that is one more than 6.
- Ask learners to circle the set which has 7 objects, which is guitars in this case.
- Ask learners to solve the remaining questions in the same manner.

Class Pulse Check



 Write numbers 2, 15, 42 and 66 on the board and ask learners to draw a set with one more object than the given number.



- Last Class: Revise one more than
- Today's Class: Revise one less than

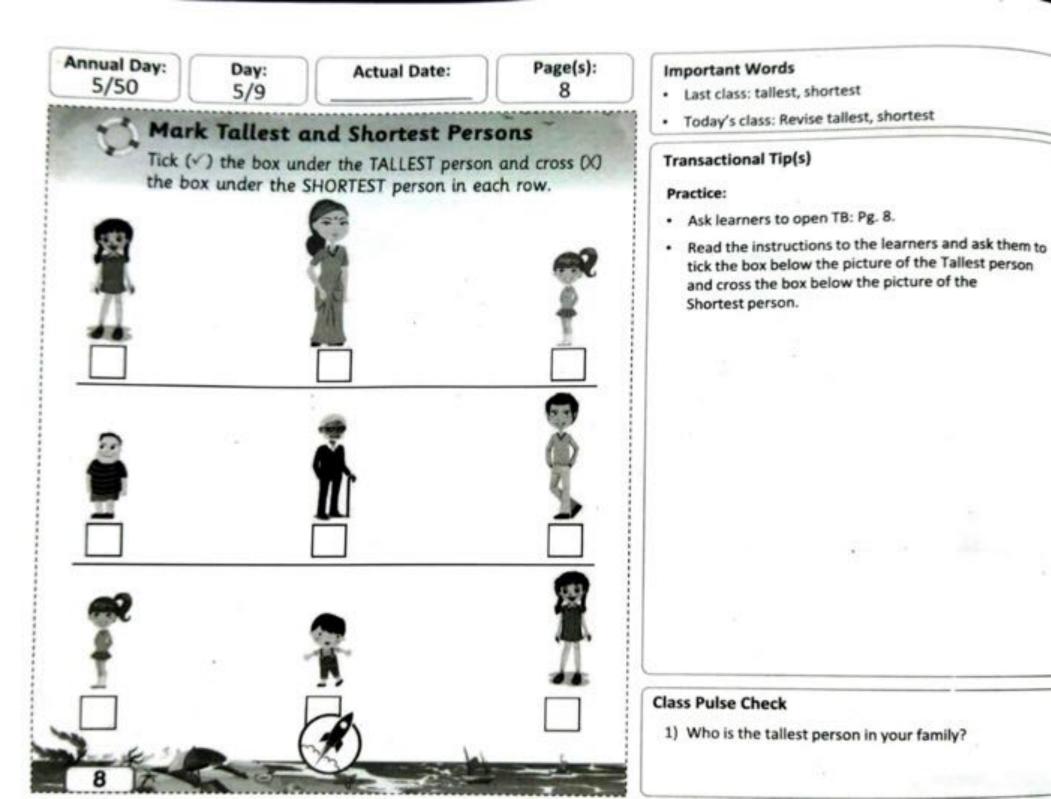
Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 42.
- Read the instructions on the page and demonstrate the first question.
- Ask learners to count the number of whistles in the first row.
- Ask learners to identify the number that is one less than 5 and circle it.
- Ask learners to solve the remaining questions in the similar manner.

Class Pulse Check

 Draw five objects on the blackboard and ask learners to identify the number that is one less than the number of objects in the set.



Annual Day: 1/50 Day: 1/9

Actual Date:

Page(s):

1) Comparing Qualities



Big and Small

Look at the objects. Point out the BIGGEST and SMALLEST object in each row.















Important Words

Today's Class: biggest, smallest

Transactional Tip(s)



Using Concrete Materials:

- Place a set of objects like bangles, boxes, books, cards and dolls of two different sizes on the table.
- Ask learners to identify which objects are big and which objects are small.
- Add one more set of objects of a different size preferably one which is of a medium size to the set.
- Ask learners to identify the one which is big and the one which is small among the objects.

Demonstration:

- · Introduce the terms 'Biggest' and 'Smallest'.
- Ask learners to open TB: Pg. 3.
- Ask learners to point to the 'Biggest' and 'Smallest' object in each row.

Class Pulse Check



 Place three books on the table and ask learner to identify the biggest book. Annual Day: 2/50

Day: 2/9

Actual Date:

Page(s):

Mark Biggest and Smallest Objects

Given below are sets of objects in three different sizes. Cross (X) the BIGGEST object and circle (0) the SMALLEST object in each row.













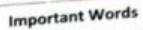












- Last class: biggest, smallest
- Today's class: Revise biggest, smallest

Transactional Tip(s)

Circle Time:

- Revise the terms 'Biggest' and 'Smallest' with the learners.
- Show a few pictures to the learners and ask them to identify the Biggest and Smallest ones in the set. E.g., Show pictures of big apple, medium sized apple, small apple.

Demonstration:

- Ask learners to open TB: Pg. 4 and look at the sheet 'Mark Biggest and Smallest Objects'.
- Ask learners to look at the pictures and cross the Biggest object and circle the Smallest object in each row.

Suggested Activity:

- Give each learner a sheet of paper, a pencil and some colour pencils.
- Ask them to draw circles of three different sizes.
- Ask them to colour the Biggest circle in red and Smallest in yellow.

Class Pulse Check

1) Look at your feet and point to your Biggest and Smallest toe.



Annual Day: 3/50 Day: 3/9

Actual Date:

Page(s):

0

Thick and Thin

Look at the objects. Point out the THICK and THIN objects in each set.



Thick Log Thin Log



Thick Rope

Thin Rope



Thick Carrot Thin Carrot



Thick Candle



Thin Candle





Important Words

- Last class: Revise biggest, smallest
- · Today's class: thick, thin

Transactional Tip(s)



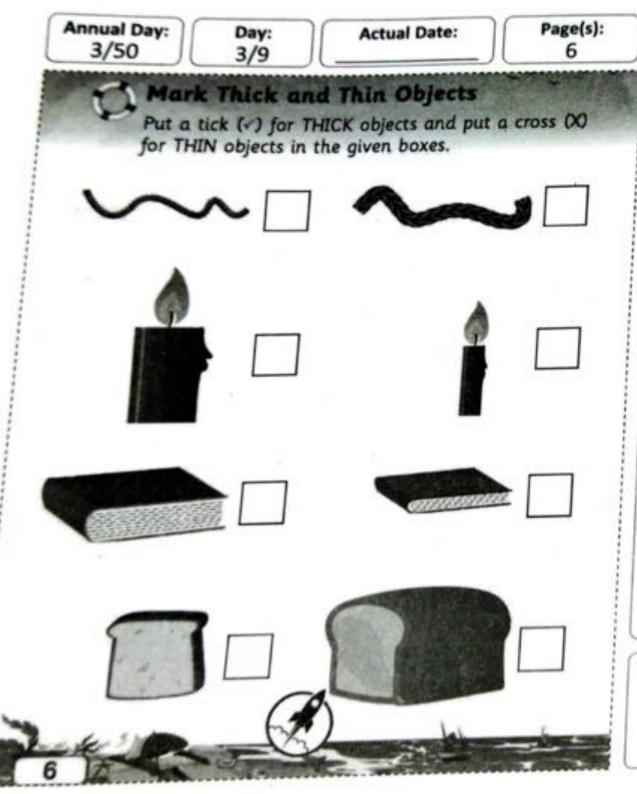
Circle Time:

- Place two ropes of the same colour, one Thick and one Thin before the learners.
- Invite each learner to touch the ropes and ask them if both are same or there is some difference.
- · Introduce the terms 'Thick' and 'Thin'.
- Ask learners to open TB: Pg. 5 and point to the Thick and Thin objects in each set.
- Ask them to point to each picture and read the labels aloud.

Class Pulse Check



 Observe the learners as they touch the rope and compare them.



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

Transactional Tip(s)

Practice:

- Ask learners to open TB: Pg. 6.
- Read the instructions to them and ask learners to identify the Thick and Thin objects.
- Ask them to tick the Thick objects and put a cross for the Thin objects in the given boxes.

Class Pulse Check

 Draw two lines on the board, one thick and the other thin. Ask learners to identify the Thick and the Thin line.



Day-Wise Lesson Plan with Page-wise Transactional Tips
and Teaching Strategies

Page 198



Day: 1/4

Actual Date:

Page(s):

1) Myself

Who Am I?

Anam and Karan are telling us about themselves. Let us learn more about them.



am Anam. I am a girl.
I am 5 years old.
My birthday is
on 24th January.



like to play football.



My favourite food is idli.



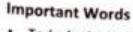
I am Karan. I am a boy.
I am 5 years old.
My birthday is
on 15th May.



I like dancing.



My favourite food is poha.



· Today's class: girl, boy, myself, favourite

Transactional Tip(s)

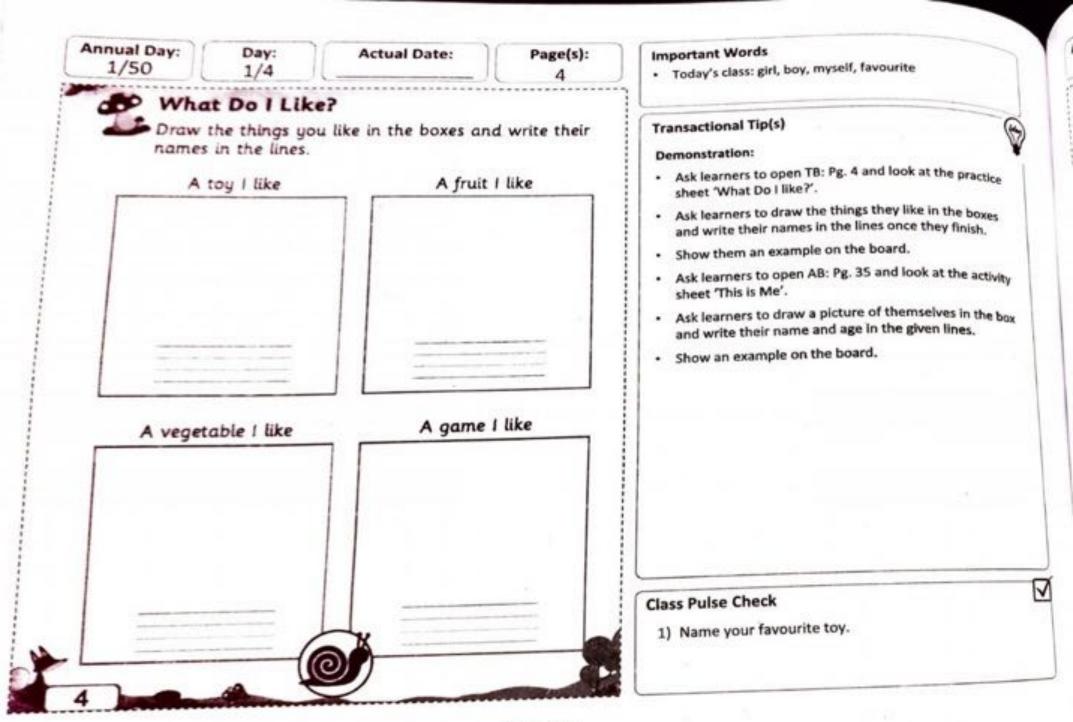
Reading Aloud:

- Share with the learners that they are going to know more about themselves.
- Hold a puppet in your hand and start the activity by telling about yourself like your, name, age, your birth date and if you are a girl or a boy.
- Pass the puppet to the learners sitting next to you one by one and ask them to say few sentences about themselves.
- Repeat the activity with the rest of the learners.
- Ask learners to open TB: Pg. 3 and read out the lesson to them. Pointing at each picture discuss what the character is talking about.

Class Pulse Check

1) When is your birthday?







- Last class: girl, boy, myself, favourite
- Today's class: house, kitchen, bedroom, drawing room

Transactional Tip(s)

Reading Aloud:

- Read out the lesson on TB: Pg. 5 to the learners.
- Discuss with the learners about the different rooms a house has.
- Point at each room in the picture and explain to the learners the different activities we do there.
- Show them the following video on 'Different Rooms in the House'.
- https://www.youtube.com/watch?v=1lqZmMu5wkk

Class Pulse Check

1) In which room do you watch TV?.

Annual Day: 2/50

Day: 2/4

Actual Date:

Page(s):



Rooms in My House

Circle (0) the correct option.









YES or NO





YES or NO

Do we



in the



YES or NO

Do we



in the



? YES or NO



Important Words

Last class: myself, girl, boy, favourite

Today's class: house, kitchen, bedroom, drawing room

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 6 and look at the practice sheet 'Rooms in My House'.
- Ask learners to circle the correct options from the given picture.
- Show an example on the board.
- Ask learners to open AB: Pg. 37 and look at the activity sheet 'Colour My Bedroom'.
- Ask learners to look at the bedroom picture and colour it to make it more attractive.

Class Pulse Check

1) Name the room where we cook our food.

Manual Day:

Day: 3/4

Actual Date:

Page(s):

L dau

My Birthday

Birthdays are special for everyone. Let us read how Maya celebrates her birthday.



I am Maya. My birthday is on 24th October. On my birthday my house is decorated with balloons. I cut cake with my family and friends. I get many gifts on my birthday.

How do you celebrate your birthday?





7

Important Words

- Last class: house, kitchen, bedroom, drawing room
- · Today's class: cake, birthday

Transactional Tip(s)



Reading Aloud:

- Ask learners to open TB: Pg. 7 and read out the lesson to the learners.
- Discuss with the learners about the different ways we celebrate our birthdays. How we decorate the house, what return gifts we arrange and which cake they like.

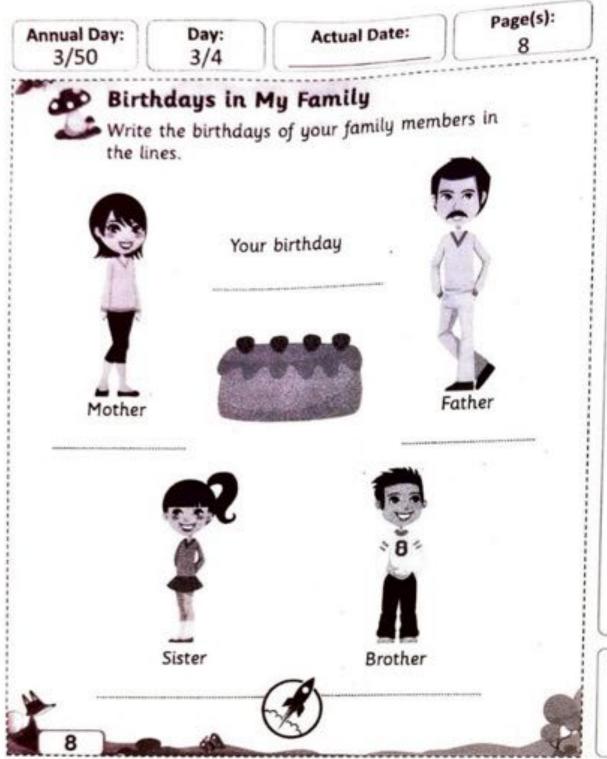
Suggested Activity:

- Provide learners with cut outs of crown shapes chart paper.
- Ask learners to decorate the birthday crown for themselves using glitter, crayons and other decorating materials.

Class Pulse Check



1) Which month you celebrate your birthday?



- Last class: house, kitchen, bedroom, drawing room
- Today's class: cake, birthday

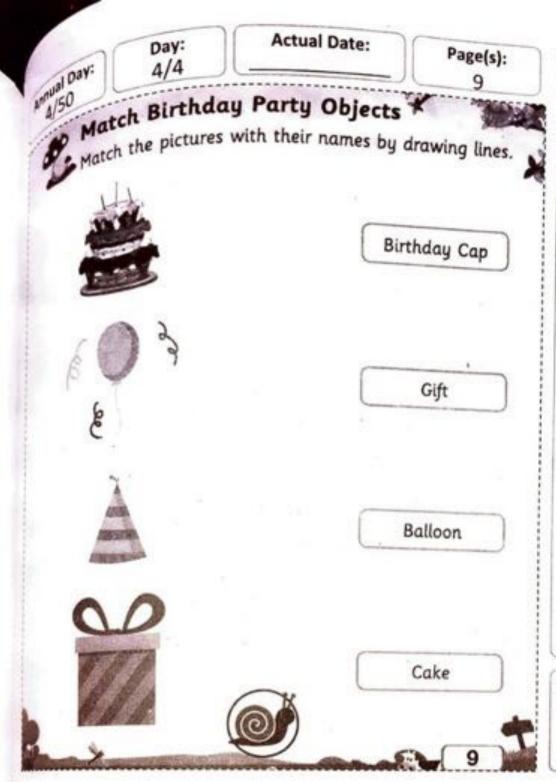
Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 8 and look at the practice sheet 'Birthdays in My Family'.
- · Ask learners to write the birthdays of their family members in the given lines.
- Show an example on the board.

Class Pulse Check

1) When is your mother's birthday?



- · Last class: cake, birthday
- Today's class: gift, balloon, birthday cap

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 9 and look at the practice sheet 'Match Birthday Party Objects'.
- Ask learners to match the pictures with their names by drawing lines.

Suggested Activity:

- Ask learners to sit in a circle. Take a birthday cap and wear it on your head. Start the activity by sharing with the class how you celebrate your birthday.
- Ask learners to cone one by one, wear the cap and tell how they celebrate their birthday.
- Observe the answers given by the learners.

Class Pulse Check

1) What do we eat on our birthday?

Annual Day:

Day: 1/4

Actual Date:

Page(s):

2) My Family

My Family Members

In my family, my father, mother, brother, sister, grandfather, grandmother and I live together.



Brother

Sister

Me

Grandfather

Father

Mother

Grandmother



Important Words

· Today's class: grandfather, grandmother

Transactional Tip(s)

Reading Aloud:

- Ask learners to open TB: Pg. 10 and read out the lesson to them.
- Talk to the learners about the different members we have in our family.
- Ask learners to share who they have in their families.

Suggested Activity:

- Give paper cut outs in the shape of a house to each learner.
- Ask them to write the name of their family members on the cut out.
- · Help if required.

Class Pulse Check



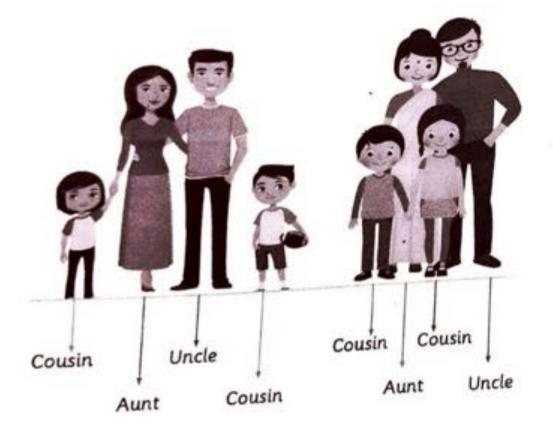
 Count and say how many members are there in your family? Annual Day: 5/50

Day: 1/4

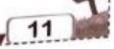
Actual Date:

Page(s): 11

I have uncles, aunts and cousins too. They visit out house sometimes. We celebrate festivals and other occasions together.







Important Words

· Today's class: uncle, aunt, cousin

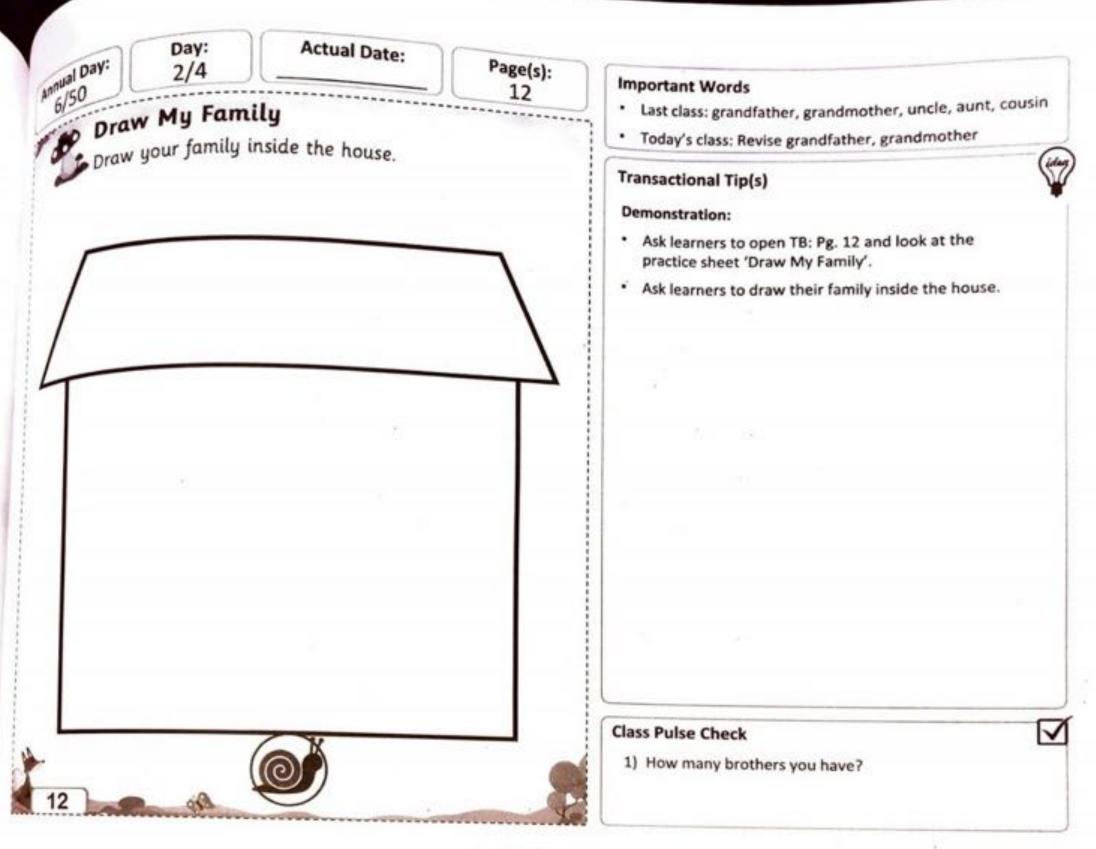
Transactional Tip(s)

Demonstration:

- Show picture of a family to the learners.
- · Ask learners who all come to their house to meet them.
- · Listen to the answers given by the learners. Tell them that our uncles, aunties and cousins come to our house to meet us.
- . Ask learners to open TB: Pg. 11 and read out the lesson to them.
- Point at each picture and talk to the learners about the people who visit our home during festivals and other occasions.

Class Pulse Check

1) Do you have a cousin? What is their name.



Marual Day:

Day: 4/4

Actual Date:

Page(s): 13

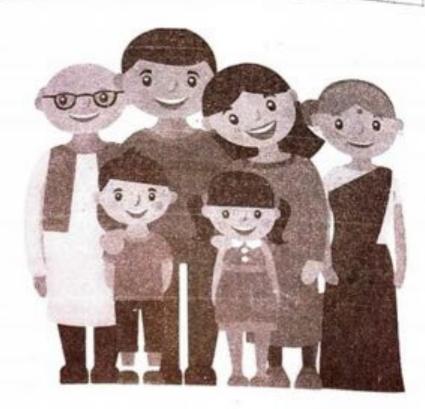
Match Names of Family Members

praw lines to match the family members to their names.

Father

Grandmother

Mother



Sister

Grandfather

Brother



Important Words

- Last class: Revise uncle, aunt, cousin
- Today's class: father, mother, brother, sister

Transactional Tip(s)



Demonstration:

- Ask learners to open TB: Pg. 13 and look at the practice sheet 'Match Names of Family Members'.
- Ask learners to draw lines to match the family members to their names.
- Show an example from the book.

Suggested Activity:

- Send a note in the diary asking parents to send pictures of family members.
- Give a sheet of paper to each learner and ask them to stick pictures of their family members starting from the eldest.
- Let them write the name of the family member under the picture.

Class Pulse Check



1) Do you have a grandfather? What is his name?

Innual Day:

Day: 1/6

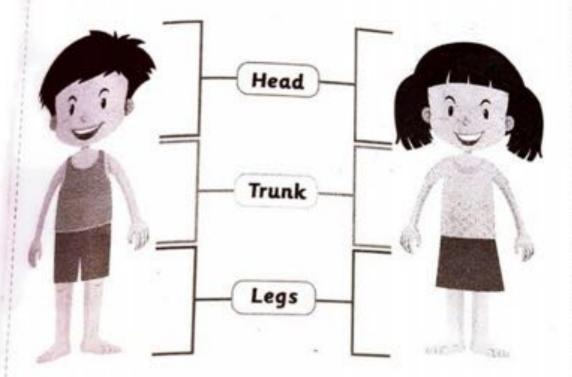
Actual Date:

Page(s):

3) My Body

Body Parts

point to the parts of the body and read the names aloud.



Important Words

Today's class: head, trunk, legs

Transactional Tip(s)

Circle Time:

- Ask learners to sit in a circle. Tell them that today we are going to learn about 'My Body'.
- Ask learners to sing the rhyme 'Head, Shoulders, Knees and Toes' from Rhymes Book: Pg. 25.
- Show the IMAX 'Body Parts' Chart to the learners and revise the new words Trunk and Legs with the learners.

Demonstration:

- Ask learners to open TB: Pg. 14 and read out the lesson to the learners.
- Point at each part of the body and ask the learners to repeat the names after you.

Class Pulse Check



1) Gently touch your partner's head.



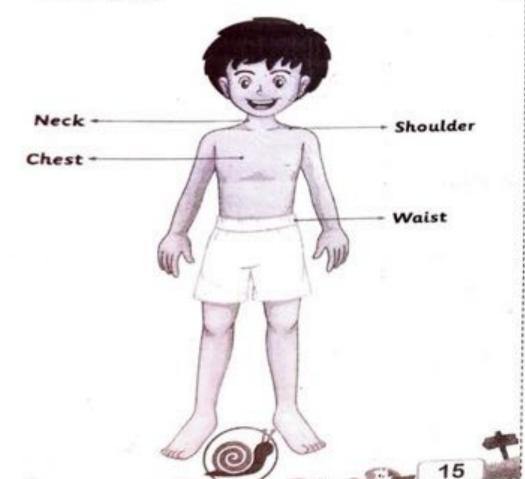
Day: 1/6

Actual Date:

Page(s): 15

Parts of the Trunk

Point to the parts of the trunk and read the names aloud.



Important Words

Today's class: neck, shoulder, chest, waist

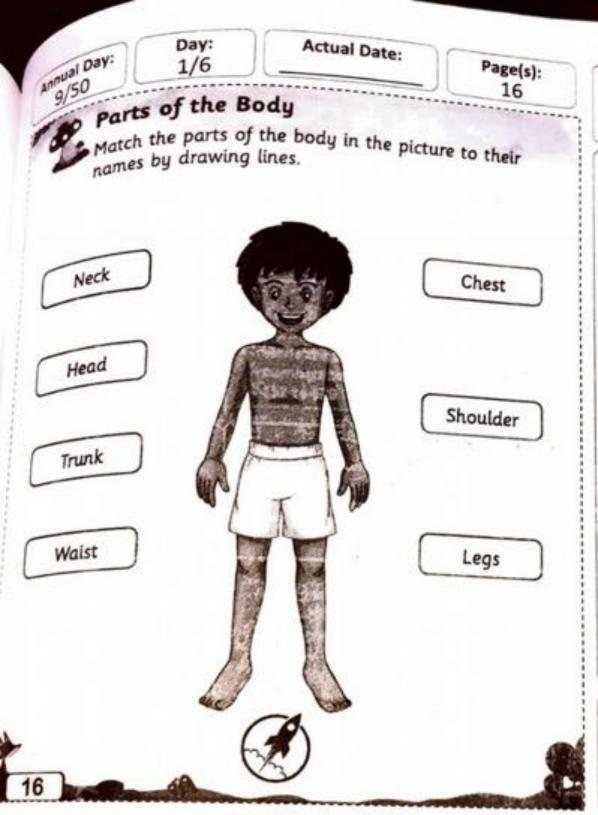
Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 15 and read out the lesson to them.
- Show the different parts of the trunk and read the names aloud.
- Revise the new words Neck, Shoulder, Chest and Waist with the help of IMAX 'Body Parts' Chart.

Class Pulse Check

1) Move your neck up and down.



 Today's class: Revise head, trunk, legs, neck, shoulder, chest, waist

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 16 and look at the practice sheet 'Parts of the Body'.
- Ask learners to match the parts of the body in the picture to their names by drawing lines.
- Show an example on the board.

Class Pulse Check



Keep your hands on your waist.

Annual Day: 10/50

Day: 2/6

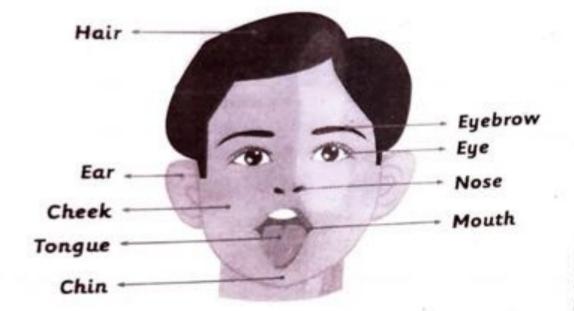
Actual Date:

Page(s):

17

Parts of the Face

Point to the parts of the face and read the names aloud



Important Words

- Last class: head, trunk, legs, neck, shoulder, chest, walls.
- Today's class: chin, cheek, tongue, eyebrow

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 17 and look at the picture on the page.
- . Ask the learners to point to the different parts of the face and read the names aloud.
- · Revise the other parts of the face like the eye, nose mouth, ear and hair with the help of IMAX 'Body Parts' Chart.
- · Ask learners to open AB: Pg. 41 and look at the activity sheet 'Draw'a Face'.
- Ask learners to draw a face in the given box.
- Ask them to write the names of any three parts of the face in the given lines.
- Show an example on the board.



Class Pulse Check

1) Touch your eyebrows.

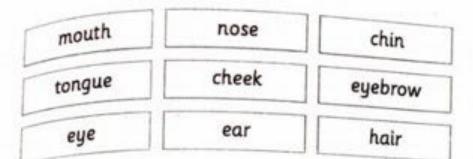
stual Day: 11/50

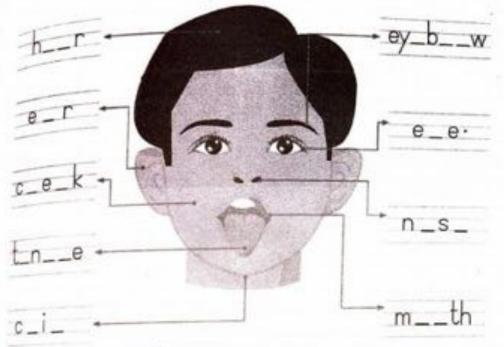
pay: 3/6

Actual Date:

Page(s): 18

Missing Letters These are the names of the parts of the face. Write the These are letters of the names in the blanks.







Important Words

- Last class: chin, cheek, tongue, eyebrow
- Today's class: eye, ear, nose, , hair, mouth

Transactional Tip(s)

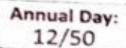
Demonstration:

- Revise the parts of the face with the learners with the help of IMAX 'Body Parts' Chart.
- Draw a face on the board and mark all the parts of the face.
- Ask learners to open TB: Pg. 18 and look at the practice sheet 'Missing Letters'.
- Show the learners how to fill in the missing letters of the names in the blanks by demonstrating the first one on the board.
- Ask learners to do the rest on their own.
- Observe the learners when they are writing the missing letters.

Class Pulse Check



1) Name any 2 parts of the face.



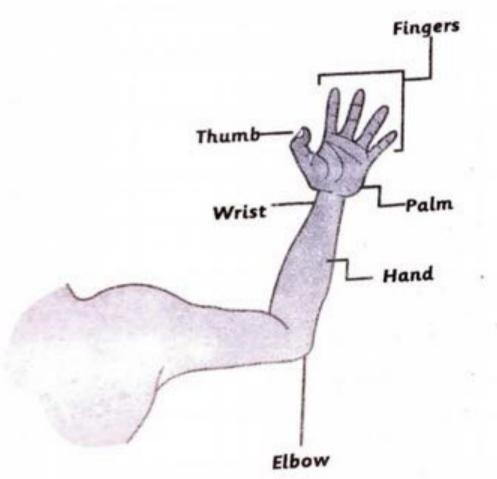
Day: 4/6

Actual Date:

Page(s):

Parts of the Arm

Point to the parts of the arm and read the names aloud.





19

Important Words

- · Last class: eye, ear, nose, , hair, mouth
- Today's class: fingers, hand, thumb, elbow

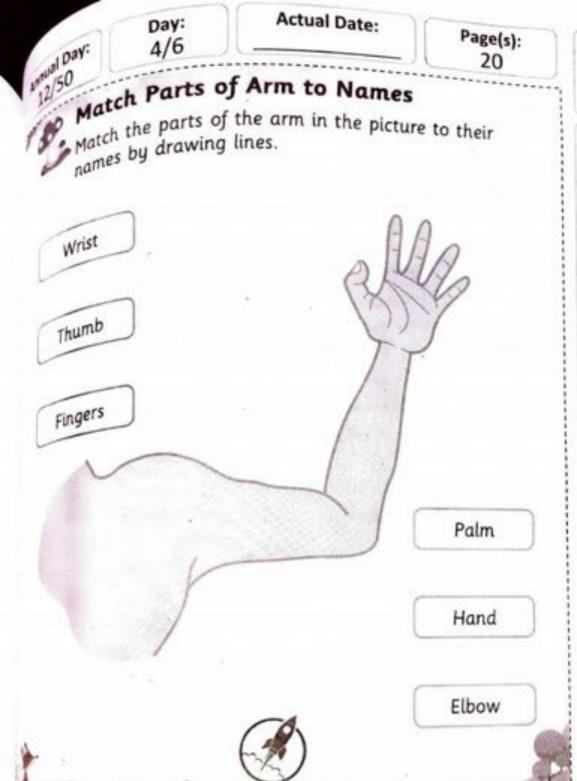
Transactional Tip(s)

Demonstration:

- Draw a picture of an arm on the board and label the different parts.
- Talk to the learners about the different parts of the arm by reading the labels aloud to the learners.
- Ask learners to show the different parts of the arm on their own hand when they hear you call out the parts.
- Listen to the answers given by the learners.
- Ask learners to open TB: Pg. 19 and look at the picture
- Point at each part of the arm and ask the learners to read the names aloud.

Class Pulse Check

1) Move your fingers.



- Last class: eye, ear, nose, , hair, mouth
- Today's class: palm, wrist

Transactional Tip(s)



Demonstration:

- Ask learners to open TB: Pg. 20 and look at the practice sheet 'Match Parts of Arm to Names'.
- Ask learners to match the parts of the arm in the picture to their names by drawing lines.
- Show an example on the board.

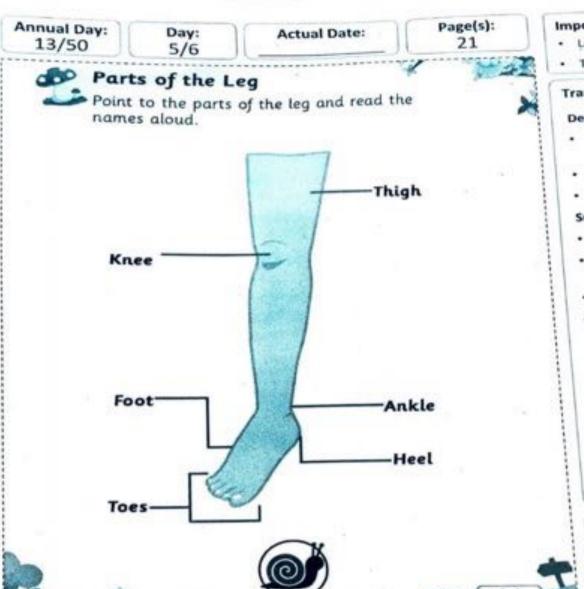
Suggested Activity:

- Place a few books, a bag, pencils and erasers around the class.
- Ask learners to come to the front of the class one by one.
- Show them how to pick up one object at a time and place it on the table.
- Once all the learners are done, ask them which part of their body did they use to pick up the objects.
- Tell the learners that we use our hands to pick up things.

Class Pulse Check



1) Show your palm.



Important Words

- · Last class; elbow, palm, wrist
- · Today's class: foot, ankle, thigh, heel

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 21 and look at the 'Parts of the Leg' picture.
- Point at each part of the leg and read the names alous

Annual

13/

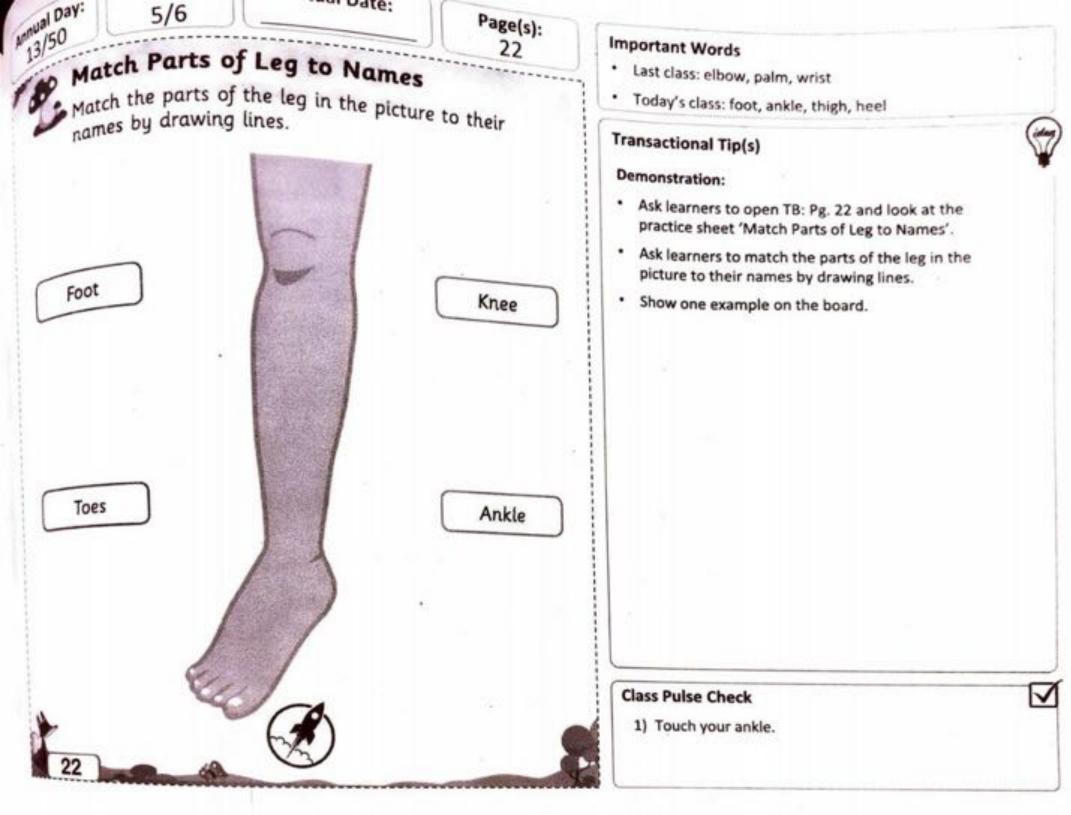
· Ask learners to repeat the names after you.

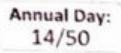
Suggested Activity:

- · Take learners to the playground.
- · Tell them that today we are going to play a game called 'Hopscotch'.
- · Show the learners how to play the game.
- · Ask learners to come one by one and play the game
- Ask learners which part of the body did they use to play the game.
- · Revise the parts of the leg again.

Class Pulse Check

1) Touch your toes.





Day: 6/6

Actual Date:

Page(s):

23

Things I Can Do

Look at the different parts of the body and see how they help us.



I can taste with my tongue.





I can see with my eyes.





I can hear with my ears.





I can smell with my nose.





I can feel with my hands.





I can walk with my legs.





Important Words

- · Last class: foot, ankle, thigh, heel
- Today's class: see, taste, smell

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 23 and look at the pipers
- Read out the lesson to the learners by pointing at the body and discuss with them how to part of the body and discuss with them how these body

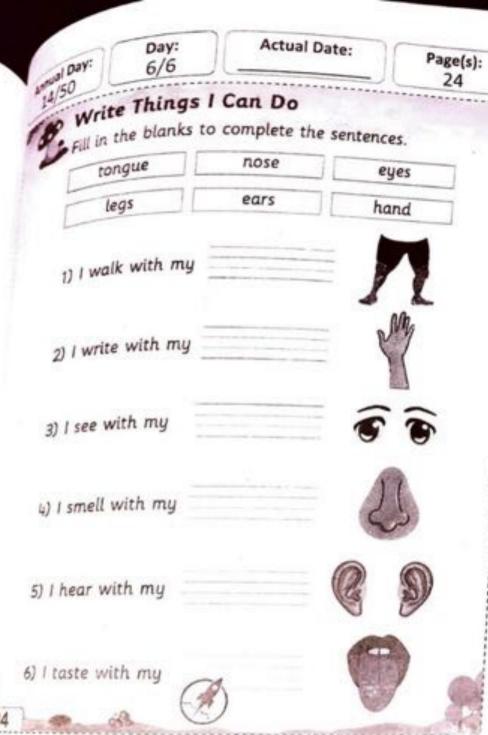
Suggested Activity:

- Ask learners to sit in circle.
- Place a tray with 4 cups filled with cold water. sugar, cotton dipped in eucalyptus oil and small coins respectively.
- Ask learners to come one by one and feel the water free
- Ask the learners to come again and taste the sugar the smell the cotton ball and last shake the cup filled with coins.
- Demonstrate once before starting the activity.
- Discuss with the learners how they have used different parts of the body to do the activity.

Class Pulse Check

1) Which part of the body do we use for tasting?





Important Words

- · Last class: see, taste, smell
- · Today's class: walk, write, hear

nal Tip(s)

Transactional Tip(s)

Demonstration:

- Revise the different activities we can do using our body.
- Ask learners to open TB: Pg. 24 and look at the practice sheet 'Write Things I Can Do'.
- Show the learners how to fill in the blanks to complete the sentences on the board.
- · Ask learners to do the rest on their own.
- · Help if required.

Class Pulse Check



Day: 1/4

Actual Date:

Page(s):

5) Places Around Us

places in Our Neighbourhood

what do you see in the neighbourhood? Look at the pictures and learn.



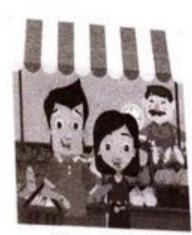
we go to the police station to ask for help when we are in trouble.



We go to the park to play.



We go to the hospital when we are sick.



We go to the market to buy things.



Important Words

Today's class: park, market, neighbourhood

Transactional Tip(s)

Demonstration:

- Ask learners to sit in a circle. Tell them that we are going to learn about our neighbourhood today.
- Ask learners where do they go when they are sick, where do they go to buy different things and where do they go to play.
- Listen to the answers given by the learners.
- Ask learners to open TB: Pg. 31 and read out the lesson to them.
- Point at each picture and talk about the different places we see in a neighbourhood.
- Ask learners to sing the rhyme 'We are Going to the Market' from Rhymes Book: Pg. 18.

Class Pulse Check



1) Where do you go to buy things?

Annual Day: 15/50

Day: 1/4

Actual Date:

Page(s): 25

4) My School



About My School

Look at the pictures and read the sentences. Complete the lines with the help of your teacher.



This is my school. The name of my school is



This is my teacher. She/He is Ms./Mr.



This is my classroom.

I am in class



25

Important Words

Today's class: school, classroom, teacher,

Transactional Tip(s)



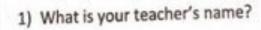
Real-life Connect:

- Take the learners for a walk around the school and show them the different places in school.
- Point at each place in the school tell the learners the importance of that place.

Demonstration:

- Show a picture of a teacher and a board to the learners
- Point at the picture and discuss with the learners the importance of coming to school.
- Ask learners if they know the name of their school, name of their teacher and the class they study in.
- Ask learners to open TB: Pg. 25 and look at the practice sheet 'My School'. Read out the lesson to the learners.
- Ask learners to look at the pictures and read the sentences.
- Help them to complete the sentences by showing one example on the board.
- Encourage the learners to speak a few sentences about their school.

Class Pulse Check



Annual Day: 18/50

Day: 4/4

Actual Date:

Page(s): 29

Events at My School

These are some events at my school.

School Assembly



We assemble everyday. We get to know about important events at the assembly.

Sports Day



We play various sports on Sports Day.

Annual Day



We have cultural events during our Annual Day.



Important Words

- Last class: Revise library
- Today's class: sports, assembly

Transactional Tip(s)

Reading Aloud:

- Ask learners to open TB: Pg. 29 and read out the lesson to them.
- Point at each picture and talk to the learners about the different days we celebrate these evets in school

Suggested Activity:

- Ask learners to sit in a circle.
- Show the learners pictures or videos from last years Annual Day and Sports Day.
- Tell learners about how the events were celebrated

Class Pulse Check

On which day you play various sports?

Annual Day:

Day: 1/4

Actual Date:

Page(s): 26

places in My School

look at the pictures and identify the places. Read the names aloud.

principal's Room This is our principal's room. The principal is the head of our school.



This is the staff room. Our teachers work here when they are not in class.

Staff Room



Playground This is our playground. We play here.

Washroom This is a washroom. We wash our hands and use

the toilets here.



Important Words

Today's class: playground, washroom, Principal's room

Transactional Tip(s)



Demonstration:

- Recite the rhyme 'I Like to Go to School' with the learners from Rhymes Book: Pg. 22.
- Ask learners to open TB: Pg. 26.
- Read out the lesson to the learners.
- · Ask learners if they can identify the places in the pictures on the page.
- · Listen to the answers given by them.
- Point at each picture and revise the different places in a school.
- · Ask learners to open AB: Pg. 43 and look at the activity sheet 'Colour the Objects'.
- Ask learners to colour any 4 pictures of things found in school.
- · Show an example on the board.

Class Pulse Check



1) Where will you go to wash your hands?

Annual Day: 19/50

Day: 1/4

Actual Date:

Page(s):

00

Here are a few more places in our neighbourhood.



We go to a restaurant when we want to eat out.



We go to a **medical shop** to buy medicines when we are sick.



Our parents go to the **bank** to keep money there or to take it out.



32

Important Words

- · Last class: park, market, neighbourhood
- Today's class: bank, medical shop, restaurant

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 32 and read out the lesson to the learners.
- Point at each picture and discuss with the learners about the different places in a neighbourhood.
- Ask learners to open AB: Pg. 47 and look at the active
 sheet 'My Neighbourhood Walk'.
- Ask learners to tick the places and things they see in
 their neighbourhood.
- · Show an example on the board.

Class Pulse Check

1) Where will you go to buy medicines?

Actual Date: pay: 2/4

Page(s): 33

Match Places to Names Match the pictures of places in our neighbourhood to Mater names by drawing lines.



Park



Bank



Police Station



Market



Important Words

- Last class: bank, medical shop, restaurant
- Today class: bank, police station

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 33 and look at the practice sheet 'Match Places to Names'.
- Ask learners to match the pictures of places in a neighbourhood to their names by drawing lines.
- Show an example on the board.

Suggested Activity:

- Write a note to the parents asking them to send newspaper cut outs of places we see in a neighbourhood.
- Draw a picture of a road on a big chart paper.
- Tell the learners that they are going to stick pictures.
- Ask learners to come one by one and stick pictures on the chart paper.
- Demonstrate once before starting the activity.
- · Revise with the learners the different places we see in a neighbourhood.

Class Pulse Check

1) Name a place where your parents keep money.

Annual Day: 21/50

Day: 3/4

Actual Date:

Page(s): 34



Match People to Places

Match the people to the places they are seen in

by drawing lines.





















Important Words

- Last class: bank, police station
- Today's class: Revise bank, police station

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 34 and look at the practice sheet 'Match the People to Places'.
- Point at each picture and discuss with the learners about the places where people work.
- Ask learners to match people to their workplaces by drawing lines.
- Show an example on the board.

Class Pulse Check

1) Where will you find a Police officer?

Day: 3/4

Actual Date:

Page(s):

Match Objects to Places

Match the objects to where they can be found in the neighbourhood by drawing lines.



Food



Medical Shop



Medicines



Market



Vegetables and Fruits



Park



Slide



Restaurant





Important Words

- · Last class: bank, police station
- Today's class: Revise bank, police station

Transactional Tip(s)

(Carry

Demonstration:

- Ask learners to open TB: Pg. 35 and look at the practice sheet 'Match Objects to Places'.
- Point at each picture and talk to the learners about the different objects one can find in a neighbourhood.
- Ask learners to match the objects with the place where they can be found in a neighbourhood.
- · Show an example on the board.

Class Pulse Check



1) Which objects can you can see in a playground?

Annual Day: 22/50

Day: 4/4

Actual Date:

Page(s): 36

Match Situations to Places

Look at the people in the situations. Match them to the names of the places in the neighbourhood they need to visit.





Market





Hospital





Bank

Important Words

Last class: Revise bank, police station

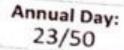
Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 36.
- Point at each picture and discuss with the learners about the different situations that they can see in the pictures
- Ask learners if they have come across such situations and what do they do in these situations.
- Listen to the answers given by the learners.
- Ask learners to look at the people in those situations.
- Tell them to match the people with the names of the places in the neighbourhood they need to visit.
- · Demonstrate the first one for them.

Class Pulse Check

1) Where will you go to buy vegetables?

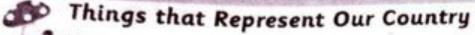


Day: 1/4

Actual Date:

Page(s): 37

6) My Country



Here are a few things that represent our country.



The river dolphin is our National Aquatic Animal.



The peacock is our National Bird.



Jana Gana Mana is our

National Anthem.

The lotus is our National Flower

National Animal

The mango is our National Fruit.



Important Words

· Today's class: bird, flag, fruit

Transactional Tip(s)

Demonstration:

- Draw an outline of the map of India on the board and
- Ask learners to name other countries that they know of.
- · Listen to the answers givens by the learners
- Tell the learners that people around the world stay in different countries, speak different languages and wear different types of clothes.
- . Show them the IMAX 'My Country' Chart.
- Point at each picture and tell the learners that these are the different things which represent India.
- Ask learners to open TB: Pg. 37.
- · Read out the lesson to the learners and revise the things that represent our country.

Class Pulse Check

1) Name the National Aquatic Animal of our country.

Annual Day: 24/50

Day: 2/4

Actual Date:

Page(s):

We are Different, We are One

We are all from different cultures and religions. We may also speak different languages. But we are all Indians.



- 1) What is the language you speak at home?
- 2) Where is your native place?
- Ask your friend or classmate the same questions.



Important Words

· Last class: bird, flag, fruit

Today's class: Revise bird, flag fruit

7

Transactional Tip(s)

Demonstration:

- Show the following video to the learners.
- https://www.youtube.com/watch?v= Z4puyHPZ4c
- Tell the learners that we are all different from each other and follow different cultures and religions.
- Tell learners that we speak different languages.
- Ask learners one by one to say which language they speak at home.
- Listen to the answers given by the learners.

Activity:

- Ask the learners to open AB: Pg. 49 and look at the activity sheet 'Handprint Peacock'.
- Help the learners to dip their hand in paint and handprint to make the feathers of the peacock.
- Ask them to draw the body and head with a sketch pen and colour it.
- Ask them to draw the legs, eyes and beak.
- Decorate the feathers.

Class Pulse Check

1) Do you and your classmate speak the same language at home?

Annual Day: 25/50

Day: 3/4

Actual Date:

Page(s): 39

Things that Represent India

Write the names of the things that represent India in the lines.

Peacock

Lotus

Tiger

River Dolphin

Mango



1) National Bird



2) National Animal



3) National Fruit



4) National Flower



5) National Aquatic Animal





Important Words

- Last class: Revise bird, flag, fruit
- Today's class: lotus, tiger, mango, peacock

Transactional Tip(s)

Demonstration:

- Revise the things that represent India by using the IMAX My Country Chart.
- Ask learners to open TB: Pg. 39 and look at the practice sheet 'Things that Represent India.
- Demonstrate on the board how to write the names of the things that represent India.
- Ask learners to complete the rest of the practice sheet on their own.
- Help if required.

Class Pulse Check



1) Name the National flower of India.

pay: 4/4

Actual Date:

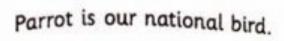
Page(s): 40

Important Words

- · Last class: lotus, tiger, mango, peacock
- Today's class: animal, flower

Answer Yes or No

Read the lines and tick (V) the correct answer.



(Yes / No)



Lotus is our national flower.

(Yes / No)



Our national flag has seven colours.

(Yes / No)



Tiger is our national animal.

(Yes / No)



Apple is our national fruit.

(Yes / No)



Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 40 and look at the practice sheet 'Answer Yes or No'.
- Ask learners to read the sentences and tick the correct answer.
- Demonstrate the first one on the board.
- Observe the learners when they are completing the practise sheet.

Class Pulse Check

Name the national animal of India.



pay: 1/3

Actual Date:

Page(s):

Festivals We Celebrate

Here are a few festivals that we celebrate as part of our cultures.

Baisakhi







Baisakhi is a festival of harvest. We celebrate with family and friends by singing and dancing.

Christmas







Christmas is a festival of joy and peace. We celebrate by giving gifts and decorating Christmas trees.





Important Words

Today's class: festival. Baisakhi, Christmas.

Transactional Tip(s)



Reading Aloud:

- Ask learners to open TB: Pg. 41.
- · Read out the lesson to the learners
- Point at the pictures of different festivals and talk to the learners about how these festivals are celebrated
- Ask learners if they celebrate any of these festivals.
- Tell the learners that festivals are celebrated to give a message of peace and harmony and to enjoy with family and friends.
- Ask learners to sing the rhyme 'Christmas is Coming' from Rhymes Book: Pg. 16.
- Encourage the learners to share if they celebrate Baisakhi or Christmas and how do they celebrate it.
- · Help if required.

Class Pulse Check



1) Which festival is called the festival of harvest?

Day: 1/3

Actual Date:

Page(s):

42



More Festivals We Celebrate

Here are a few more festivals that we celebrate as part of our cultures.







Eid is a festival of togetherness and love. We go to mosques to pray and wish our family and friends.









Diwali is the festival of lights. We eat sweets and decorate our houses by lighting diyas.

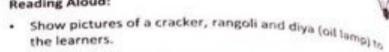


Important Words

Today's class: Eid, Diwali

Transactional Tip(s)

Reading Aloud:



- Ask learners if they have seen these things before
- Listen to the answers.
- Ask learners to open TB: Pg. 42.
- Read out the lesson to the learners.
- Tell the learners about how these festivals are celebrated
- Ask learners to look at the page and encourage them to talk about any one festival they celebrate.

Suggested Activity:

- · Ask learners to sit in a circle.
- Tell the learners that you are going to say a few sentences about a festival and they have to guess the name of the festivals.
- · Ask them to recognise the festival you are talking about.
- · For E.g. Say, 'I like to light diyas'. Which festival am I celebrating?
- · Listen to the answers shared by the learners.

Class Pulse Check

1) Which festival is known as the festival of lights?









Day: 2/3

Actual Date:

Page(s):

Match Pictures to Festivals

Match the pictures to the correct festivals by drawing lines.

















Important Words

- · Last class: Eid, Diwali
- Today's class: Revise Eid, Diwali

Transactional Tip(s)



Demonstration:

- Show pictures of different festivals from the book that the learners have learnt about so far and revise them.
- Ask learners to open TB: Pg. 43 and look at the practice sheet 'Match Pictures to Festivals.
- Ask them to match the pictures to the correct festivals by drawing lines.
- Show an example.
- Ask learners to open AB: Pg. 51 and look at the activity sheet 'Colour the Diwali Item'.
- Ask them to colour the object that we light on Diwali.
- Listen to the answers shared by the learners.
- Show the learners the following video and revise the festivals that the learners have learnt so far.
- https://www.youtube.com/watch?v=Z7UIAaxwZHo

Class Pulse Check

1) When do you lamp diyas for decorating your house?

Annual Day: Page(s): Day: Actual Date: 29/50 3/3 44 Match Festival Names to Pictures Tick (V) the correct picture in each row to match the festival name with its picture. Diwali Eid Christmas

Important Words

- Last class: Revise Eld, Diwali
- Today's class: Revise Christmas

Transactional Tip(s)

Demonstration:

- Revise the names of the festivals by writing them on the board.
- Ask learners to open TB: Pg. 44 and look at the practice sheet 'Match Festival Names to Pictures'.
- Ask learners to tick the correct picture in each row to match the names of the festivals with its corresponding picture.
- Show an example on the board.

Suggested Activity:

- Provide each learners with a Diya, poster colours and glitter.
- · Show the learners how to paint the Diya .
- Ask learners to paint the Diya and then decorate them using glitter.

Class Pulse Check

1) Do you celebrate Eid? If yes how do you celebrate?





Annual Day: 30/50

Day: 1/3

Actual Date:

Page(s): 45

8) Cleanliness



I Take Care of Myself

Here are a few ways to keep yourself clean.

We do

We use



Brush our teeth twice a day



Toothpaste and Toothbrush



Have bath in the morning with warm water and soap



Soap and Towel



Wash and comb our hair



Shampoo and Comb



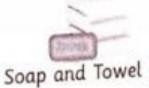
Cut our nails with a nailcutter



Nailcutter



Wash our hands before and after eating



Important Words

· Today's class: soap, comb, towel, brush

Transactional Tip(s)

Activity:

- Take a plastic bag and put lot of glitter powder in it.
- Place a plastic ball inside the bag.
- Ask learners to sit in a circle.
- Take the ball in your hand and pass it on one by one to all the learners.
- Ask learners to look at their hands and see if they are clean or dirty. Observe the answers.
- Tell the learners that this is how germs are spread if we don't wash our hands regularly.
- Take the learners to the washroom to clean their hands.

Reading Aloud:

- Ask learners to open TB: Pg. 45.
- Read out the lesson to the learners.
- Point at each picture and discuss with the learners the different ways to keep ourselves clean.
- Ask learners if they do different things to keep themselves clean.
- Listen to the answers give by the learners.

Class Pulse Check



1) How many times should we brush our teeth?

Annual Day: 31/50

Day: 2/3

Actual Date:

Page(s): 46

Important Words

· Last class: soap, comb, towel, brush

Today's class: nailcutter

Match Actions to Object Names

Match the actions given to the correct object names by drawing lines.



I comb my hair with a

Toothbrush



wipe my hand with a

Comb



I wash my hands with a

Nailcutter



I brush my teeth with a

Towel



I cut my nails with a

Soap

Class Pulse Check

1) What do you use to wipe your hands?



V

Transactional Tip(s)

Demonstration:

- Ask learners to sing the rhyme This is The Way We Brush Our Teeth' from Rhymes Book: Pg. 32.
- Revise the different ways of keeping oneself clean.
- Stick pictures of a toothbrush, comb, soap, nailcutter and towel on the board.
- Point at each picture and discuss with the learners how we use these things to keep ourselves clean.
- Ask learners to open TB: Pg. 46 and look at the practice sheet 'Match Actions to Object Names'.
- Ask learners to match the actions with the corresponding objects by drawing lines.
- Show an example on the board.
- Ask learners to open AB: Pg. 53 and look at the activity sheet 'Answer by Colouring'.
- Ask learners to colour the objects that we need to keep ourselves clean.

Page 270

Annual Day: 32/50

Day: 3/3

Actual Date:

Page(s):

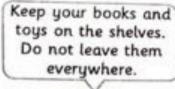
47



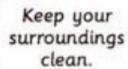
Take Care of My Surroundings

These pictures tell us about the cleanliness of our surroundings.

Use a dustbin to throw waste. Do not throw waste on the ground.











water to collect

around your home.

Mosquitoes breed in dirty water. Mosquitoes spread serious diseases like dengue and malaria. Do not allow dirty



Keep food covered. Keeping food open attracts flies and causes diseases.

Eat your food neatly. Do not spill on the table.



Important Words

- Last class: nailcutter
- Today's class: clean, dirty

Transactional Tip(s)

Demonstration:

- Show the following video to the learners.
- https://www.youtube.com/watch?v=tBL 3ntH4h0
- Discuss with learners the different ways shown in the video, through which one can keep their surroundings clean.
- Ask learners to open TB: Pg. 47.
- Read out the lesson to the learners.
- Point at each picture and discuss with the learners the different ways of keeping their surroundings clean.
- Ask learners if they follow any of these ways at home or when they go out.
- Listen to the answers given by the learners.

Class Pulse Check

1) Which diseases do mosquitoes spread?



Annual Day: 32/50

Day: 3/3

Actual Date:

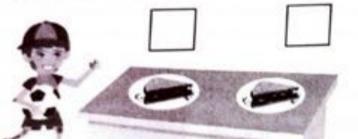
Page(s):

Mark Good Habits

See the pictures in each row. Which one do you think is a good habit? Put a tick (<) on it.









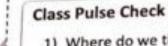












1) Where do we throw the trash?

Important Words

- Last class: nailcutter
- Today's class: clean and dirty

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 48 and look at the practice sheet 'Mark Good Habits'.
- Ask learners to look at the pictures in each row.
- Ask them to put a tick on the picture that shows a good habit.
- Show an example on the board.

Suggested Activity:

- Organise a cleanliness drive in your school.
- Invite learners from all classes.
- Involve learners in activities like picking up litter and cleaning classrooms.
- Revise with the learners the importance of keeping surroundings clean by showing the following video.
- https://www.youtube.com/watch?v=UVSfBCovcT8

Annual Day: 33/50

Day:

Actual Date:

Page(s):

Important Words

Today's class: healthy, strong

9) Healthy Food



Healthy Food Habits

Here are a few food habits that will make you

healthy and strong.



Eating home cooked food



Including these in the food we eat everyday



Drinking a good amount of water



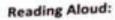
Eating fruits and vegetables everyday



Class Pulse Check

1) Name two things that you should eat everyday.

Transactional Tip(s)



- Ask learners to sit in a circle.
- Ask learners to share things they like to eat and why.
- Listen toss the answers given by the learners.
- Show the IMAX 'What Should I Eat' Chart to the learners.
- Point at each picture and discuss with the learners about healthy and unhealthy foods.
- Ask learners to open TB: Pg. 49.
- Read out the lesson to the learners and discuss about the healthy food habits which we should follow.
- Encourage the learners to talk about healthy food habits they follow at home.

Activity:

- Hide few plastic fruits or vegetables from the IMAX Fruits and Vegetables Set in the class.
- Divide the learners in two groups and ask them to find the hidden fruits and vegetables.

Annual Day: 34/50

Day: 2/4

Actual Date:

Page(s): 50

Mark Healthy Food Items

You are hungry. Circle (0) the healthy food items.







Salad

Chips

Bananas



Cola





Sandwich





Grapes









Carrot



Doughnut

Important Words

- · Last class: healthy, strong
- Today's class: cola, chips, grapes, salad

Transactional Tip(s)

Activity:

- Revise the healthy and unhealthy food items by showing the IMAX 'What Should I Eat?' Chart.
- Using a carton box, make a Die.(Singular form of Dice.)
- Stick pictures of healthy and unhealthy food items on each side of the Die.
- Ask learners to role the Die on the floor.
- Ask them to identify the picture on the Die and say if it's healthy food or unhealthy food.
- Demonstrate once before starting the activity.

Demonstration:

- Ask learners to open TB: Pg. 50 and look at the practice sheet 'Mark Healthy Food Items'.
- Ask learners to circle the healthy food items.
- Show an example on the board.

Class Pulse Check

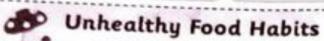
Name two unhealthy food items.



Day: 3/4

Actual Date:

Page(s): 51



Here are a few unhealthy food habits that will make you weak and sometimes sick.



Eating a lot of junk food



Drinking cola and packaged juice instead of water



Eating out very often





Page 278

Important Words

- · Last class: cola, chips, grapes, salad
- Today's class: junk, juice, water

Transactional Tip(s)

Reading Aloud:

- Revise the healthy and unhealthy food items by showing the IMAX 'What Should I Eat?' Chart.
- Ask learners to open TB: Pg. 51.
- · Read out the lesson to the learners.
- Point at each picture and talk to the learners about food habits which make us sick.
- Ask learners to recall if they have fallen sick because of eating something unhealthy.
- · Observe the answers given by the learners.

Demonstration:

- Ask learners to open AB: Pg. 55 and look at the activity sheet 'Colour the Smileys'.
- Ask learners to colour the happy smileys for the food items which are healthy for our body.
- Ask learners to colour the sad smileys for the food items which are unhealthy for our body.
- · Show one example from the book.

Class Pulse Check

1) Name a food habit that will make you sick.





Day: 4/4

Actual Date:

Page(s): 52

Mark the Correct Actions

Read the sentences. Tick (V) the healthy food habit and cross (X) the unhealthy food habit.

you are going home from school and you are hungry.









You are outside and you are thirsty.









It is lunch time















· Last class: junk, juice, water Today's class: habit

Transactional Tip(s)

Important Words

Demonstration:

- · Ask the learners to stand in a circle and sing along the rhyme 'The Vegetable Song' from Rhymes Book: Pg. 11.
- Show fruits and vegetables from IMAX Plastic Fruits and Vegetables Set while singing the rhyme.
- . Show the IMAX Augmented Reality Card 1 and revise the fruits and vegetables with the learners.
- Talk to the learners about the healthy and unhealthy food habits after the rhyme.
- · Ask learners to open TB: Pg. 52 and look at the practice sheet 'Mark the Correct Actions'.
- Read the sentences for the learners.
- Ask them to tick the healthy food habit and cross the unhealthy food habit.
- Demonstrate the first one on the board.
- Observe the learners.

Class Pulse Check

1) Name a healthy food habit.



Amual Day:

Day: 3/4

Actual Date:

Page(s): 28

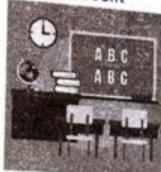
Match People to Places in School

Look at the pictures on the left. Draw lines to match them to the place in school where these children need to go.





Washroom



Classroom



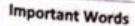
Playground











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

Transactional Tip(s)



Demonstration:

- Ask learners to open TB: Pg. 28 and look at the practice sheet 'Match People to Places in School'.
- Ask learners to look at the picture on the left and draw lines to match it to the picture on the right.
- Show an example on the board.

Class Pulse Check



1) Where can you see a board in the school?

18/50 Day:

pay: 4/4

Actual Date:

Page(s): 30

Match School Events to Names praw lines to match the pictures of the events to their names. Circle (O) your favourite event.



Sports Day



School Assembly



Annual Day



Important Words

- Last class: sports, assembly
- Today's class: Revise school, assembly

Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 30 and look at the practice sheet 'Match School Events to Names'.
- Ask learners to draw lines to match the pictures of the events to their names.
- Ask learners to circle their favourite event.
- Show an example on the board.
- Ask learners to open AB: Pg. 45 and look at the activity sheet 'Colour Annual Day Picture'.
- Ask learners to colour the Annual Day picture with colours of their choice.

Class Pulse Check



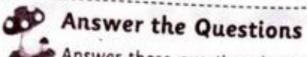
1) When do you participate in singing and dancing events in school?

Annual Day: 16/50

Day: 2/4

Actual Date:

Page(s): 27



Answer these questions in one word.

Playground, Principal, Teacher, Library

Who is the head of your school?

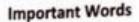


Who teaches you in school?



Where do you play in school?





- Last class: playground, washroom, Principal's room
- Today's class: library

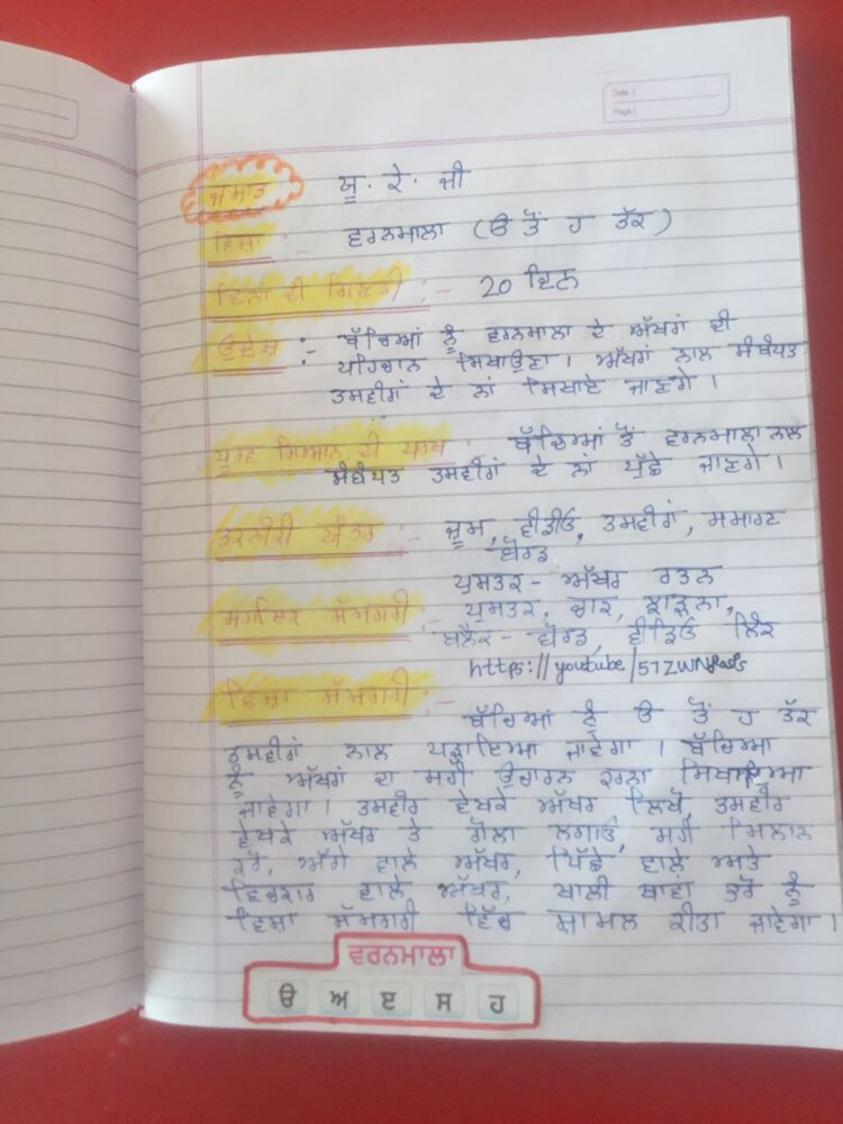
Transactional Tip(s)

Demonstration:

- Ask learners to open TB: Pg. 27 and look at the practice sheet 'Answer the Question'.
- · Demonstrate the first one for learners.
- · Ask learners to do the rest on their own.
- · Help if required.
- Ask learners to open AB: Pg. 43 and look at the activity sheet 'Stick Pictures of People in School'.
- Ask learners to look at the picture of places we see in school.
- Tell learners to stick pictures of people they see in these places.
- Ask them to use the sticker page given at the end of the book.
- · Observe the learners when they are doing the activity.

Class Pulse Check

1) Where can you see a slide in the school?



विशिक्षां है हर्दभाष्ठा ममाउ हिंग दिंग अहाम हिंग पदारिमा माहेगा भाडे घामार हिंग वरकरो। हिल्लावयोक्षां सी सवासीयाउ हरकाष्ठा ठाष्ठ मेर्रियं उमहीत भूसर थूं है नाहरी। क्रिग्रेट रे माहेगा। हिरिक्तावसीका के थड़े साहरी अक्षाउभर विद्यामादा रिहेंग रियम भारे यह हा मि मिना के दिसे हैं रेखर हाहा कि मा रे, उमहीरा प्री Menimeter या रिअडेभाव भीडा माहेगा।

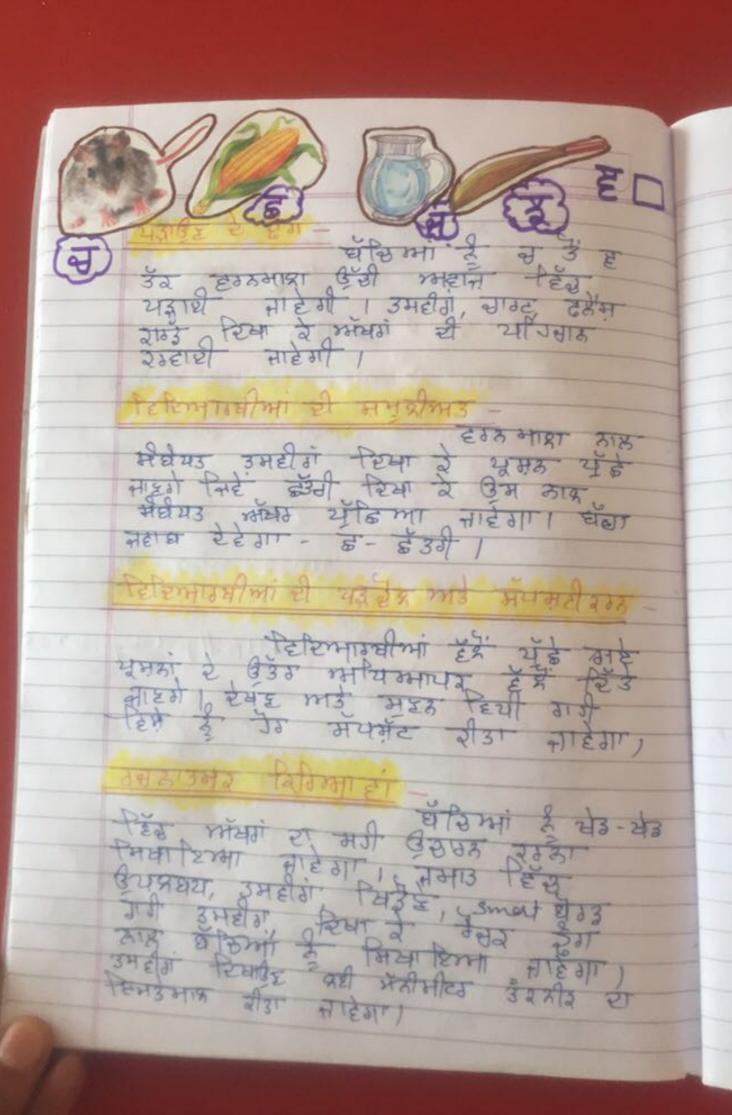
ज्यात है के निश्च किया साहगा। - रियारहार्ट ग्रेट माध्ये था में रिया रिया के स्थित किया है। स्थिति किया साध्ये। शहरे वार्ष हों से समाउ हिंछ है जे उउँ व शहरे वार्ष हों हों हों हो हो हो हो हो है अप के सिथ है सिंध मार्रो। हों हो सिथ सिथ सिथ विशा हार्से हों हो के किया सिथ है हारीर हों हो हो सार्रेगा। विश्व हों हारीर हों हो हो सार्रेगा। विश्व हों सार्रेगा।

भागाउ - य. रे. भी व ४ त ॥ है। है। है। है। है। 1221 d 101831 - 20 125 वरेम - घं किल्मां की थीनाधी हिंस हिमेम वृती थेरा रहता। हा किमां है रहत भाषा रे अंधर सियह अर्ड यहरे मिथाਉंडा। युग्र गिमार थे याम - घंचिमां हैं हारसाहा यं हे माह गे। सुम, दीविष्ट, उमहीरं, प्रभारट वैरव , होरीट घरवा भारि यमउद्ग नाय राज्य वर्ग मार्थ वर्ग मार्थ वर्ग मार्थ कार्य कार वर्षेत्र हो उत्तर हो उत्तर विकास में महारा निवार के क्षेत्र क्षेत्र के क्षेत साहेगा।

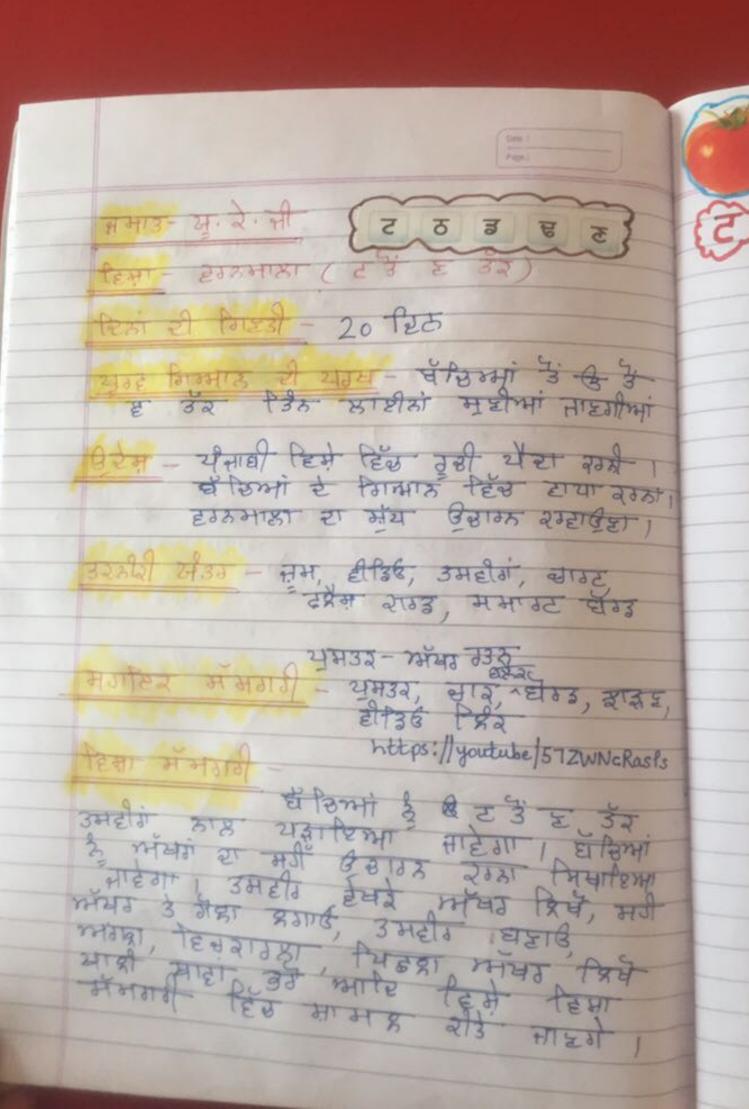
हरतमासा 23 व्यवस्त्री। Audio mis video रिया वे mis मुद्दा वे सी हरस्मात्रा रा देशावस रगहारिक्षा माहेगा। रिरिमानियोगां ही अस्प्रीलाउ -हमहीनं विद्या है सुसर थाई नाइने । अहाउन्ह हे उन उ मासन ही उसहीन विहाउन्ह हे उन असी या असन या किया विहाउन्ह है उन असी या असन या किया नहीं । या विहार विहार का मन या नामन IBI रिष्टरिक्तात्वीतमां सी यहाँ के मार्थ मंघमरी व्यव -गरे यूसरों हे दुउँ अपियापाय हें हैं रिटेंडी मीड । हेसड अर्ड मुड्ह हिया गरी ही हिसे हैं रेंड हिसकार राष्ट्र असप्राष्ट्रिया माहेगा। र होत्र WNERasts रीमा उमहीं गुन्ट , उं रिष्ठाहा पेन दिशाहा निहं क्यांट, ब्राइगानी, गरी घंने थेन थेन थेन हिंहे क्यांट, व्याना, मिस मारे प्रा त्री काउ भर रिकालाहा -118m7 मध्य र Video Perils 48 Puzzle 328/2 2 283 2/3 FET ी अ नाहेगी।

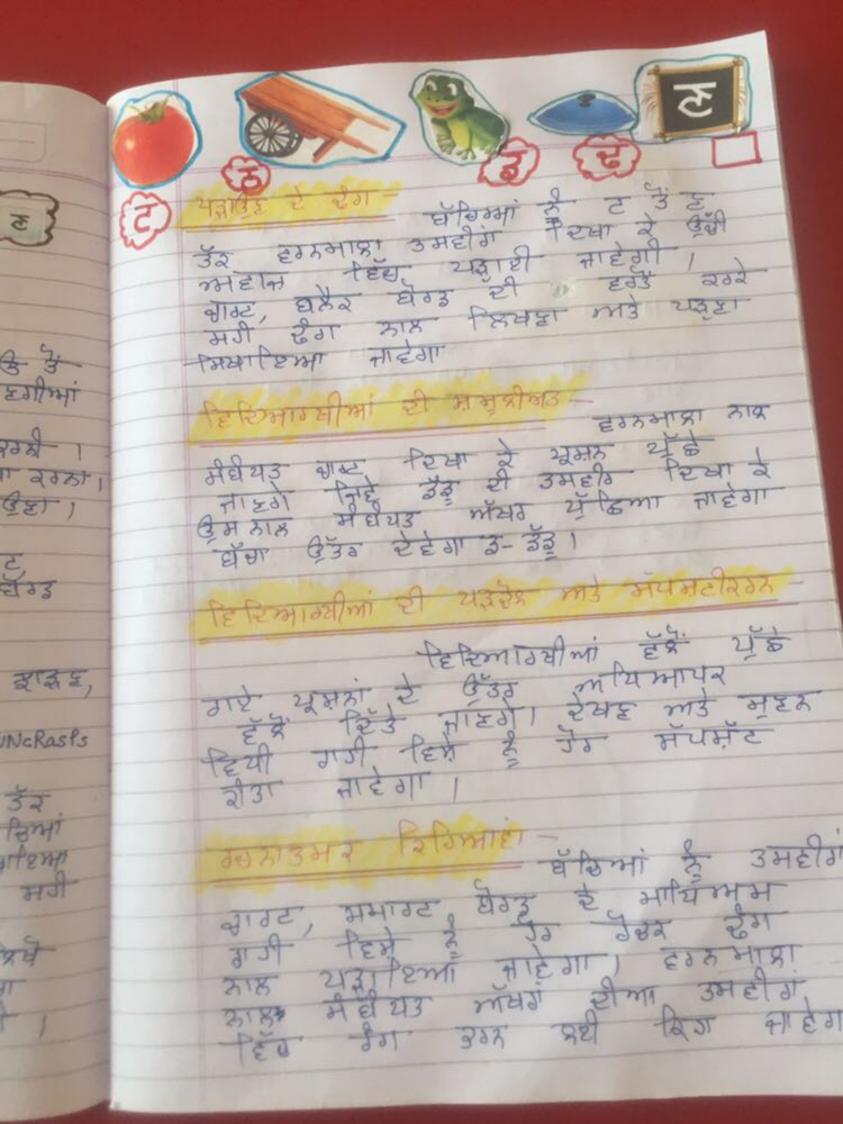
की शिव- डार हेग्याहा, रंग्डाहा माड्गी। जिस्मात हिंह अन्ति श्रम भाग वा रेम - छंडे भाग उंस सियर नाडे अस्ट रहति सार्व हुन सियर माडे HX155 -मुठा कर प्रमुखे से साउ हिंक र उँ द उँ र राहारी गारी हम्मसाठा रे भाषा वह है आई हिम्म के नाहरी। हारीट घरडे 3 देन फिसड किला साहरी। CUITA TO THE

ममाउ - यु रे मी ਚ ਛ ਜ ਝ 31 िमा = द्वाप्रमाप्ता (च वे दे वे वे वे ਇਨਾਂ ਦੀ ਗਿਲਤੀ - 20 ਇਨ युग्द निक्सार सी याग्य = घॅरिक्सां ने से में म रेंग चे कारीकां मुद्दीयां ताहगीआं विरेश - विशिक्षां है येनाची अमा रा विश्वात रेश - मूम, दीडिंड, उमहीगं, ममाउट मार्थिय में भगारी - युमउर, बार, धर्में होरड, प्रायुष्ट, हीरडिंड रिक्रेंब / https://youtube./57ZWNo.Rade हिमा मंगारी घॅिकां है स उँ ह उँव उमहीं क्षां प्राप्त प्राप्तिमा नाहेगा। घरेर छाउँ ही मजा रिजा राह क्षां है मजी हैग राह क्षिष्ठा निमा हिंगा। क्रिक्ष्ट क्षां महह हिंगी गणी चं रिक्सा



व्यवाधी माहेगी माहेगा। विकास है है रूपारी व्यव है ही रूपारी निवासमा देश नाहेगा। चित्रा माहेगा। महारह चंग्ने सभाउ हिंग की उँ म् उँच चर्चार गार्थ भाषा पद्दे भारी रिक्षप्रदे सिया साहिगा। हिंस रिक्राय रिक्रायह सिया साहिगा। हिंस रिक्रायह सिया साहिगा। 3





र्गित हार हार रेगिर के भेरह। उन में हार रेगिर के भेरह। यार यार रेम निष्मा रेम क्रिय वे मार्ड यार रार्ट कार्डिशा। मिरायह मा माउ हिंच ट उं ह उँच च्या गरी हरस्माप्ता रे भाषा हीसरे आदे हिंधरे मिंस नार्या। हार्रेय हीराउ उ होत्र निरंध नार्या नार्या।