



A – Curriculum to Learning Objectives: Strokes

Prior Knowledge		<ul style="list-style-type: none"> • <i>Pincer grip</i> 		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
Nursery	1	Strokes	1.a	<ul style="list-style-type: none"> • Practise making the following strokes <ul style="list-style-type: none"> – straight lines – left and right slanting lines – left and right curves – up and down curves – 'O' and 'S' curves
LKG	1	Strokes	1.a	<ul style="list-style-type: none"> • Practise making the following strokes <ul style="list-style-type: none"> – straight lines – left and right slanting lines – left and right curves – 'O' and 'S' curves – up, down and pattern waves – swings

B – Vision-to-Action Plan: 1 Strokes

Period and Planned Date	Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	3	1.a	<ul style="list-style-type: none"> Hold a pencil using the pincer grip Trace straight lines using fingers 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> Newspaper 	–	
2 DD/MM/YYYY	4	1.a	<ul style="list-style-type: none"> Trace sleeping lines 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Scale 	TB: Pg. 4	
3 DD/MM/YYYY	5	1.a	<ul style="list-style-type: none"> Trace standing lines 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 5	
4 DD/MM/YYYY	3	1.a	<ul style="list-style-type: none"> Revise tracing straight lines 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> PL 	–	
5 DD/MM/YYYY	6	1.a	<ul style="list-style-type: none"> Trace slanting lines 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB Rhymes Book Kite 	–	
6 DD/MM/YYYY	7	1.a	<ul style="list-style-type: none"> Trace left slanting lines 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Rhymes Book 	TB: Pg. 7	
7 DD/MM/YYYY	8	1.a	<ul style="list-style-type: none"> Trace right slanting lines 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Rhymes Book 	TB: Pg. 8	
8 DD/MM/YYYY	6	1.a	<ul style="list-style-type: none"> Revise tracing slanting lines 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB Rhymes Book Kite AB PL 	AB: Pg. 3	

Period and Planned Date	Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
9 DD/MM/YYYY	9	1.a	<ul style="list-style-type: none"> Trace curves using fingers 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB Rhymes Book Apple 	–	
10 DD/MM/YYYY	10	1.a	<ul style="list-style-type: none"> Trace left curves 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PL 	TB: Pg. 10	
11 DD/MM/YYYY	11	1.a	<ul style="list-style-type: none"> Trace right curves 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Rhymes Book Apple PL 	TB: Pg. 11	
12 DD/MM/YYYY	12-13	1.a	<ul style="list-style-type: none"> Trace up curves 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Rhymes Book 	TB: Pg. 13	
13 DD/MM/YYYY	14	1.a	<ul style="list-style-type: none"> Trace down curves 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Rhymes Book AB 	TB: Pg. 14 AB: Pg. 5	
14 DD/MM/YYYY	12	1.a	<ul style="list-style-type: none"> Revise tracing different strokes 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Rhymes Book PL 	–	
15 DD/MM/YYYY	15-16	1.a	<ul style="list-style-type: none"> Trace 'O' curves 	<ul style="list-style-type: none"> Outdoor Learning Circle Time Practice 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 16 AB: Pg. 9	
16 DD/MM/YYYY	17	1.a	<ul style="list-style-type: none"> Trace 'S' curves 	<ul style="list-style-type: none"> Outdoor Learning Practice 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 17 AB: Pg. 7	
17 DD/MM/YYYY	15	1.a	<ul style="list-style-type: none"> Revise tracing 'O' and 'S' curves 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB Rhymes Book PL 	–	

Annual Day:
1/50

Day:
1/17

Actual Date:

Page(s):
3

1) Strokes



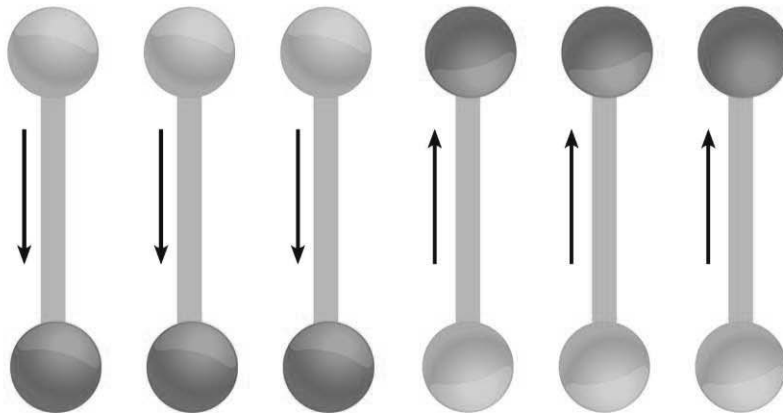
Straight Lines

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

SLEEPING LINES



STANDING LINES



3

Important Words

- Today's class: straight lines

Transactional Tip(s)



Demonstration:

- Ask learners to form a circle.
- Distribute a newspaper and some crayons among learners.
- Demonstrate how to hold a crayon using index finger, middle finger and thumb (Pincer Grip).
- Ask learners to hold their crayons using the pincer grip.
- Tell learners to scribble with the crayons on the newspaper, while holding the crayons between their three fingers.
- Replace the crayons with pencils, and ask learners to repeat the activity.
- Introduce the term 'straight line' to the learners.

Activity:

- Tell learners that they will learn about 'Straight Line' by playing a game called: Stand and Sleep.
- Call out either 'stand' or 'sleep'.
- Ask learners to follow the instructions. E.g., when you say 'stand', learners will stand.

***Note to Teacher:** Pincer Grip is the seamless coordination of index finger, middle finger and thumb. When a learner holds a pencil, the grip is known as Pincer Grip. This is an important step in developing fine motor skills.

Class Pulse Check



- 1) Hold the pencil and scribble in the air.

Annual Day:
2/50

Day:
2/17

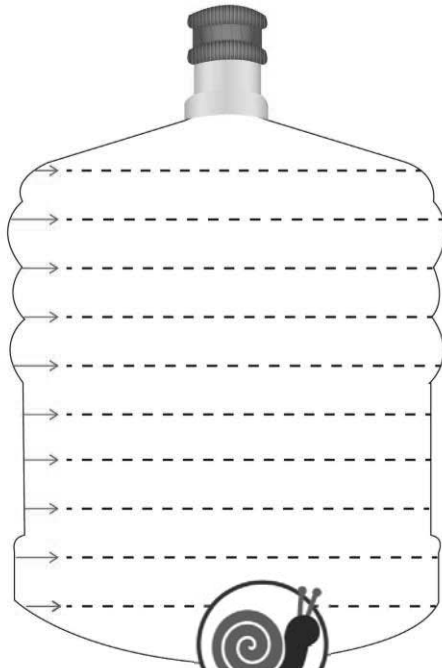
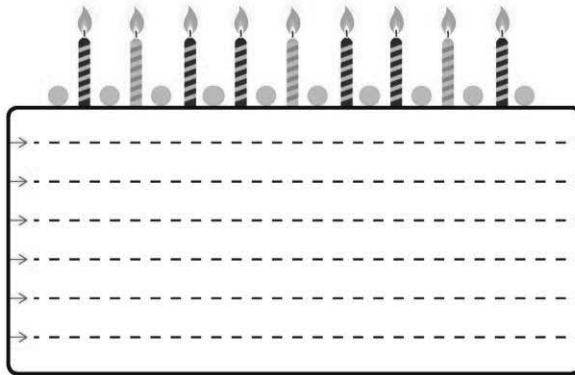
Actual Date:

Page(s):
4



Trace the Sleeping Lines

Trace the dotted lines to complete the pictures.



4

Important Words

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

Transactional Tip(s)



Circle Time:

- Ask learners to form a circle.
- Revise the rules of the game 'Stand and Sleep'.
- Begin the class with the game.
- After the game, show a scale to the learners.
- Hold the scale in a standing or sleeping position.
- Ask learners to name the type of line being formed.
- You can draw a standing or a sleeping line on the board and ask learners to recognise the type of line.

Practice:

- During practice, tell learners that they will be tracing sleeping lines.
- Ask learners to open TB: Pg. 4.
- Ask them to trace the lines using a pencil or a crayon.
- Tell learners to say the name of the line aloud which they are tracing.

Class Pulse Check



- 1) Trace a sleeping line on the board.

Annual Day:
3/50

Day:
3/17

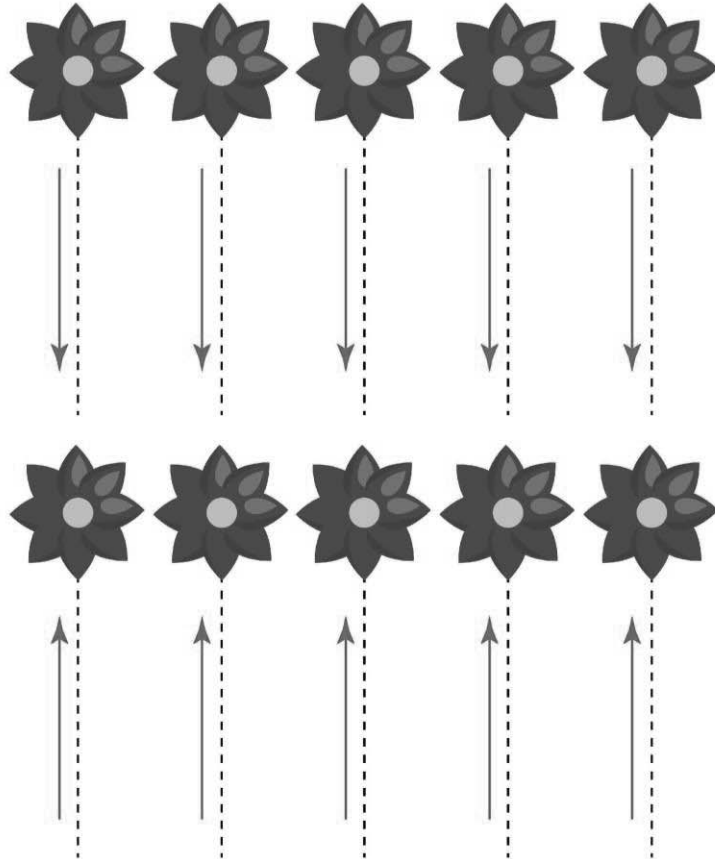
Actual Date:

Page(s):
5



Trace the Standing Lines

Trace the dotted lines to complete the pictures.



5

Important Words

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

Transactional Tip(s)



Demonstration:

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

Practice:

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

Class Pulse Check



- 1) Trace a standing line on the board.

Annual Day:
4/50

Day:
4/17

Actual Date:

Page(s):
3

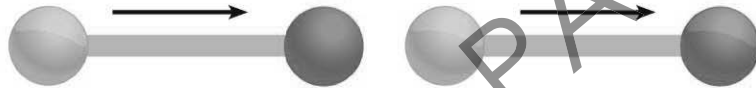
1) Strokes



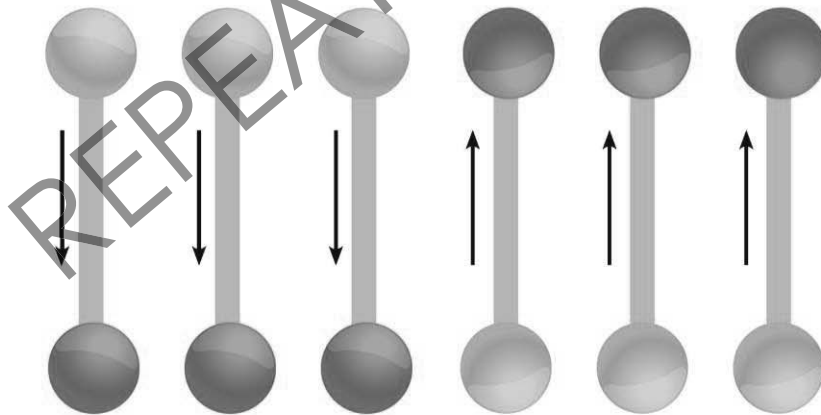
Straight Lines

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

SLEEPING LINES



STANDING LINES



Important Words

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

Transactional Tip(s)



Circle Time:

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

Practice:

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

Class Pulse Check



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

Annual Day:
5/50

Day:
5/17

Actual Date:

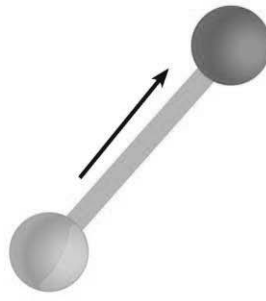
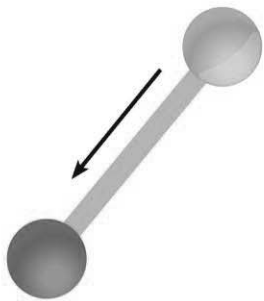
Page(s):
6



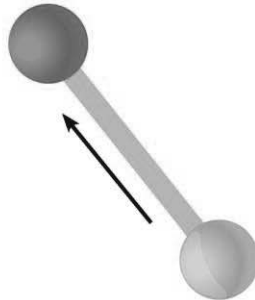
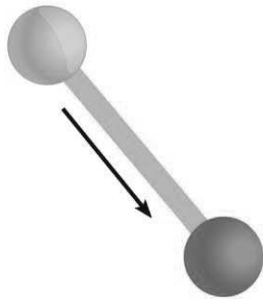
Slanting Lines

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

LEFT SLANTING LINES



RIGHT SLANTING LINES



Important Words

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

Transactional Tip(s)



Demonstration:

- Begin the class by singing the rhyme 'Boogie Woogie' from Rhymes Book: Pg. 28. Do the actions for the same.
- Demonstrate the concept of 'left' and 'right' using your hands.
- After introducing 'left' and 'right', show learners a kite or draw a picture of a kite on the board.
- Trace the sides of the kite with your finger.
- Ask learners if the sides of the kite are sleeping or standing lines.
- Introduce the word 'slanting'.

Activity:.

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

Class Pulse Check



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

Annual Day:
6/50

Day:
6/17

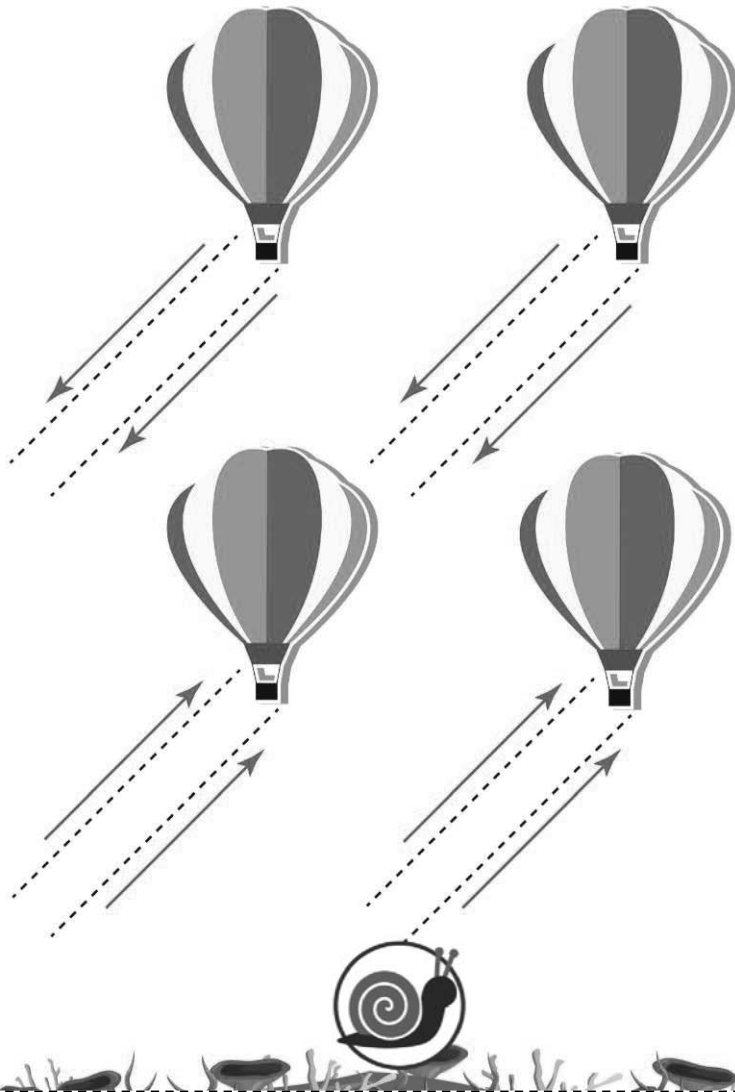
Actual Date:

Page(s):
7



Trace the Left Slanting Lines

Trace the dotted slanting lines.



Important Words

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

Transactional Tip(s)



Demonstration:

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

Practice:

- Ask learners to open TB: Pg. 7 to trace left slanting lines.
- Remind learners to follow the arrows on the page when they trace the lines.
- Ask them to trace the lines using a pencil or a crayon.
- Tell learners to say the name of the line aloud which they are tracing.

Class Pulse Check



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

Annual Day:
7/50

Day:
7/17

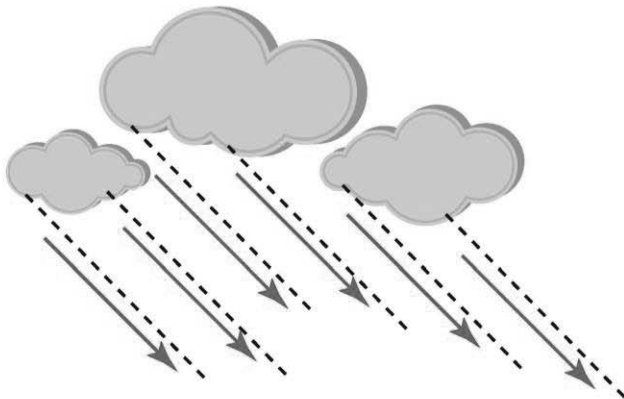
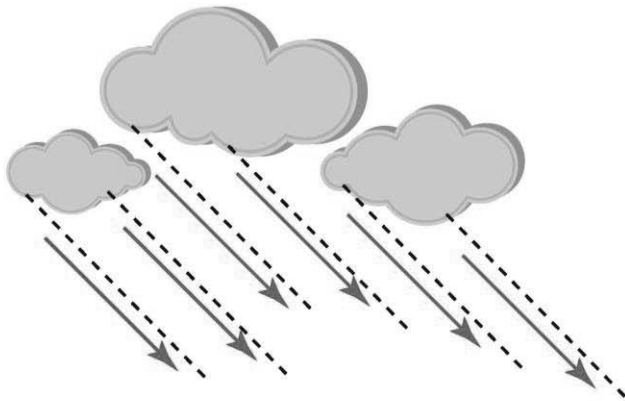
Actual Date:

Page(s):
8



Trace the Right Slanting Lines

Trace the dotted slanting lines.



8

Important Words

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

Transactional Tip(s)



Demonstration:

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

Practice:

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

Class Pulse Check



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

Annual Day:
8/50

Day:
8/17

Actual Date:

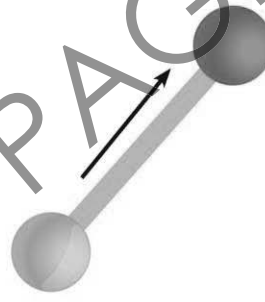
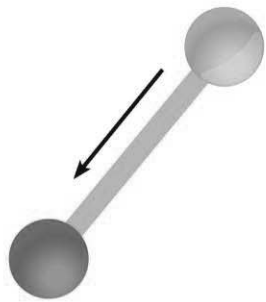
Page(s):
6



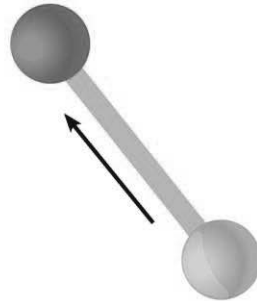
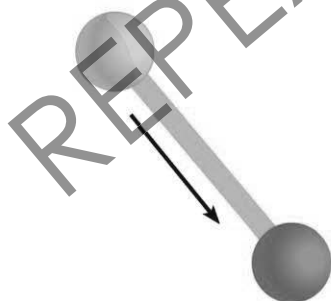
Slanting Lines

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

LEFT SLANTING LINES



RIGHT SLANTING LINES



REPEATED PAGE



Important Words

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

Transactional Tip(s)



Practice:

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

Class Pulse Check



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

Annual Day:
9/50

Day:
9/17

Actual Date:

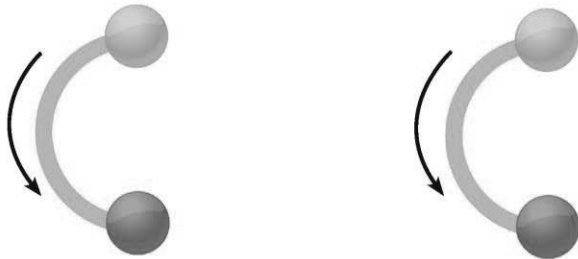
Page(s):
9



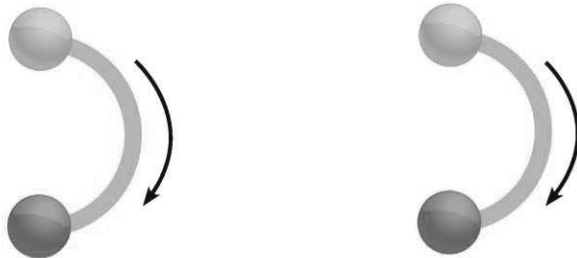
Left and Right Curves

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

LEFT CURVES



RIGHT CURVES



9

Important Words

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

Transactional Tip(s)



Demonstration:

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

Activity:

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

Class Pulse Check



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

Annual Day:
10/50

Day:
10/17

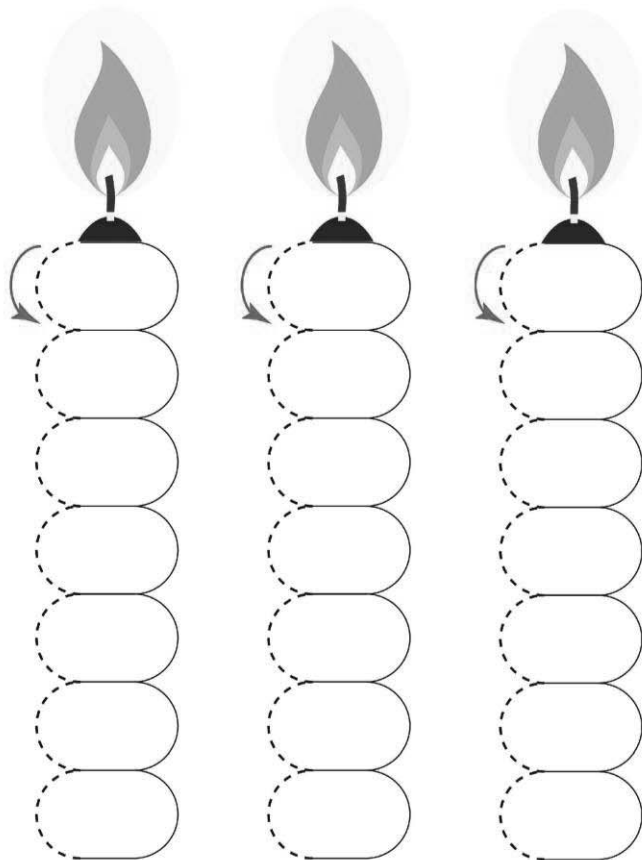
Actual Date:

Page(s):
10



Trace the Left Curves

Trace the dotted curves to complete the candles.



Important Words

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

Transactional Tip(s)



Practice:

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

Class Pulse Check



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

Annual Day:
11/50

Day:
11/17

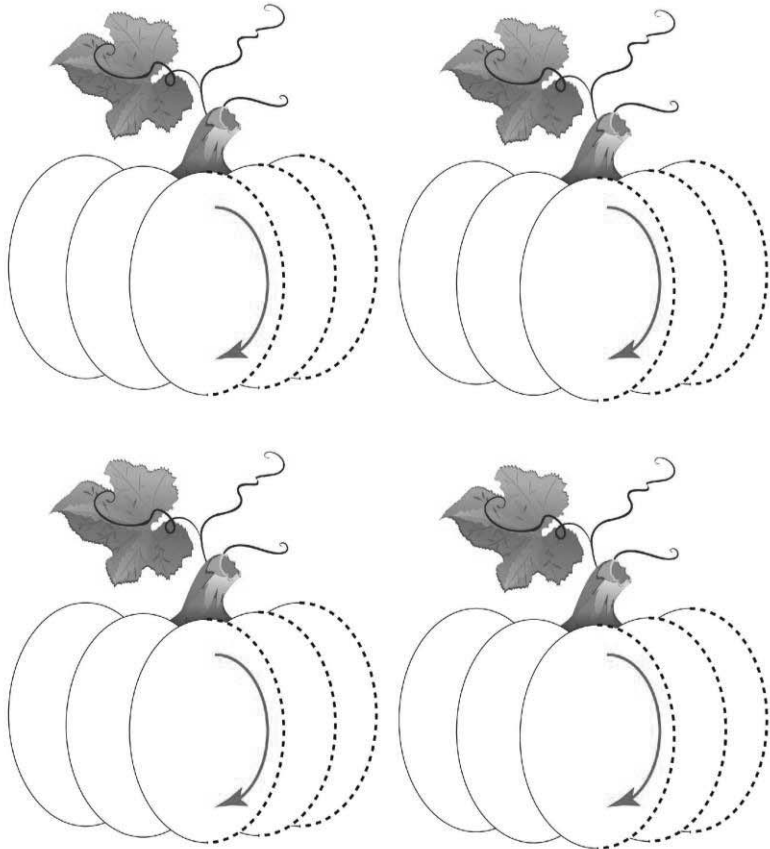
Actual Date:

Page(s):
11



Trace the Right Curves

Trace the dotted curves to complete the pumpkins.



11

Important Words

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

Transactional Tip(s)



Demonstration:

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

Practice:

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

Class Pulse Check



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

Annual Day:
12/50

Day:
12/17

Actual Date:

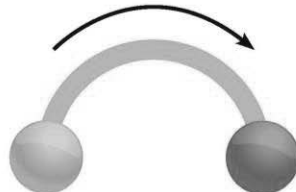
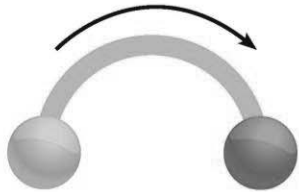
Page(s):
12



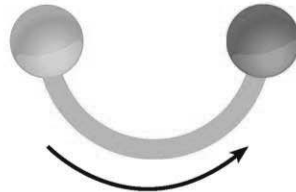
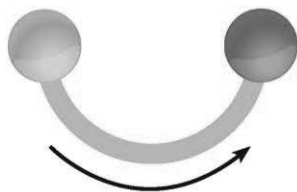
Up and Down Curves

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

UP CURVES



DOWN CURVES



12



Important Words

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

Transactional Tip(s)



Demonstration:

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

Class Pulse Check



- 1) Trace the up and down curves in the air.

Annual Day:
12/50

Day:
12/17

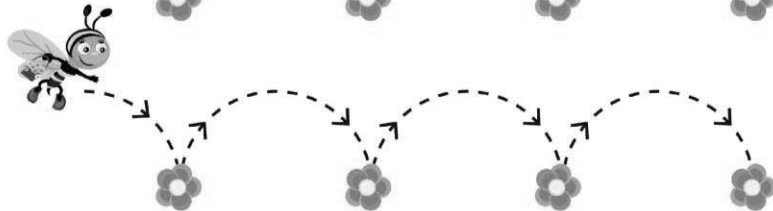
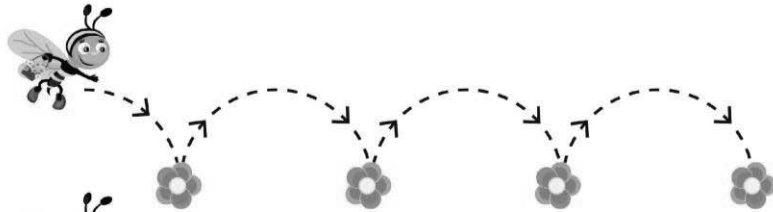
Actual Date:

Page(s):
13



Trace the Up Curves

Trace the dotted curves to help them finish the race.



Important Words

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

Transactional Tip(s)



Practice:

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

Class Pulse Check



- 1) Name the curve drawn on the board.

Annual Day:
13/50

Day:
13/17

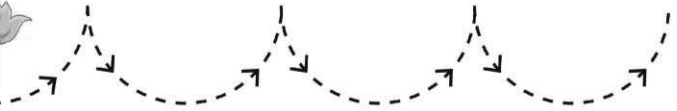
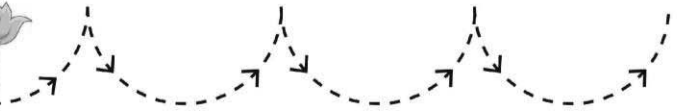
Actual Date:

Page(s):
14



Trace the Down Curves

Trace the dotted curves to help them finish the race.



Important Words

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

Transactional Tip(s)



Demonstration:

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

Practice:

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

Class Pulse Check



- 1) Name the curve drawn on the board.

Annual Day:
14/50

Day:
14/17

Actual Date:

Page(s):
12



Up and Down Curves

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

UP CURVES



DOWN CURVES



REPEATED PAGE



Important Words

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

Transactional Tip(s)



Demonstration:

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

Practice:

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

Class Pulse Check



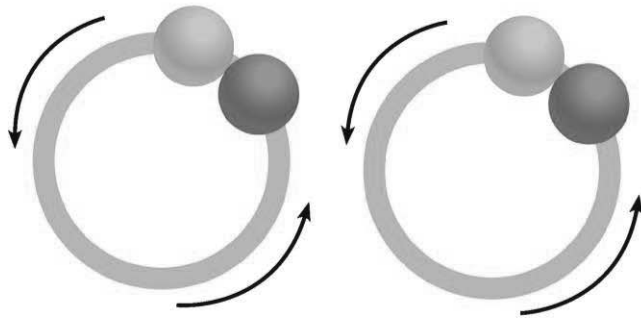
- 1) Draw the curve being talked about on the board.



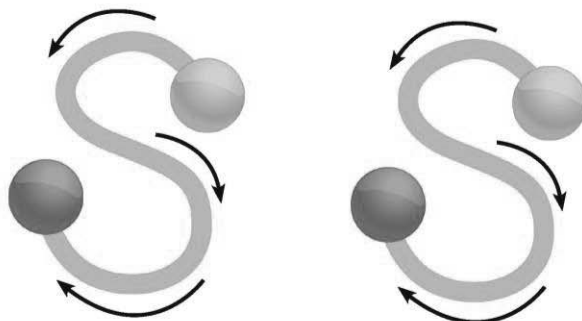
'O' and 'S' Curves

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

'O' CURVES



'S' CURVES



Important Words

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

Transactional Tip(s)



Outdoor Learning:

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

Circle Time:

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

Class Pulse Check



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

Annual Day:
15/50

Day:
15/17

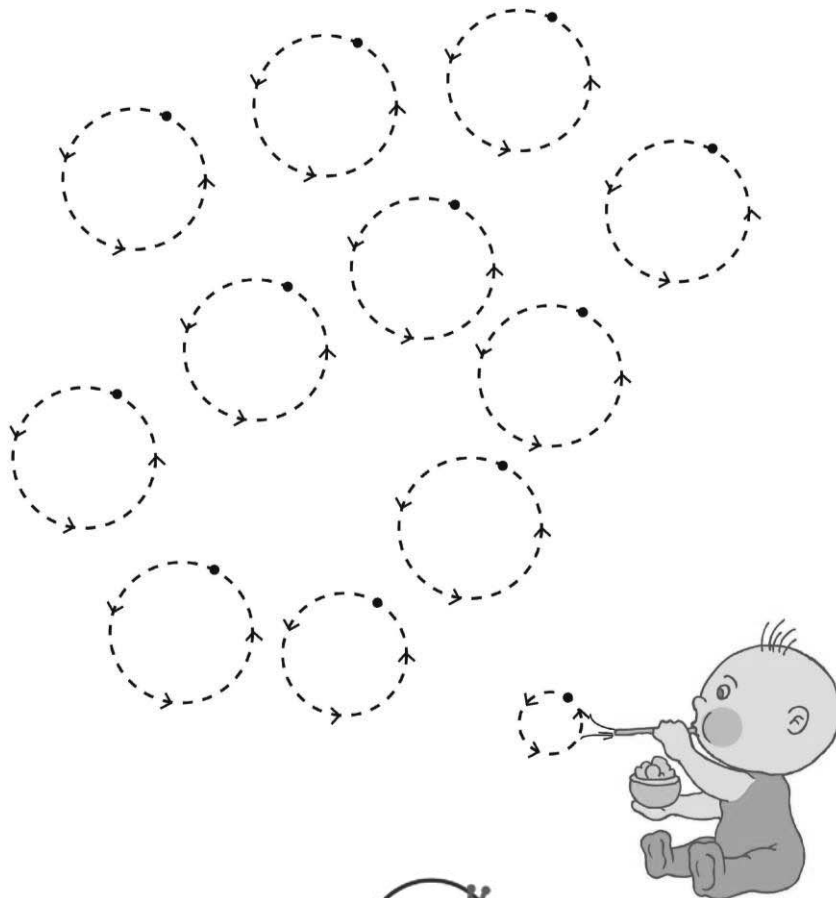
Actual Date:

Page(s):
16



Trace the 'O' Curves

Trace the dotted curves to help Pihu blow some bubbles.



Pihu

16

Important Words

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

Transactional Tip(s)



Practice:

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

Class Pulse Check



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

Annual Day:
16/50

Day:
16/17

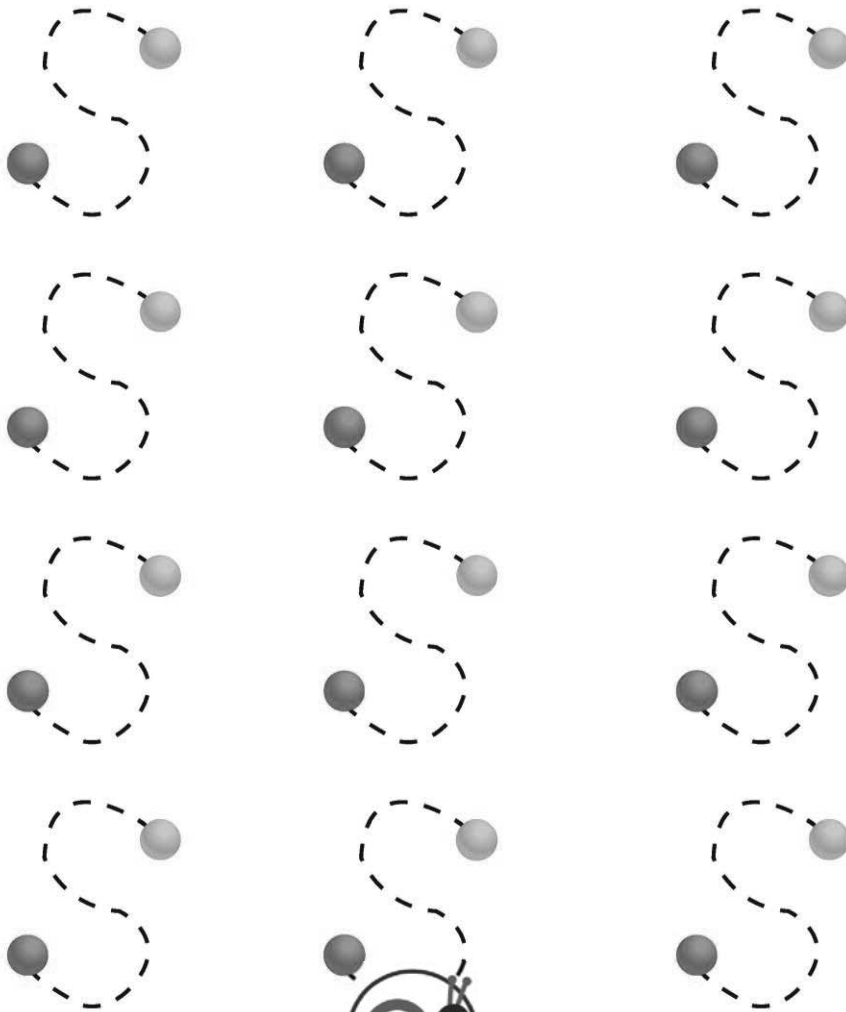
Actual Date:

Page(s):
17



Trace the 'S' Curves

Trace the dotted curves.



Important Words

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

Transactional Tip(s)



Outdoor Learning:

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

Practice:

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

Class Pulse Check



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

Annual Day:
17/50

Day:
17/17

Actual Date:

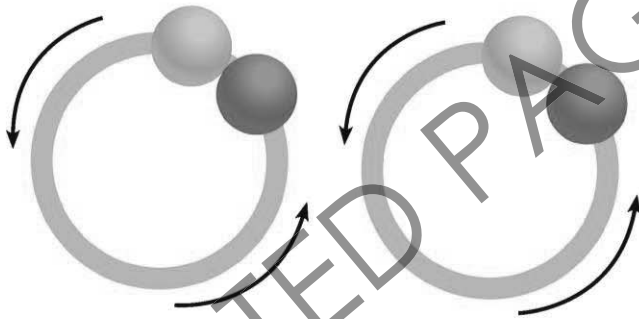
Page(s):
15



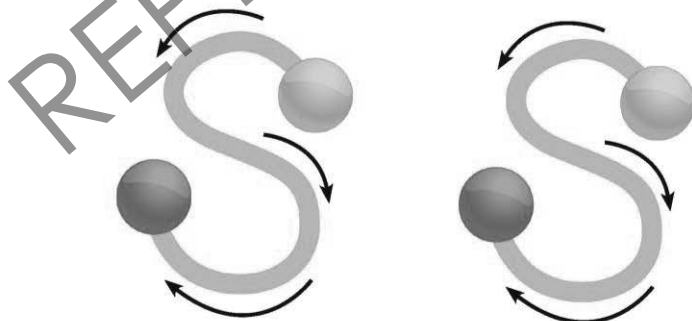
'O' and 'S' Curves

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

'O' CURVES



'S' CURVES



15

Important Words

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

Transactional Tip(s)



Practice:

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










Class Pulse Check



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

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Draw a sleeping line and a standing line on the board.	Period 4 - Practise making the following strokes: straight lines	
2	Find objects in the classroom which have slanting lines.	Period 8 - Practise making the following strokes: left and right slanting lines	
3	Draw a pumpkin or an apple on the board using left and right curves.	Period 11 - Practise making the following strokes: left and right curves	
4	Draw up and down curves to make a happy and sad face on the board.	Period 13 - Practise making the following strokes: up and down curves	
5	Draw 'O' and 'S' curves in the air using your finger.	Period 17 - Practise making the following strokes: 'O' and 'S' curves	

Post-lesson Reflection			
TB completed	Y <input type="checkbox"/>	N <input type="checkbox"/>	AB completed
	Y <input type="checkbox"/>	N <input type="checkbox"/>	NA <input type="checkbox"/>
Enthusiastic participation	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Concept clarity in the classroom	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Concept clarity through the textbook	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/>
		Practise <input type="checkbox"/>
App Report	Number _____	Signature _____