



### Lesson Overview – 5: Sorting and Grouping

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher
1 DD/MM/YYYY	55	5.a	<ul style="list-style-type: none"> <li>Know the concept of 'sorting' and 'grouping' of objects based on colour</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Five red crayons</li> <li>Five blue crayons</li> <li>Five black crayons</li> </ul>	-	
2 DD/MM/YYYY	56	5.b	<ul style="list-style-type: none"> <li>Sort the objects based on their colour</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 56	
3 DD/MM/YYYY	57	5.b	<ul style="list-style-type: none"> <li>Group the objects based on their colour</li> </ul>	<ul style="list-style-type: none"> <li>Practice Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>A8 (part 1)</li> <li>Ten white buttons</li> <li>Ten red buttons</li> <li>Ten blue buttons</li> </ul>	TB: Pg. 57 A8: Pg. 41	
4 DD/MM/YYYY	58	5.a	<ul style="list-style-type: none"> <li>Know the concept of 'sorting' and 'grouping' of objects based on shapes</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>IMAX 2D Shapes</li> <li>One big size of star, heart and square shape paper cut-out</li> <li>One medium size of star, heart and square shape of paper cut-out</li> <li>One small size of star, heart and square shape of paper cut-out</li> </ul>	-	



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## 5) Sorting and Grouping



### Sorting and Grouping Based on Colour

Look at the objects. They are grouped based on their colours.

#### Yellow



Mango



Sunflower



Bananas



Sun

#### Red



Tomato



Strawberry



Cherries



Chillies

#### Green



Cabbage



Grapes



Leaf



Grass



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### Sort Objects by Colour

Draw lines to match the colour of the objects to the colour of the baskets.



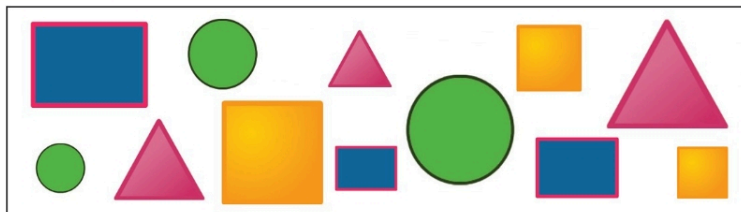
56





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ubhtml5.com**Sorting and Grouping Based on Shape**

Look at the picture to see how objects can be sorted based on their shapes.



Square



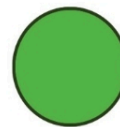
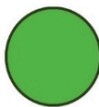
Triangle



Rectangle



Circle



58



9:52

129  
KB/S

44

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## Group Objects by Shape

Match the similar shapes by drawing lines.





## Reflection

Suggested questions to test the key concept(s)		Key Concept(s)	
1	Sort the objects and group them based on colour. (Provide pictures of red, blue and yellow coloured objects.)	Day 1 - Know the concept of sorting and grouping similar objects	
2	Sort and group according to their shapes. (Provide learners with a mixed bag of five square, five, triangle and five circle shapes.)	Day 6 - Match objects based on colour and shape	

### Lesson Review

Went well:

### Progress Passbook

#### Carried Forward

This lesson

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

Till now

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

#### Planned Days

6

A

B

C



### Lesson Overview – 6: Positions

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's
1 DD/MM/YYYY	60	6.a	<ul style="list-style-type: none"> <li>Know the concept of 'left' and 'right'</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	–	
2 DD/MM/YYYY	61	6.a	<ul style="list-style-type: none"> <li>Distinguish between 'left' and 'right' objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 61 AB: Pg. 17	
3 DD/MM/YYYY	62	6.d	<ul style="list-style-type: none"> <li>Know the concept of 'before' and 'after'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Bottle</li> <li>Book</li> <li>Pencil</li> </ul>	–	
4 DD/MM/YYYY	63	6.d	<ul style="list-style-type: none"> <li>Distinguish between 'before' and 'after' objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 63 AB: Pg. 19	
5 DD/MM/YYYY	64	6.b	<ul style="list-style-type: none"> <li>Know the concept of 'above' and 'below'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Book</li> <li>Bag</li> </ul>	–	
6 DD/MM/YYYY	65	6.b	<ul style="list-style-type: none"> <li>Distinguish between 'above' and 'below' objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 65 AB: Pg. 21	
7 DD/MM/YYYY	66	6.e	<ul style="list-style-type: none"> <li>Know the concept of 'near' and 'far'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Duster</li> <li>Pencil</li> </ul>	–	



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## 6) Positions



### Left and Right

Look at the pictures. Which objects are on your LEFT side? Which objects are on your RIGHT side?



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Look at the pictures and follow the instructions.

Circle (0) the vegetable on your right.



Circle (0) the clock on your right.



Circle (0) the object on your left.



Circle (0) the toy on your right.





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Write 'A' for the objects that are AFTER the objects in the middle. Write 'B' for the objects that are BEFORE the objects in the middle.

☐☐☐☐☐☐☐☐



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## Above and Below

Look at the picture.



The aeroplane is  
flying **ABOVE** the  
clouds.



The balloon is  
flying **BELOW** the  
clouds.



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Look at the picture. Count and write how many kites are ABOVE the tree and how many kites are BELOW the tree.



Above

Below



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## Near and Far

Look at the picture to understand what is FAR from the house and what is NEAR the house.



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Look at the pictures. Write 'N' for NEAR and 'F' for FAR in the boxes.



Which dog is **FAR** from the bone and which dog is **NEAR**?



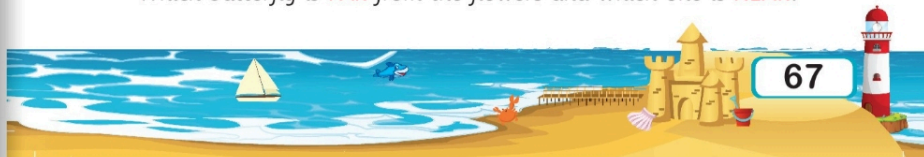
Which hen is **FAR** from the chick and which hen is **NEAR**?



Which rabbit is **FAR** from the carrot and which rabbit is **NEAR**?



Which butterfly is **FAR** from the flowers and which one is **NEAR**?



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## Inside and Outside

Look at the pictures to see what is **INSIDE** and what is **OUTSIDE**.

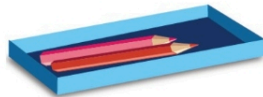
The dog is **INSIDE** the kennel.



The banana is **OUTSIDE** the basket.



The pencils are **INSIDE** the box.



The slippers are **OUTSIDE** the rack.



The lion is **INSIDE** the den.



The cow is **OUTSIDE** the shed.





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## Inside and Outside

Look at the pictures to see what is **INSIDE** and what is **OUTSIDE**.

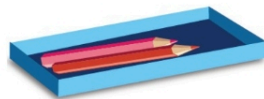
The dog is **INSIDE** the kennel.



The banana is **OUTSIDE** the basket.



The pencils are **INSIDE** the box.



The slippers are **OUTSIDE** the rack.



The lion is **INSIDE** the den.



The cow is **OUTSIDE** the shed.



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ubhtml5.com**Mark Inside and Outside Objects**

Look at the pictures and tick (✓) the correct answer  
(INSIDE/OUTSIDE).

The oranges are .....  
the basket.



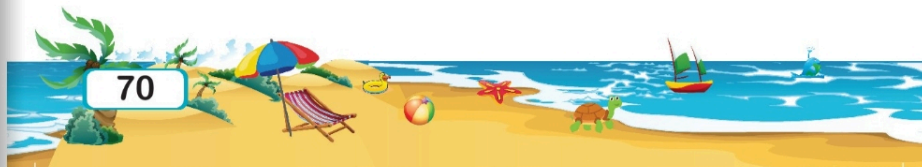
The fish is ..... the bowl.



The woman is .....  
the house.



The books are .....  
the box.



## Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	Shake your left leg and right hand.	Day 2 - Distinguish between left and right positions relative to each other
2	Name the object which is before the duster? (Keep a duster in the middle and a bottle before the duster and a book after the duster.)	Day 4 - Distinguish between before and after positions relative to each other
3	Where is the dustbin? (Keep a dustbin below the table.)	Day 6 - Distinguish between above and below positions relative to each other
4	Is the red book near the table or far from the table? (Keep a book near the table and a green book far from the table.)	Day 7 - Distinguish between near and far positions relative to each other
5	Where is the cricket bat? (Keep a cricket bat outside the classroom.)	Day 10 - Distinguish between inside and outside positions relative to each other

## Lesson Review

What went well:

What to improve:

## Carried Forward

This lesson

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

Till now

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

## Progress Passbook

Planned Days

10

Speed Up

↑ days A \_\_\_\_\_

B \_\_\_\_\_

Slow Down

↓ days A \_\_\_\_\_



## Lesson Overview – 7: Patterns

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	71	7.a	<ul style="list-style-type: none"> <li>Know the concept of patterns and recognise the given pattern</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	—
2 DD/MM/YYYY	72	7.b	<ul style="list-style-type: none"> <li>Recognise the object that completes the pattern</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 72
3 DD/MM/YYYY	73	7.a 7.b	<ul style="list-style-type: none"> <li>Recognise the pattern and identify the object that comes next</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 73
4 DD/MM/YYYY	74	7.b	<ul style="list-style-type: none"> <li>Recognise the object that comes next in a given pattern</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 74 AB: Pg. 27
5 DD/MM/YYYY	75	7.a 7.b	<ul style="list-style-type: none"> <li>Recognise and complete the pattern by colouring the right object</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 75
6 DD/MM/YYYY	76	7.a 7.b	<ul style="list-style-type: none"> <li>Recognise the pattern and complete the given pattern</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 76

Handhold Learners

Names

Challenge Learners

Teacher



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## 7) Patterns



### What Comes Next?

Look at the patterns. What comes next? Say it aloud.



?



?



?



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Tick (✓) the correct object to complete the pattern in each row.



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Observe the patterns and colour the objects that come next.





## Reflection

Suggested questions to test the key concept(s)	Key Concept(s)
1 Can you name the shape that comes next? (Draw a square-circle-triangle, square-circle-triangle.)	Day 3 - Recognise different patterns
2 Draw the next line to complete the pattern. (Draw a standing line, a sleeping line, a standing line, a sleeping line, a standing line.)	Day 6 - Complete the given patterns

## Progress Passbook

### Lesson Review

What went well:

### Carried Forward

This lesson

Till now

Planned Days

6

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_



## Lesson Overview – 8: Addition

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher
1 DD/MM/YYYY	77	8.a	<ul style="list-style-type: none"> <li>Know the concept of 'addition'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Pencils</li> <li>Crayons</li> </ul>	-	
2 DD/MM/YYYY	77	8.a 8.b	<ul style="list-style-type: none"> <li>Count and add the given number of objects</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Reading Aloud</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Pens</li> <li>Pencils</li> <li>Crayons</li> <li>Books</li> </ul>	-	
3 DD/MM/YYYY	78	8.b	<ul style="list-style-type: none"> <li>Revise the concept of 'addition' by counting and adding</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> </ul>	PN: Pg. 43	
4 DD/MM/YYYY	78	8.b	<ul style="list-style-type: none"> <li>Revise the concept of 'addition' through rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> <li>Rhymes Book</li> </ul>	PN: Pg. 44	
5 DD/MM/YYYY	79	8.b	<ul style="list-style-type: none"> <li>Count, add and write the given number of objects</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> </ul>	TB: Pg. 79 PN: Pg. 45	
6 DD/MM/YYYY	80	8.b	<ul style="list-style-type: none"> <li>Count, add and write the given number of objects</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 80	

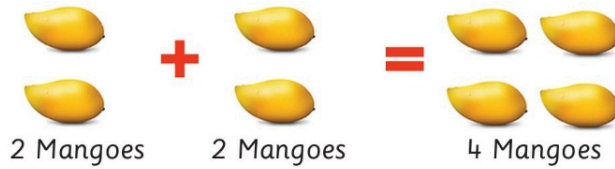
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## 8) Addition



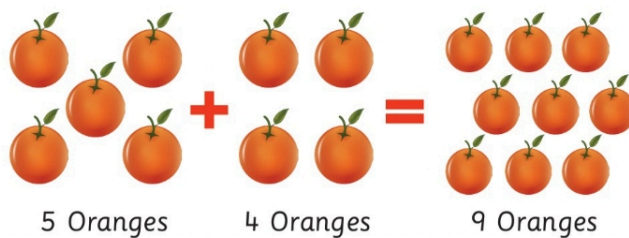
### Count and Add

Let us see how we can add numbers.



2 Mangoes + 2 Mangoes = 4 Mangoes

+  
means  
**ADDITION**



5 Oranges + 4 Oranges = 9 Oranges

77



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Count, add and say the answers aloud.

+



5 Trees



3 Trees



8 Trees

+



4 Houses



2 Houses



6 Houses

+



6 Balls



3 Balls



9 Balls



Reflection		
Suggested questions to test the key concept(s)	Key Concept(s)	Remarks
1 Add the 2 sets of crayons. (Give two sets of crayons, one with 2 crayons and the other set with 3 crayons.)	Day 1 - Know addition as a concept of putting groups of objects together	
2 How many apples are there in total? (Draw two bowls of apples, one with 2 apples, the other with 6 apples.)	Day 5 - Count given objects and add	
3 Draw 4 more flowers. Find the total number of flowers. Write the correct number in the box below. (Teacher draws 5 flowers and an addition sign.)	Day 10 - Draw, count and add	

### Lesson Review

What went well:

What to improve:

### Progress Passbook

Carried Forward	Planned Days	Actual Days
This lesson A _____ B _____ C _____	Till now A _____ B _____ C _____	A _____ B _____ C _____
<b>Speed Up</b> ↑ days A _____ B _____ C _____	<b>Slow Down</b> ↓ days A _____ B _____ C _____	Co-ordinator : _____



### Lesson Overview – 9: Take Away

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	83	9.a	<ul style="list-style-type: none"> <li>Know the concept of 'take away'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Books</li> </ul>	-	
2 DD/MM/YYYY	83	9.a	<ul style="list-style-type: none"> <li>Count and understand the concept of 'take away'</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Rhymes Book</li> </ul>	-	
3 DD/MM/YYYY	84	9.a 9.b	<ul style="list-style-type: none"> <li>Revise the concept of 'take away' by counting the objects left</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>Candies</li> </ul>	-	
4 DD/MM/YYYY	84	9.a 9.b	<ul style="list-style-type: none"> <li>Revise the concept of 'take away' by counting the objects left</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	-	
5 DD/MM/YYYY	85	9.b	<ul style="list-style-type: none"> <li>Count the number of objects left after 'take away'</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 85	
6 DD/MM/YYYY	86	9.b	<ul style="list-style-type: none"> <li>Count the number of objects left after 'take away'</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 86	
7 DD/MM/YYYY	87	9.b	<ul style="list-style-type: none"> <li>Count the number of objects left after 'take away'</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 87	

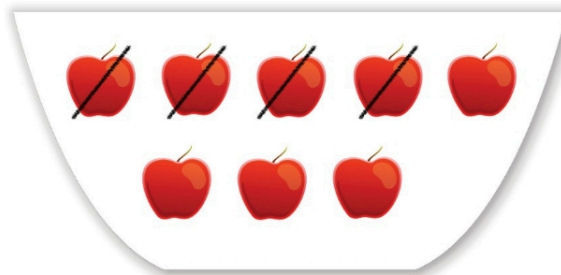
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## 9) Take Away



### How Many Left?

There are 8 apples. Take away 4 from them. How many are left? Say the answer aloud.



—  
means  
**TAKE AWAY**

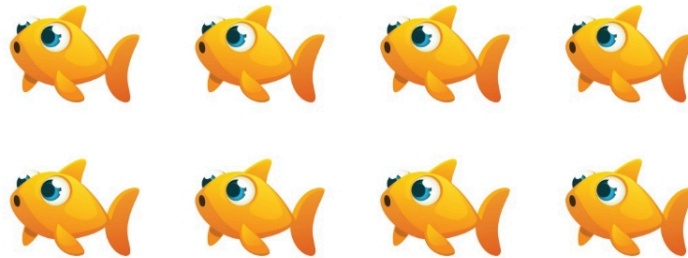
$$8 - 4 =$$






202110...  
ubhtml5.com**How Many Left?**

There are 8 fish. Cross (X) 3 of them out. Now, count the remaining fish. Write the answer in the box.

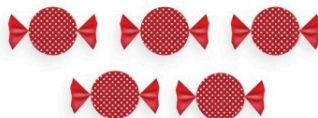


$$8 - 3 =$$



202110...  
ubhtml5.com**How Many Left?**

Amina has 5 toffees. She gave 3 toffees to Riya.  
Cross (X) 3 toffees out. How many toffees are left  
with Amina?



$$5 - 3 =$$





Reflection		
Suggested questions to test the key concept(s)	Key Concept(s)	Remarks
1 How many pencils are left? (Show 6 pencils and then take away 4 from them.)	Day 2 - Know taking away as a concept of taking away a particular number of objects from a group of objects	
2 How many buttons are left with Group A? (Divide the learners in two groups, give the first group 8 buttons and ask second group to take 4 buttons from the first group.)	Day 6 - Perform taking away on a group of objects	

Lesson Review		
What went well:		
What to improve:		

Progress Pastbook		
<b>Carried Forward</b> This lesson A _____ B _____ C _____	<b>Till now</b> A _____ B _____ C _____	<b>Planned Days</b> 10
<b>Speed Up</b> ↑ days A _____ B _____ C _____	<b>Slow Down</b> ↓ days A _____ B _____ C _____	<b>Actual Days</b> A _____ B _____ C _____ <b>Co-ordinator</b>



### Lesson Overview – 10: Number Names: 1 to 20

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	89	10.a 10.b 10.c	<ul style="list-style-type: none"> <li>Recognise and write the number names from 1 to 5</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> </ul>	PN: Pg. 39	
2 DD/MM/YYYY	90	10.b 10.c	<ul style="list-style-type: none"> <li>Trace the numbers and number names from 1 to 5</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> </ul>	TB: Pg. 90	
3 DD/MM/YYYY	91	10.a 10.b 10.c	<ul style="list-style-type: none"> <li>Recognise and write the number names from 6 to 10</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> </ul>	PN: Pg. 39	
4 DD/MM/YYYY	92	10.b 10.c	<ul style="list-style-type: none"> <li>Trace the numbers and number names from 6 to 10</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> </ul>	TB: Pg. 92 PN: Pg. 40	
5 DD/MM/YYYY	93	10.a 10.b	<ul style="list-style-type: none"> <li>Recognise and match number with their number names</li> </ul>	<ul style="list-style-type: none"> <li>Practice</li> <li>Activity</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>AB</li> </ul>	TB: Pg. 93 AB: Pg. 33	
6 DD/MM/YYYY	94	10.a 10.b 10.c	<ul style="list-style-type: none"> <li>Recognise and write the number names from 11 to 15</li> </ul>	<ul style="list-style-type: none"> <li>Reading Aloud</li> <li>Practice</li> </ul>	<ul style="list-style-type: none"> <li>TB</li> <li>PN</li> </ul>	PN: Pg. 41	



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## 10) Number Names: 1 to 20



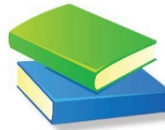
### Number Names: 1 to 5

Count the number of objects in each row and say the number aloud. Spell the number name.

1 One



2 Two



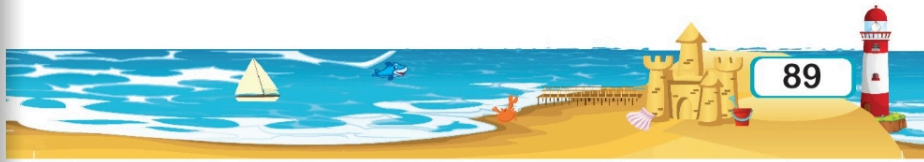
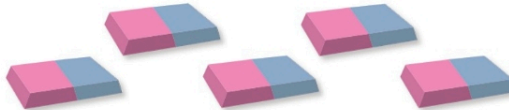
3 Three



4 Four

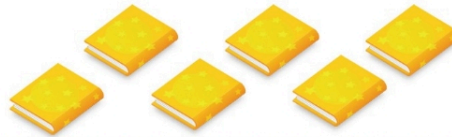
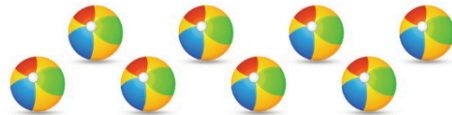


5 Five



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ubhtml5.com**Number Names: 6 to 10**

Count the number of objects in each row and say the number aloud. Spell the number name.

**6 Six****7 Seven****8 Eight****9 Nine****10 Ten**

91

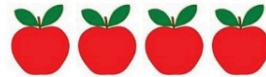


202110...  
ubhtml5.com**Match Number Names**

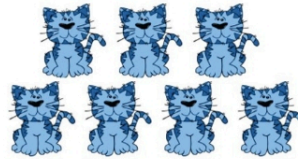
Count the number of objects in each set. Match with its number name by drawing lines.



One



Six



Four



Seven

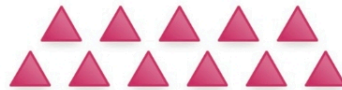




202110...  
ubhtml5.com**Number Names: 11 to 15**

Count the number of objects in each row and say the number aloud. Spell the number name.

11

**Eleven**

12

**Twelve**

13

**Thirteen**

14

**Fourteen**

15

**Fifteen**

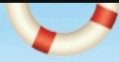
94



9:58

167  
KB/S

43

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BY Eupheus

Number Names: 16 to 20

Count the number of objects in each  
the number aloud. Spell the number

16

Sixteen



17

Seventeen



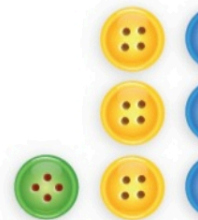
18

Eighteen



19

Nineteen



20

Twenty



202110...  
ubhtml5.com**Match Number Names: 11 to 20**

Match the numbers with their number names by drawing lines.





## Reflection

Suggested questions to test the key concept(s)		Key Concept(s)
1	Draw two columns with number and number names on the board and ask learners to match.	Day 4 - Know that numbers match their corresponding number names
2	Read the number names from 1 to 20 in sequence. (Show a chart with numbers from 1 to 20 with number names.)	Day 8 - Read number names 1 to 20 in sequence
3	Write the number names for the given numbers - 2, 7, 11, 14, 18.	Day 7 - Spell and write number names 1 to 20

### Lesson Review

What went well:

### Carried Forward

This lesson

Till now

A

B

C

A

B

C

### Progress Passbook

Planned Days

8