

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	3-4	1.a 1.b	<ul style="list-style-type: none"> Say something about themselves Know their favourite things 	<ul style="list-style-type: none"> Reading Aloud Demonstration 	<ul style="list-style-type: none"> TB AB Puppet 	TB: Pg.4 AB: Pg. 35
2 DD/MM/YYYY	5-6	1.c	<ul style="list-style-type: none"> Know the different rooms in the house 	<ul style="list-style-type: none"> Reading Aloud Demonstration 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 6 AB: Pg. 37
3 DD/MM/YYYY	7-8	1.d	<ul style="list-style-type: none"> Articulate one's birthday celebration 	<ul style="list-style-type: none"> Reading Aloud Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 8
4 DD/MM/YYYY	9	1.e	<ul style="list-style-type: none"> Know about the different objects used for birthday party 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 9

1) Myself



Who Am I?

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



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



I 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.



What Do I Like?

Draw the things you like in the boxes and write their names in the lines.

A toy I like

A fruit I like

A vegetable I like

A game I like



My House

Look at the picture and identify the rooms in the house.

This is a drawing room. We watch television here.

This is a bedroom. We sleep here.

This is a bathroom. We wash up and bathe here.

This is a kitchen. We cook food here.

This is a dining room. We eat food here.

5



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

1) Myself

EVS

This is Me

Draw a picture of yourself in the box and write your name and age in the lines.

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<div> <div></div> <div>Reflection</div> </div>		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Can you tell something about yourself ?	Day 1 - Describe self in a few sentences
2	Name two of your favourite things?	Day 1 - Describe one's likes
3	Which room will you go to, if you want to watch T.V?	Day 2 - Know different parts in the house
4	Say in a few sentences, "how do you celebrate your birthday"?	Day 3 - Describe one's birthday celebrations
5	Name a few objects which we need for a birthday party.	Day 4 - Know objects useful in a birthday party


Lesson Overview - 2: My Family

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teach
1 DD/MM/YYYY	10-11	2.a	<ul style="list-style-type: none"> Know about family members 	<ul style="list-style-type: none"> Reading Aloud Demonstration 	<ul style="list-style-type: none"> TB Picture of family 	—	
2 DD/MM/YYYY	12	2.a	<ul style="list-style-type: none"> Draw pictures of family members 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 12	
3 DD/MM/YYYY	10	2.a	<ul style="list-style-type: none"> Revise name's of family members through Activity Book 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB AB 	AB: Pg. 39	
4 DD/MM/YYYY	13	2.a	<ul style="list-style-type: none"> Match names of family members 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 13	

2) My Family

My Family Members


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



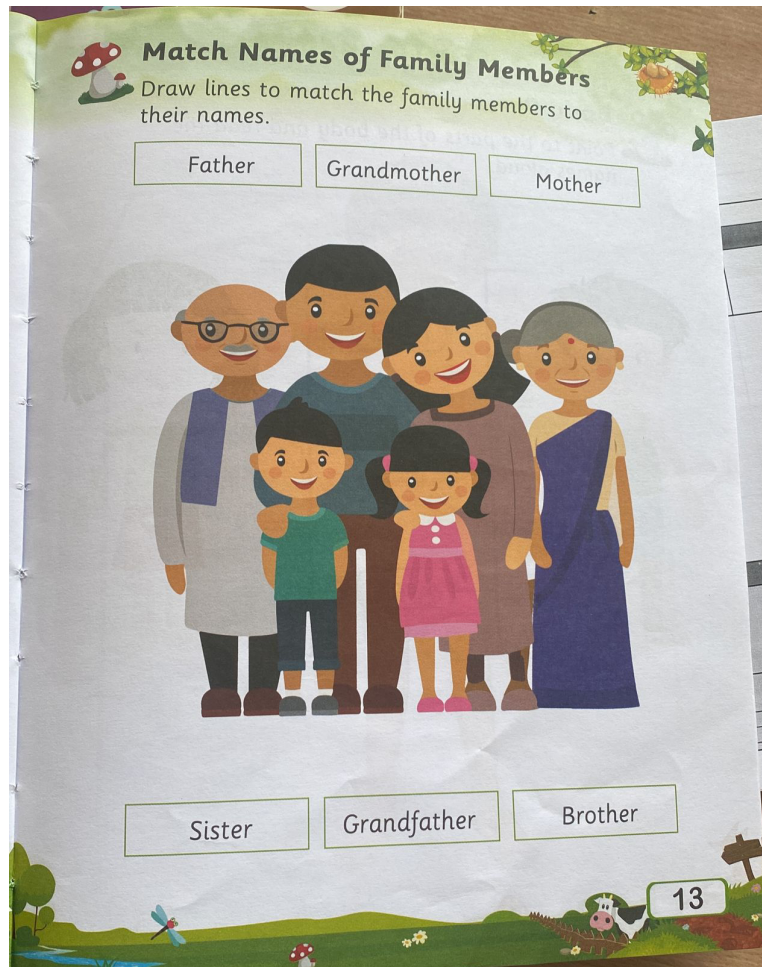
Brother Sister Me

Grandfather Father Mother Grandmother

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



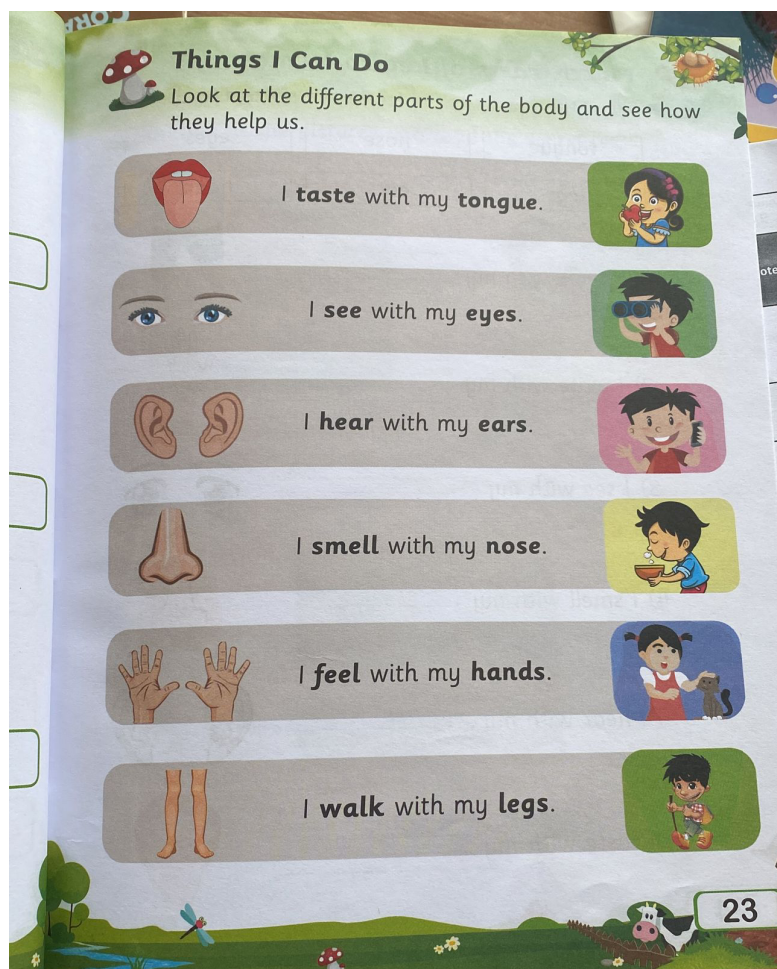
Cousin Aunt Uncle Cousin Aunt Uncle



Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Tell the names your Uncle and Aunt?	Day 1 - Know following members of one's family: Mother, Father, Sister, Brother, Grandfather, Grandmother, Cousin, Uncle, Aunt

Lesson Overview - 3: My Body

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's
1 DD/MM/YYYY	14,15,16	3.a 3.b	<ul style="list-style-type: none"> Know the different parts of the body and match it to their names Know the different parts of the trunk 	<ul style="list-style-type: none"> Circle Time Demonstration 	<ul style="list-style-type: none"> TB Rhymes Book IMAX 'Body Parts' Chart 	TB: Pg. 16	
2 DD/MM/YYYY	17	3.c	<ul style="list-style-type: none"> Know the different parts of the face 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB AB IMAX 'Body Parts' Chart 	AB: Pg. 41	
3 DD/MM/YYYY	18	3.c	<ul style="list-style-type: none"> Write the names of different parts of the face 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB IMAX 'Body Parts' Chart 	TB: Pg. 18	
4 DD/MM/YYYY	19-20	3.d	<ul style="list-style-type: none"> Know and match the different parts of the arm 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 20	
5 DD/MM/YYYY	21-22	3.e	<ul style="list-style-type: none"> Know and match the different parts of the leg 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 22	
6 DD/MM/YYYY	23-24	3.f	<ul style="list-style-type: none"> Know the uses of different parts of the body 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 24	



Write Things I Can Do
Fill in the blanks to complete the sentences.

tongue







nose

eyes

legs

ears

hand

- 1) I walk with my _____ 
- 2) I write with my _____ 
- 3) I see with my _____ 
- 4) I smell with my _____ 
- 5) I hear with my _____ 
- 6) I taste with my _____ 

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Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Name two parts of your body	Day 1 - Know following parts of the body: Head, Trunk, Legs
2	Point at any two parts of the trunk(Use flashcard)	Day 1 - Know following parts of the trunk: Neck, Chest, Shoulder, Waist
3	Touch your Cheek and Chin	Day 2 - Know following parts of the face: Hair, Eyebrow, Ear, Cheek, Nose, Tongue, Mouth, Chin
4	Fingers and elbow, belong to which part of your body?	Day 4 - Know following parts of the arm: Fingers, Thumb, Wrist, Palm, Hand, Elbow
5	Point out heels and toes on your legs	Day 5 - Know following parts of the Leg: Thigh, Knee, Foot, Ankle, Heel, Toes
6	Which part of the body we use to taste food items?	Day 6 - Know the uses of the following parts of the body: Tongue, Eyes, Ears, Nose, Hands, Legs

Lesson Overview - 4: My School

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	25-26	4.a 4.b	<ul style="list-style-type: none"> Describe one's school in few sentences. Know about the different places in school 	<ul style="list-style-type: none"> Real-life Connect Demonstration 	<ul style="list-style-type: none"> TB AB Rhymes Book Picture of teacher and board 	TB: Pg. 25 AB: Pg. 43
2 DD/MM/YYYY	27	4.b	<ul style="list-style-type: none"> Recognise the different places in school 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 27 AB: Pg. 43
3 DD/MM/YYYY	28	4.b	<ul style="list-style-type: none"> Match the different places in school 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 28
4 DD/MM/YYYY	29,30	4.C	<ul style="list-style-type: none"> Know about the different events in school 	<ul style="list-style-type: none"> Reading Aloud Demonstration 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 30 AB: Pg. 45

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 _____.


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.




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



Playground
This is our playground. We play here.



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






Answer the Questions

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 ?

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<div style="display: flex; align-items: center;"> <h2>Reflection</h2> </div>		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	What is the name of your school?	Day 1 - Describe school in a few sentences
2	Where do you go to play in your school?	Day 1 - Know about the following places in school: Principal's Room, Staff Room, Playground, Washroom
3	What do you do in the assembly?	Day 4 - Know about following events in school: School Assembly, Sports Day, Annual Day

Lesson Overview - 5: Places Around Us

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Tea
1 DD/MM/YYYY	31-32	5.a	<ul style="list-style-type: none"> Know about the different places in our neighbourhood 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB AB 	AB: Pg. 47	
2 DD/MM/YYYY	33	5.a	<ul style="list-style-type: none"> Match the places in our neighbourhood to their names 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 33	
3 DD/MM/YYYY	34-35	5.a 5.b	<ul style="list-style-type: none"> Match the people to the different places in our neighbourhood Match the objects found in different places in our neighbourhood 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pgs. 34-35	
4 DD/MM/YYYY	36	5.a	<ul style="list-style-type: none"> Revise places in our neighbourhood 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pgs. 36	

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 ill.

We go to the **market** to buy things.

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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 ill.

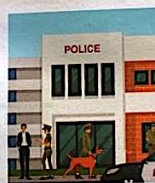


Our parents go to the **bank** to keep money there or to take it out.

32

Match Places to Names

Match the pictures of places in our neighbourhood to their names by drawing lines.



Park

Bank

Police Station

Market

33

Match People to Places

Match the people to the places they are seen in by drawing lines.



34

Match Objects to Places

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



Food



Medicines



Vegetables and Fruits



Slide



Medical Shop



Market



Park



Restaurant

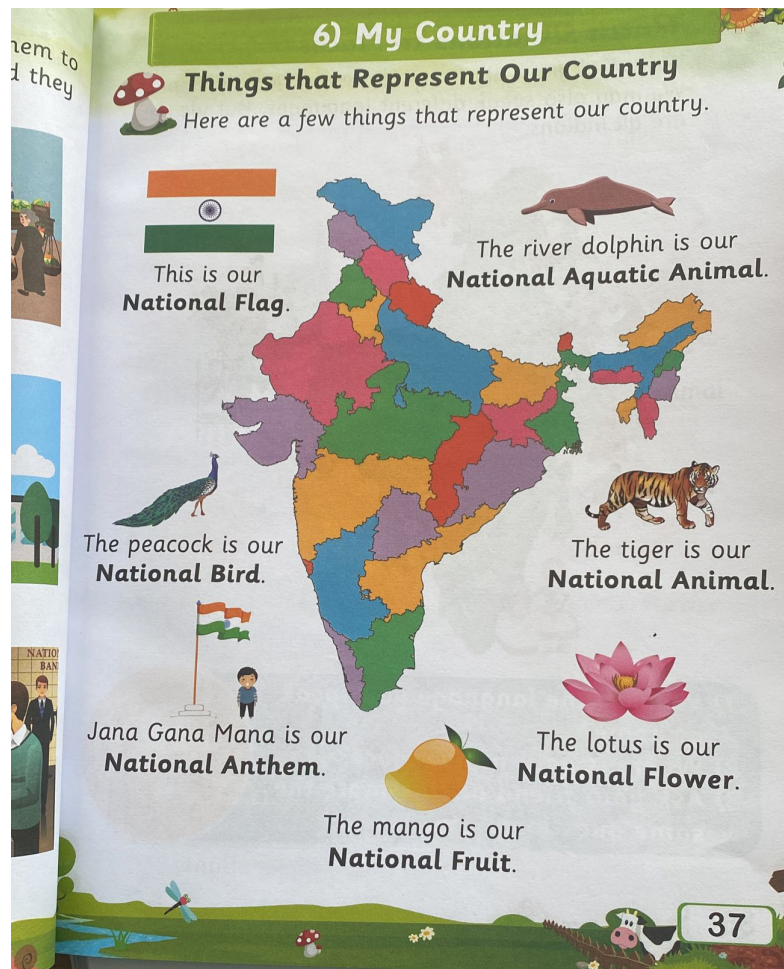
35

Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	If you want to eat outside, where will you go?	Day 1 - Know about the following places in the neighborhood: Police Station, Park, Hospital, Market, Restaurant, Medical Shop, Bank
2	Which objects can you find in a playground?	Day 3 - Know about objects found in different places: Food, Medicines, Vegetables, Slide

Lesson Overview - 6: My Country

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 /MM/YYYY	37	6.a	<ul style="list-style-type: none"> Know the things that represent our country 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB IMAX My Country Chart 	—
2 /MM/YYYY	38	6.a	<ul style="list-style-type: none"> For Ahona to fill 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB AB 	AB: Pg. 49
3 /MM/YYYY	39	6.a	<ul style="list-style-type: none"> Revise by practising the different things that represent India 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB IMAX My Country Chart Paint Sketch pen 	TB: Pg. 39
4 /MM/YYYY	40	6.a	<ul style="list-style-type: none"> For Ahona to fill 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 40



Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Identify any 3 things which represent India from the IMAX My Country Chart	Day 1 - Know about things that represent our country: National Flag, National Flower, National Animal, National Bird, National Aquatic Animal, National Fruit, National Anthem

Lesson Overview - 7: Festivals

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	41-42	7.a	<ul style="list-style-type: none"> Know the different types of festivals 	<ul style="list-style-type: none"> Reading Aloud 	<ul style="list-style-type: none"> TB Rhymes Book 	—
2 DD/MM/YYYY	43	7.a	<ul style="list-style-type: none"> Match the festival pictures 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Pictures of crackers, rangoli, diya (oil lamp) 	TB: Pg.43 AB: Pg. 51
3 DD/MM/YYYY	44	7.a	<ul style="list-style-type: none"> Match festival names to pictures 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 44

7) Festivals

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.

More Festivals We Celebrate

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



Eid



Diwali

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



Diwali



Diwali

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

Match Pictures to Festivals

Match the pictures to the correct festivals by drawing lines.








Baisakhi



Diwali



Christmas



Eid

42
43

Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Can you tell three sentences on, 'How we celebrate Diwali'?	Day 1 - Know about the following festivals: Baisakhi, Christmas, Eid, Diwali

Lesson Overview - 8: Cleanliness

Day and planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	T
1 DD/MM/YYYY	45	8.a	<ul style="list-style-type: none"> Know the different ways of cleanliness 	<ul style="list-style-type: none"> Activity Reading aloud 	<ul style="list-style-type: none"> TB Plastic bag Glitter powder Plastic ball 	-	
2 DD/MM/YYYY	46	8.b	<ul style="list-style-type: none"> Know the different objects used for personal hygiene 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB AB Rhymes Book Picture of toothbrush, comb, soap, nailcutter and towel 	TB: Pg. 46 AB: Pg. 53	
3 DD/MM/YYYY	47-48	8.c	<ul style="list-style-type: none"> Know the different ways of keeping our surroundings clean 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 48	

Match Actions to Object Names

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



I comb my hair with a

Toothbrush



I 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



I 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.



Keep your books and toys on the shelves. Do not leave them everywhere.



Keep your surroundings clean.



Mosquitoes breed in dirty water. Mosquitoes spread serious diseases like dengue and malaria. Do not allow dirty water to collect around your home.



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



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

Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)	Rem
1	Name any 2 ways to keep yourself clean	Day 1 - Know about following habits related to personal hygiene: Brush your teeth, Take a bath daily, Comb your hair, Cut your nails, Wash your hands	
2	Which objects will you use to keep your hands clean?	Day 2 - Know objects needed to maintain personal hygiene: Toothpaste and toothbrush, Soap and Shampoo, Comb, Nailcutter	
3	How should we keep our toys after playing?	Day 3 - Know about following habits related to home and community hygiene: Throw waste in a dustbin, Keep room neat and tidy, Wipe dust regularly, Cover food, Keep books and toys in one place	

Lesson Overview – 9: Healthy Food

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	T
1 DD/MM/YYYY	49	9.a	<ul style="list-style-type: none"> Know about healthy food habits 	<ul style="list-style-type: none"> Reading Aloud Activity 	<ul style="list-style-type: none"> TB IMAX 'What Should I Eat?' Chart IMAX Plastic Fruits Set IMAX Plastic Vegetables Set 	—	
2 DD/MM/YYYY	50	9.b	<ul style="list-style-type: none"> Differentiate between healthy and unhealthy food items 	<ul style="list-style-type: none"> Activity Demonstration 	<ul style="list-style-type: none"> TB IMAX 'What Should I Eat?' Chart Carton box with pictures of healthy and unhealthy food items stuck 	TB: Pg. 50	
3 DD/MM/YYYY	51	9.b	<ul style="list-style-type: none"> Revise healthy and unhealthy food habits by colouring 	<ul style="list-style-type: none"> Reading Aloud Demonstration 	<ul style="list-style-type: none"> TB AB IMAX 'What Should I Eat?' Chart 	AB: Pg. 55	
4 DD/MM/YYYY	52	9.a	<ul style="list-style-type: none"> Revise healthy food habits 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Rhymes Book IMAX Plastic Fruits Set IMAX Plastic Vegetables Set IMAX Augmented Reality Card 1 	TB: Pg. 52	

Mark Healthy Food Items

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



Unhealthy Food Habits

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



Eating a lot of junk food



Drinking cola and packaged juice instead of water

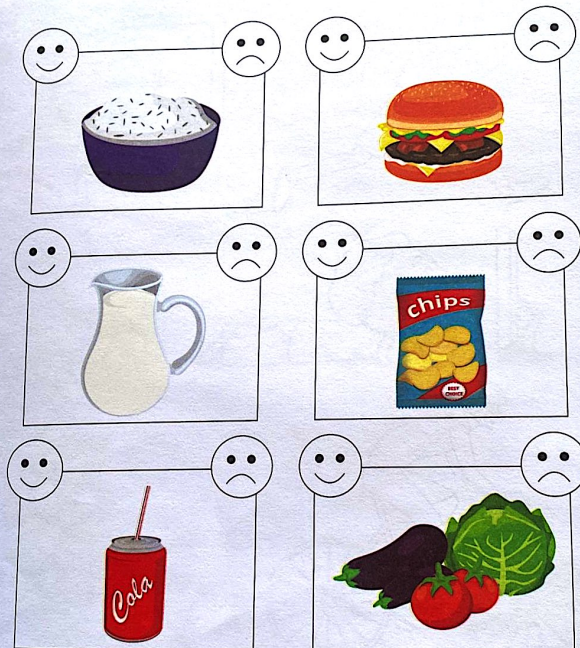


Eating out very often

9) Healthy Food

Colour the Smileys

Look at the food items. Colour the happy smileys for the food items which are healthy for our body and colour the sad smileys for the food items which are unhealthy for our body.



Reflection


	Suggested questions to test the key concept(s)	Key Concept(s)
1	Is eating food outside everyday a healthy habit?	Day 1 - Know about the following healthy food habits: Eat home cooked food, have a balanced meal, Drink enough water, Eat fruits and vegetables everyday
2	Name two habits which make you unhealthy	Day 2 - Differentiate between healthy and unhealthy food items

Lesson Overview – 10: Well Being


Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher
1 DD/MM/YYYY	53	10.a	<ul style="list-style-type: none"> Know the importance of exercise 	<ul style="list-style-type: none"> Reading Aloud 	<ul style="list-style-type: none"> TB Rhymes Book 	—	
2 DD/MM/YYYY	53	10.a	<ul style="list-style-type: none"> Revise the importance of exercise 	<ul style="list-style-type: none"> Outdoor Learning Demonstration 	<ul style="list-style-type: none"> TB 	AB: Pg. 57	
3 DD/MM/YYYY	54	10.a	<ul style="list-style-type: none"> Identify the activities that are exercise 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 54	

Mark the Exercises


Here is a list of activities. Put a tick (✓) on the activities that are exercises.




Sleeping ☐




Cycling ☐




Swimming ☐



Playing ☐



Watching television ☐

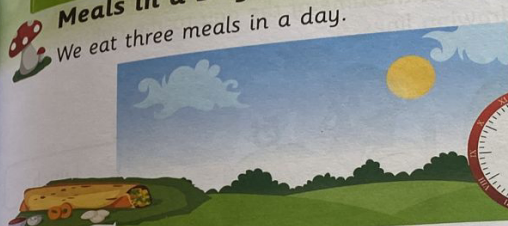



Running ☐

11) Day and Night

Meals in a Day



We eat three meals in a day.

Breakfast

Morning



8 AM

Lunch

Afternoon

1 PM

Dinner

Night

7 PM

54


Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	What will happen if you exercise?	Day 1 - Know the importance of exercise

Lesson Overview - 11: Day and Night

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	T
1 DD/MM/YYYY	55	11.a	<ul style="list-style-type: none"> Know the different meals of the day 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Rhymes Book 	-	
2 DD/MM/YYYY	56	11.a	<ul style="list-style-type: none"> Match the different meals of the day 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB AB Rhymes Book 	TB: Pg. 56 AB: Pg. 59	
3 DD/MM/YYYY	57	11.b	<ul style="list-style-type: none"> Know the order of activities done during the day 	<ul style="list-style-type: none"> Reading Aloud 	<ul style="list-style-type: none"> TB 	-	
4 DD/MM/YYYY	58	11.b	<ul style="list-style-type: none"> Match the day and night activities 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Rhymes Book 	TB: Pg. 58	


Match Meals to Times

Look at the situations and identify the time of the day. Match the time of the day to the right meal by drawing lines.




I just got up from sleep. I am feeling hungry.

Morning



It is noon. I am hungry.

Noon



I am tired and I want to sleep. But I am feeling hungry.

Night

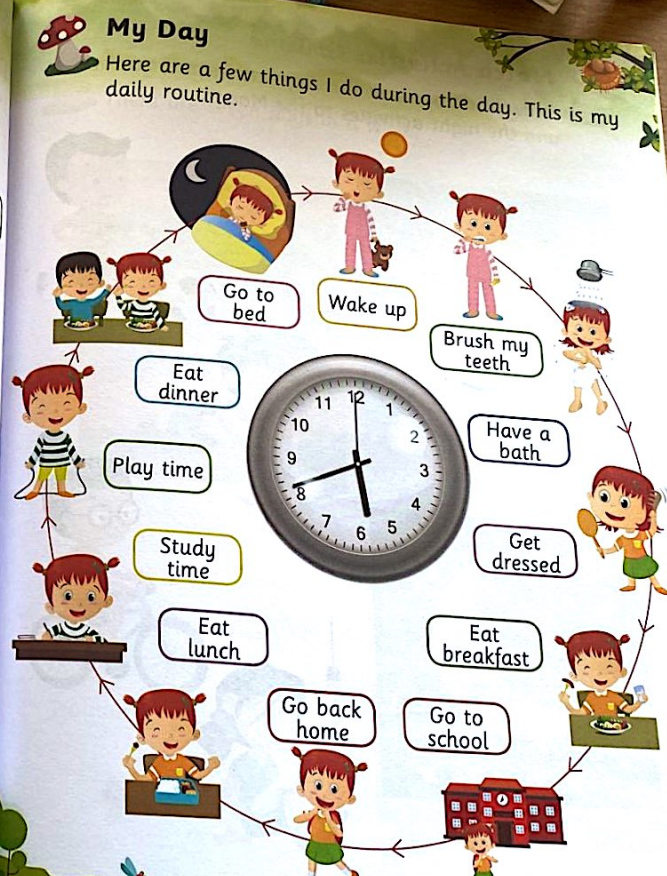
Lunch

Dinner

Breakfast

My Day

Here are a few things I do during the day. This is my daily routine.

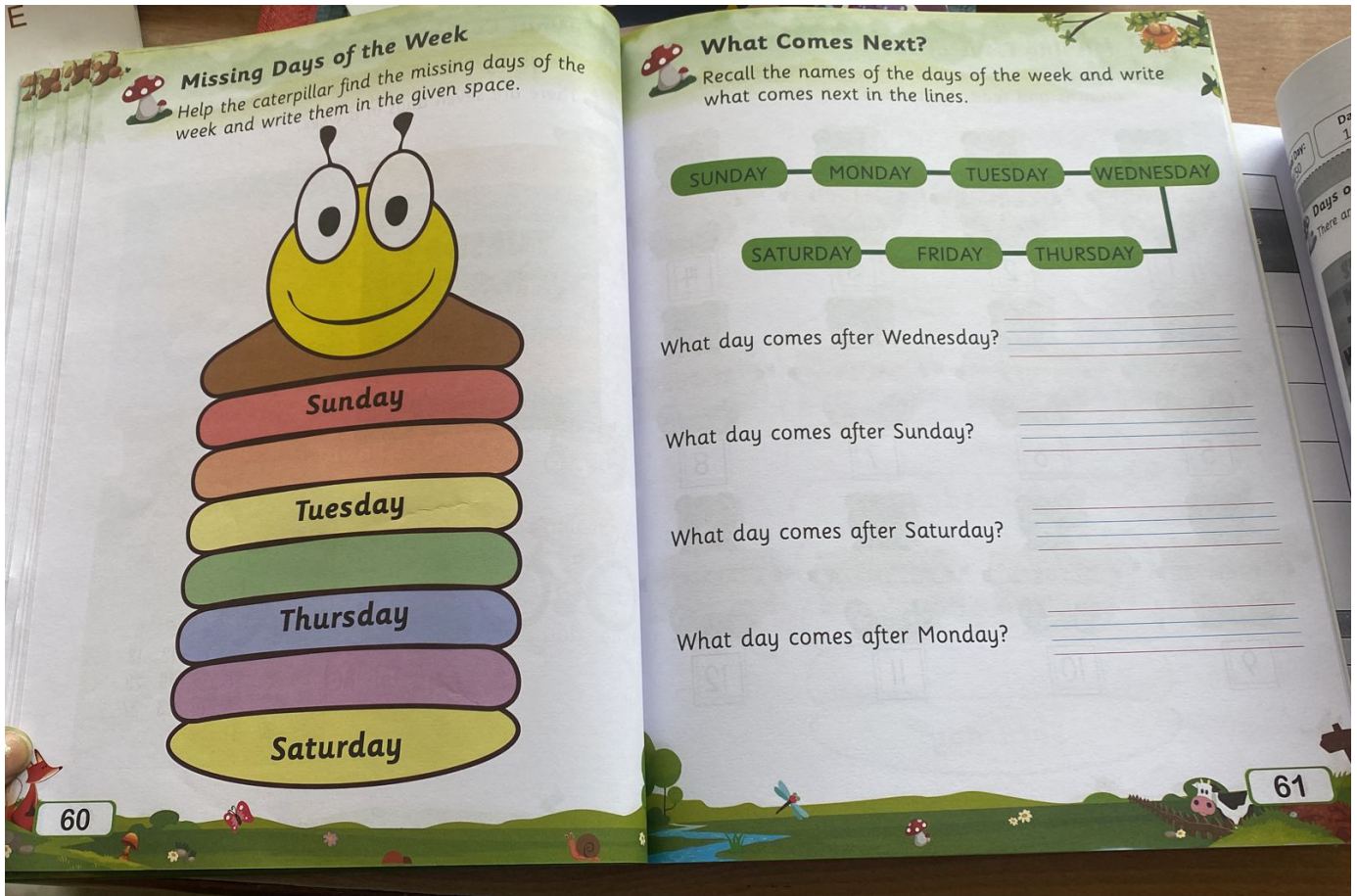


Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	Name any two meals you eat in a day	Day 1 - Know about the three meals of the day
2	Tell any two things that you do during the day?	Day 3 - Name and order common activities done throughout the day

Lesson Overview - 12: Calendar

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	59	12.a	<ul style="list-style-type: none"> Know the seven days of the week 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Calendar 	-
2 DD/MM/YYYY	60	12.a	<ul style="list-style-type: none"> Revise by identifying the different days of the week 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 60 AB: Pg. 61
3 DD/MM/YYYY	61	12.a	<ul style="list-style-type: none"> Practise by writing the different days of the week 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 61
4 DD/MM/YYYY	62-63	12.b	<ul style="list-style-type: none"> Know the different months of the year 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Calendar 	TB: Pg. 63



Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	What day comes after Wednesday?	Day 1 - Know about days of the week
2	How many months are there in a year?	Day 4 - Know about months of the year

Lesson Overview - 13: Water


Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	T
1 DD/MM/YYYY	64 - 65	13.a	• Know the different uses of water	• Demonstration	• TB • Uses of Water Flashcards	TB: Pg. 65	
2 DD/MM/YYYY	66	13.b	• Know the different sources of water	• Demonstration • Activity	• TB • AB	AB: Pg. 63	
3 DD/MM/YYYY	67	13.b	• Match the different sources of water	• Demonstration	• TB	TB: Pg. 67	

13) Water


Uses of Water

Water is important for us. Read the sentences to learn about the different uses of water.

Watering plants




Bathing




We all need water to live.


Washing clothes




Drinking



Cooking





Animals need water to drink





Mark Uses of Water


Tick (✓) the activities for which we need water.



☐



☐



☐



☐


☐


☐


☐


☐


☐

64

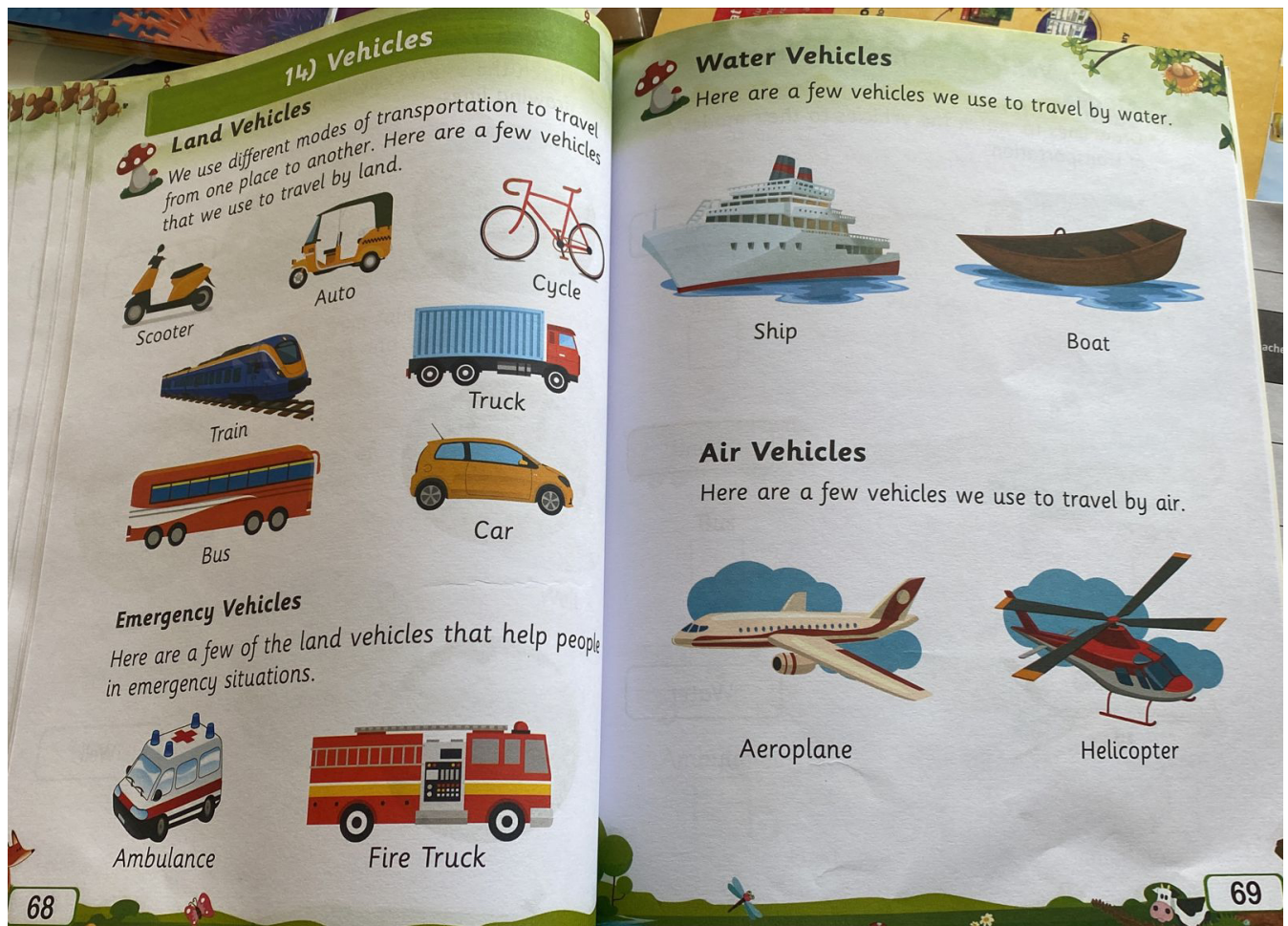
65

Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	Name any two uses of water	Day 1 - Know the following uses of water: Drinking, Washing, Bathing, Watering, Cooking
2	Can you name two places where we get water from?	Day 2 - Know about the following sources of water: Rain, Rivers, Well

Lesson Overview – 14: Vehicles

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	63	14.a	<ul style="list-style-type: none"> Know the different modes of transport 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB IMAX Flashcards of Transport 	—
2 DD/MM/YYYY	64-65	14.a 14.b	<ul style="list-style-type: none"> Revise the different modes of transport Match the vehicles to different modes of transport 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Rhymes Book IMAX Flashcards of Transport 	TB: Pg. 65
3 DD/MM/YYYY	66	14.b	<ul style="list-style-type: none"> Match the air vehicles 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 66
4 DD/MM/YYYY	67	14.b	<ul style="list-style-type: none"> Know the names of different vehicles 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB AB Rhymes Book 	TB: Pg. 67 AB: Pg. 29
5 DD/MM/YYYY	68-69	14.c	<ul style="list-style-type: none"> Know the places where we can find different modes of transport 	<ul style="list-style-type: none"> Reading Aloud Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 69



Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Can you name the different modes of transport?	Day 2 - Know the three modes of transport: Land, Water, Air
2	Can you name any two vehicles that can fly?	Day 2 - Know the vehicles for each mode of transport
3	Where will you go if you need to catch a train?	Day 5 - Know the places where one can find different modes of transport

Lesson Overview – 15: Colours Around Us

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	70	15.a	<ul style="list-style-type: none"> Recognise the colours red, blue and yellow 	<ul style="list-style-type: none"> Activity Reading Aloud 	<ul style="list-style-type: none"> IMAX Flashcards of Colours TB 	—
2 DD/MM/YYYY	71	15.a	<ul style="list-style-type: none"> Know how to get the colours orange, green and purple 	<ul style="list-style-type: none"> Demonstration Reading Aloud 	<ul style="list-style-type: none"> IMAX Flashcards of Colours Blank sheet of paper Yellow, red and blue paints Paintbrush TB 	—
3 DD/MM/YYYY	72	15.a	<ul style="list-style-type: none"> Match the colours to the objects of the same colour 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> IMAX Flashcards of Colours TB 	TB: Pg. 72
4 DD/MM/YYYY	73	15.a	<ul style="list-style-type: none"> Match the objects to their colour names 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 73
5 DD/MM/YYYY	74	15.a	<ul style="list-style-type: none"> Write the names of different colours 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> IMAX Flashcards of Colours TB 	TB: Pg. 74
6 DD/MM/YYYY	70	15.a	<ul style="list-style-type: none"> Revise the different colours 	<ul style="list-style-type: none"> Activity 	<ul style="list-style-type: none"> TB AB Cotton buds Yellow, red and blue paints 	AB: Pg. 31

Orange, Green and Purple

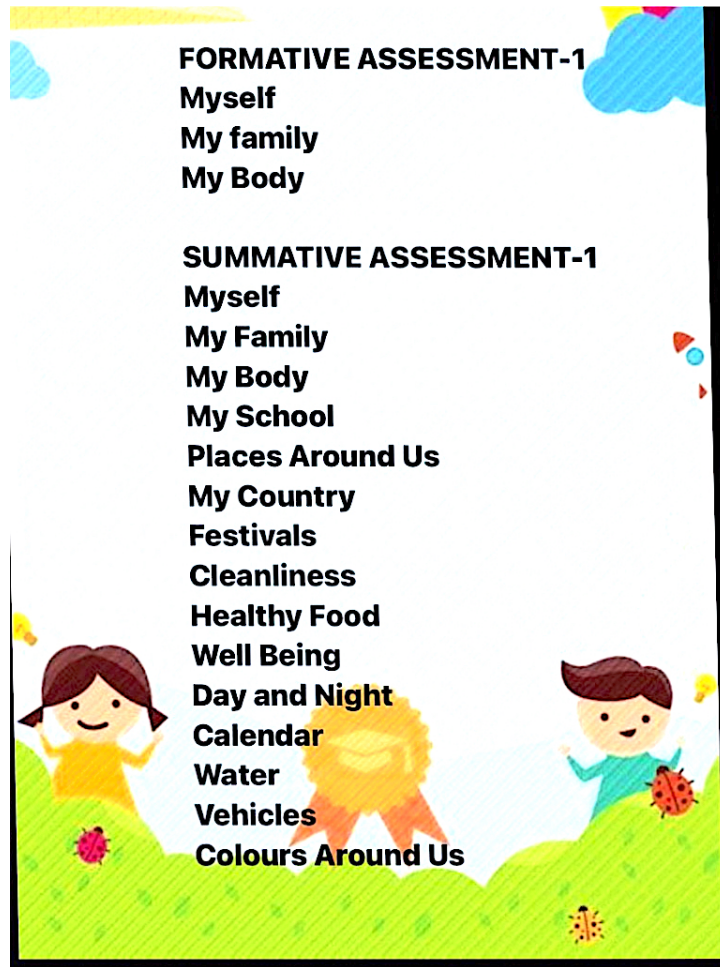
We get more colours when we mix red, blue and yellow. Let us see how.


<p>Yellow + Red = Orange</p> <p>Orange Coloured Objects</p> <p>Orange</p>	<p>Blue + Yellow = Green</p> <p>Green Coloured Objects</p> <p>Leaf</p>	<p>Red + Blue = Purple</p> <p>Purple Coloured Objects</p> <p>Grapes</p>
<p>Fish</p>	<p>Grasshopper</p>	<p>Brinjal</p>
<p>Carrot</p>	<p>Frog</p>	<p>Flower</p>

Match the Colours

Match the colours to the pictures of the objects of the same colour by drawing lines.

76
77



<div>  Reflection </div>		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Which colour will we get when we mix yellow and red?	Day 2 - Recognise the following colours: Red, Blue, Yellow, Green, Purple, Orange



Lesson Overview – 16: Plants and Trees

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Tea
1 DD/MM/YYYY	75	16.a 16.b	<ul style="list-style-type: none"> Know different plants and trees 	<ul style="list-style-type: none"> Outdoor Learning Reading Aloud 	<ul style="list-style-type: none"> TB 	–	
2 DD/MM/YYYY	76	16.d	<ul style="list-style-type: none"> Know the different uses of plants 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> Rhymes Book TB 	–	
3 DD/MM/YYYY	77	16.c	<ul style="list-style-type: none"> Match the similar plants and trees 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> IMAX Chart of Plants and Trees TB 	TB: Pg. 77	
4 DD/MM/YYYY	78	16.d	<ul style="list-style-type: none"> Know the different uses of trees 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB 	–	
5 DD/MM/YYYY	79	16.d	<ul style="list-style-type: none"> Mark the uses of plants and trees 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 79	

16) Plants and Trees

Plants in My World

You have seen different plants and trees around you. Do they look the same?

Trees

A few trees are big and tall with hard bodies and branches such as these.



Mango



Coconut



Pine

Plants

A few plants grow by spreading on the ground. They have stems that are thin and not strong enough to stand straight such as these.



Pumpkin



Watermelon

Uses of Plants

A few thin stemmed plants climb up with the support of sticks or other trees such as these. They are called climbers.



Money Plant



Grape Vine

A few very small plants are used for cooking or as medicinal plants such as these.



Mint



Coriander

A few plants are short and bushy such as these.



Rose



Marigold

81

Uses of Trees

Let us learn about the uses of trees.



Trees give us shade.



Trees give shelter to birds.



Trees give us medicine and clean air.




Trees give us flowers, fruits and vegetables.

83


Mark Uses of Plants and Trees

Tick (✓) the pictures that show the uses of plants and trees.



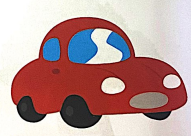
Shade and Clean Air

☐




Milk

☐



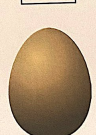
Plastic Toy Car

☐




Flowers

☐




Egg

☐




Flower Garlands

☐



Medicines

☐



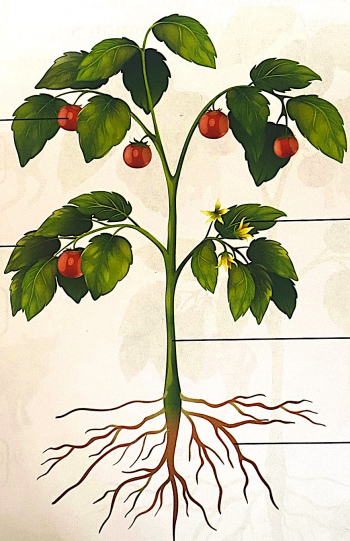
Fruits and Vegetables

☐

84

Parts of a Plant

Look at the picture of a plant. Point to each part and say its name.
A plant has leaves, stem, roots, flowers and fruits.



Fruit

Leaf

Flower

Stem

Roots

85

Match Plant Parts to Names

Match the parts of a plant to their names by drawing lines.

Fruit

Stem

Flower

Roots

Leaf

86

<div> Reflection </div>		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Can you tell which one is a plant? (Show a picture of a garden that has plants and trees.)	Day 1 - Know the difference between plants and trees
2	Can you name any three trees?	Day 1 - Name different plants and trees
3	Can you name any two climbers?	Day 2 - Know the difference between climbers and plants which spread on the ground
4	Can you name any two uses of plants?	Day 4 - Know the different uses of plants and trees
5	Can you name the different parts of a plant?	Day 6 - Know the different parts of a plant

Lesson Overview – 17: Animals

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher
1 DD/MM/YYYY	82-83	17.a 17.b	<ul style="list-style-type: none"> Know the different domestic and forest animals 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB IMAX Augmented Reality Cards of rabbit, zebra, elephant and lion 	TB: Pg. 83	
2 DD/MM/YYYY	84	17.c	<ul style="list-style-type: none"> Know the young ones of animals 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> Stories Book TB 	—	
3 DD/MM/YYYY	85	17.c	<ul style="list-style-type: none"> Match the animals to their young ones 	<ul style="list-style-type: none"> Reading Aloud Practice 	<ul style="list-style-type: none"> TB Stories Book IMAX Storytelling Puppets 	TB: Pg. 85	
4 DD/MM/YYYY	86	17.d	<ul style="list-style-type: none"> Know the different uses of animals 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB Rhymes Book 	—	
5 DD/MM/YYYY	87	17.d	<ul style="list-style-type: none"> Match the animals to the help provided by them 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB AB Cotton balls Glue 	TB: Pg. 87 AB: Pg. 37	

17) Animals

Types of Animals

Animals can be of different types. Animals which live in the forest are called wild animals. Animals which can be found in our neighbourhood are called domestic animals. Can you guess which of these animals are wild and which are domestic?



Horse



Cat



Lion



Cow



Zebra



Dog



Elephant



Rabbit







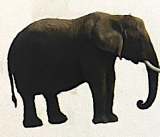
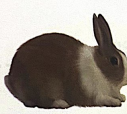



Tiger

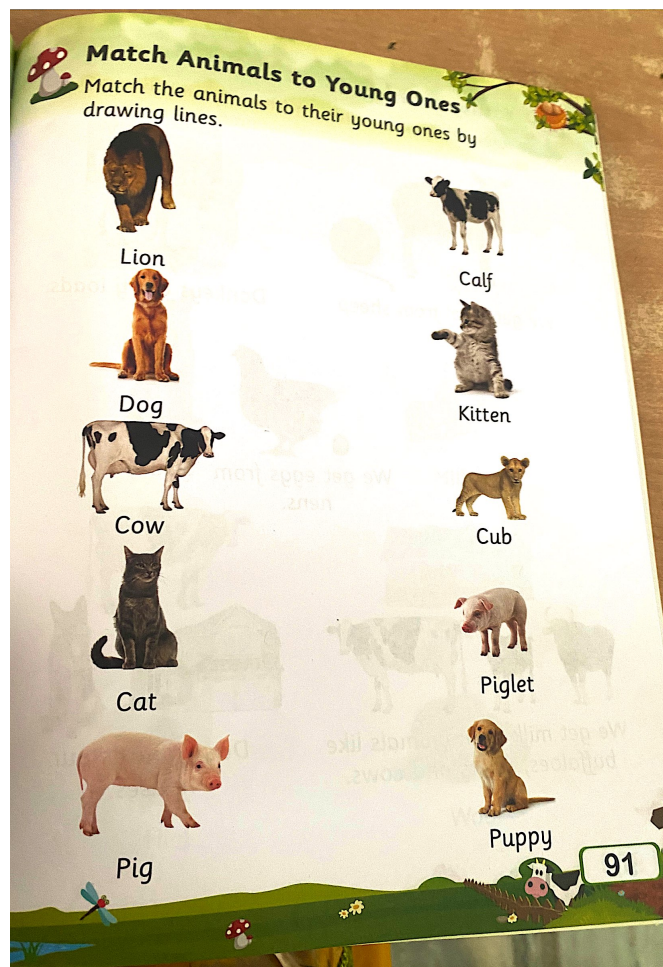
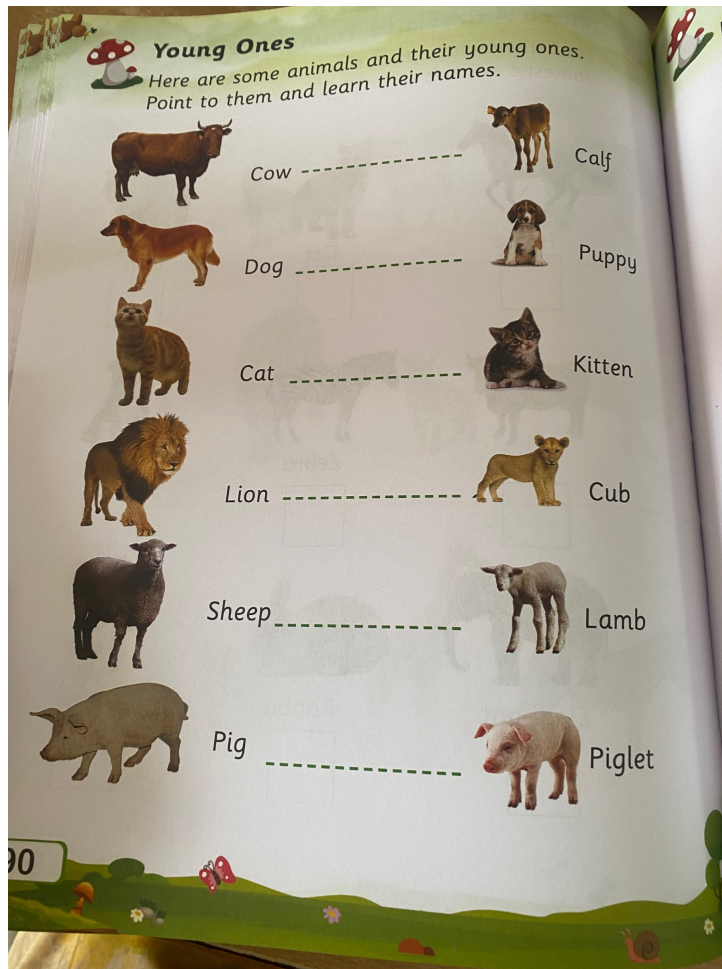
Mark the Wild Animals
Circle (O) the wild animal in each row.

88

Mark the Animals
Look at the pictures of the animals. Write 'D' for domestic animals and 'W' for wild animals.

 Horse <input type="checkbox"/>	 Cat <input type="checkbox"/>	 Lion <input type="checkbox"/>
 Cow <input type="checkbox"/>	 Zebra <input type="checkbox"/>	 Dog <input type="checkbox"/>
 Elephant <input type="checkbox"/>	 Rabbit <input type="checkbox"/>	 Tiger <input type="checkbox"/>

89



4) Animals

Paste Wool on the Sheep

Let us cover the sheep with wool by pasting cotton balls.



45

Uses of Animals

Animals help us in different ways.



We get wool from sheep.



Donkeys carry loads.



We get eggs from hens.



We get milk from animals like buffaloes, goats and cows.



Dogs guard our houses.

92

Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)	R
1	Can you name any three domestic animals?	Day 1 - Know examples of domestic animals	
2	Can you name any three wild animals?	Day 1 - Know examples of forest animals	
3	Can you name the young one of a sheep?	Day 2 - Know about the young ones of animals	
4	Can you name any two ways in which animals help us?	Day 4 - Know about the uses of animals	

Lesson Overview – 18: Birds

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's N
1 DD/MM/YYYY	88	18.a	<ul style="list-style-type: none"> Know the different types of birds 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB IMAX Flashcards of Birds 	—	
2 DD/MM/YYYY	89	18.b	<ul style="list-style-type: none"> Match the birds to their names 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB IMAX Flashcards of Birds 	TB: Pg. 89	
3 DD/MM/YYYY	88	18.a	<ul style="list-style-type: none"> Revise the names of different types of birds 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB Stories Book IMAX Augmented Reality Cards of hen and parrot 	—	
4 DD/MM/YYYY	88	18.b	<ul style="list-style-type: none"> Revise by practising examples of different types of birds 	<ul style="list-style-type: none"> Circle Time Activity 	<ul style="list-style-type: none"> TB AB White tissue paper Glue Black and orange crayons 	AB: Pg. 39	

18) Birds

Types of Birds

Here are a few birds that can fly. Point to each picture and say the name aloud.



Eagle



Crow



Parrot



Pigeon

Here are a few birds that cannot fly. Point to each picture and say the name aloud.



Hen



Ostrich



Kiwi

Here are a few birds that can swim. Point to each picture and say the name aloud.



Duck



Swan



Penguin

Match Birds to Names

Match the pictures of the birds to their names by drawing lines.



Hen

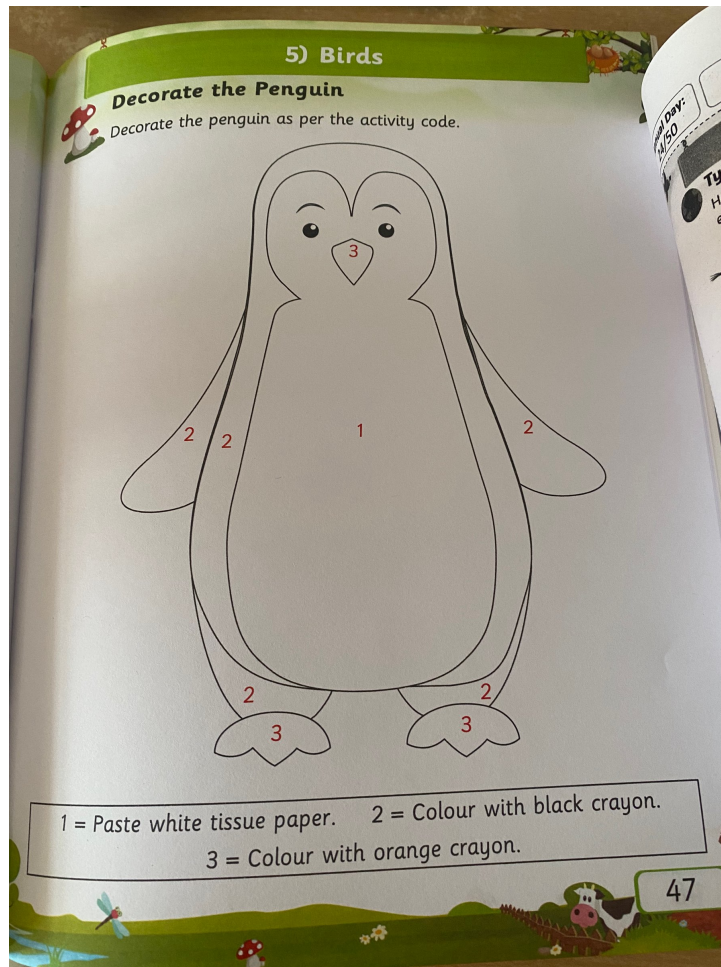
Parrot

Ostrich

Crow

Duck

Penguin



Lesson Overview – 19: Insects and Reptiles							
Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	
1 DD/MM/YYYY	90	19.a	<ul style="list-style-type: none"> Know the different types of insects 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB Rhymes Book IMAX Flashcards of Insects IMAX Augmented Reality Cards of butterfly and ladybug 	-	
2 DD/MM/YYYY	90	19.a	<ul style="list-style-type: none"> Know the different types of reptiles 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB IMAX Flashcards of Reptiles IMAX Augmented Reality Cards of snake and turtle 	-	
3 DD/MM/YYYY	91	19.a	<ul style="list-style-type: none"> Identify the different types of insects and reptiles 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> IMAX Flashcards of Insects and Reptiles TB 	TB: Pg. 91	
4 DD/MM/YYYY	90	19.a	<ul style="list-style-type: none"> Revise the different types of insects and reptiles 	<ul style="list-style-type: none"> Circle Time Activity 	<ul style="list-style-type: none"> AB Rhymes Book 	AB: Pg. 41	

19) Insects and Reptiles



Types of Insects and Reptiles

Here are a few insects that live around us. Point to each picture and say the name aloud.



Honey Bee



Grasshopper



Butterfly



Ant



Spider



Ladybug



Cockroach



Mosquito

Here are some reptiles that we see around us and in a zoo.



Snake



Turtle



Crocodile



Lizard

6

Mark Insects and Reptiles

Cross (X) the insects and tick (✓) the reptiles.



Snake

☐


Grasshopper

☐


Butterfly

☐


Cockroach

☐


Spider

☐


Crocodile

☐


Turtle

☐


Ladybug

☐


Mosquito

☐


Ant

☐

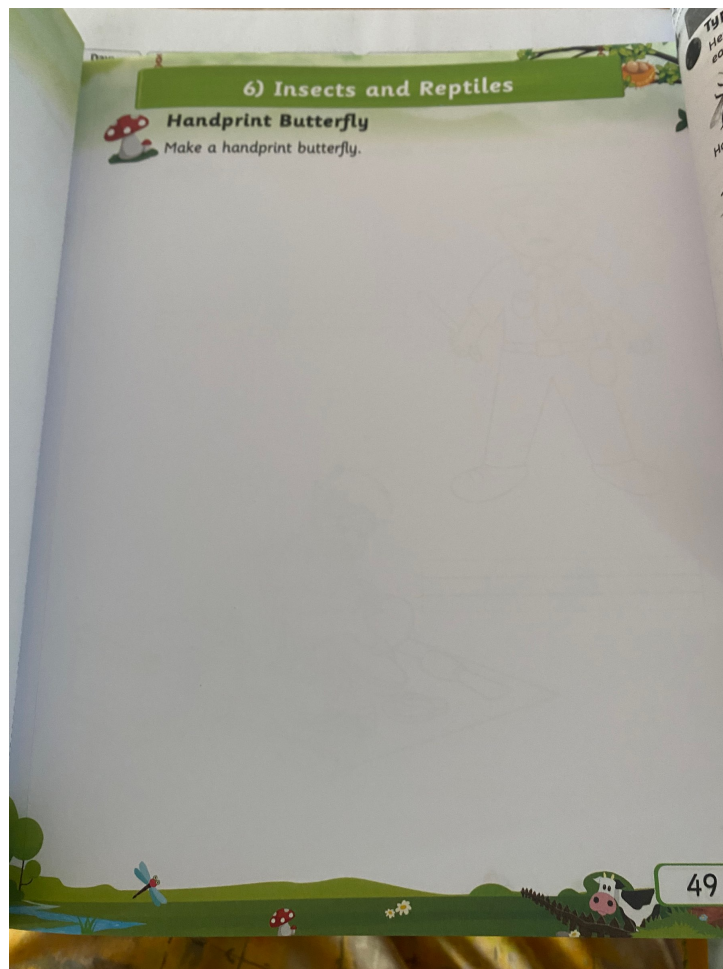

Lizard

☐


Honey Bee

☐

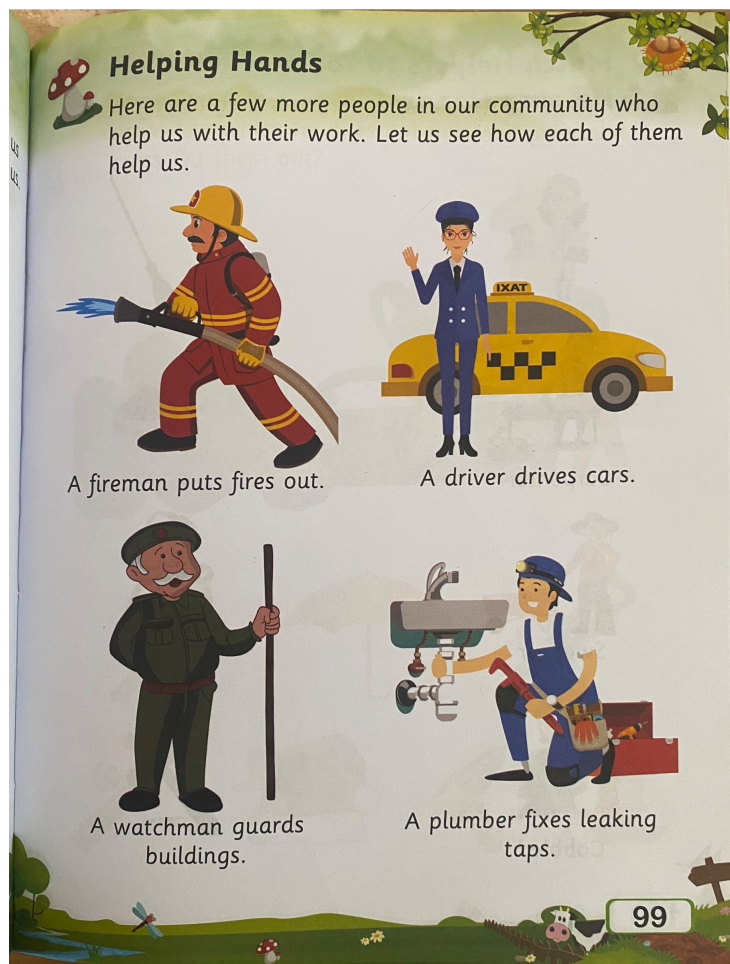
97



Reflection		
Suggested questions to test the key concept(s)		Key Concept(s)
1	Can you name any two reptiles?	Day 2 - Know examples of different insects and reptiles

Lesson Overview – 20: People Who Help Us

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	92	20.a	• Introduce the people who help us	• Circle Time • Reading Aloud	• Rhymes Book • TB • IMAX Flashcards of Professions	—
2 DD/MM/YYYY	93	20.a	• Know about the people who help us	• Circle Time • Reading Aloud	• TB • Rhymes Book • IMAX Flashcards of Professions	—
3 DD/MM/YYYY	94	20.b	• Match the different tools used by people who help us	• Circle Time • Practice	• TB • IMAX Flashcards of Tools	TB: Pg. 94
4 DD/MM/YYYY	95	20.a	• Recognise the correct community helpers	• Circle Time • Practice	• TB	TB: Pg. 95
5 DD/MM/YYYY	96	20.a	• Identify the people who help us	• Practice	• TB • IMAX Flashcards of Professions	TB: Pg. 96




Match Helpers to Tools


Match the people with the tools they use by drawing lines.



Doctor





Carpenter



Sweeper




Cobbler












100

Mark Incorrect Tools

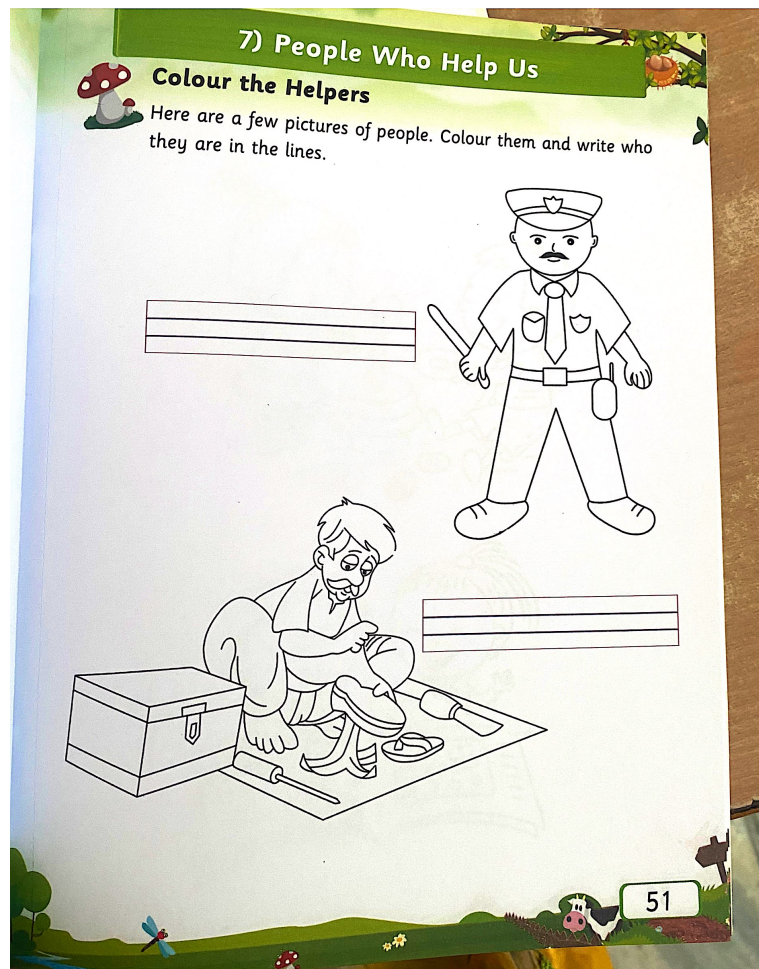
A carpenter is at work. Among these tools, there are a few which he does not need. Can you cross (X) them out?



101

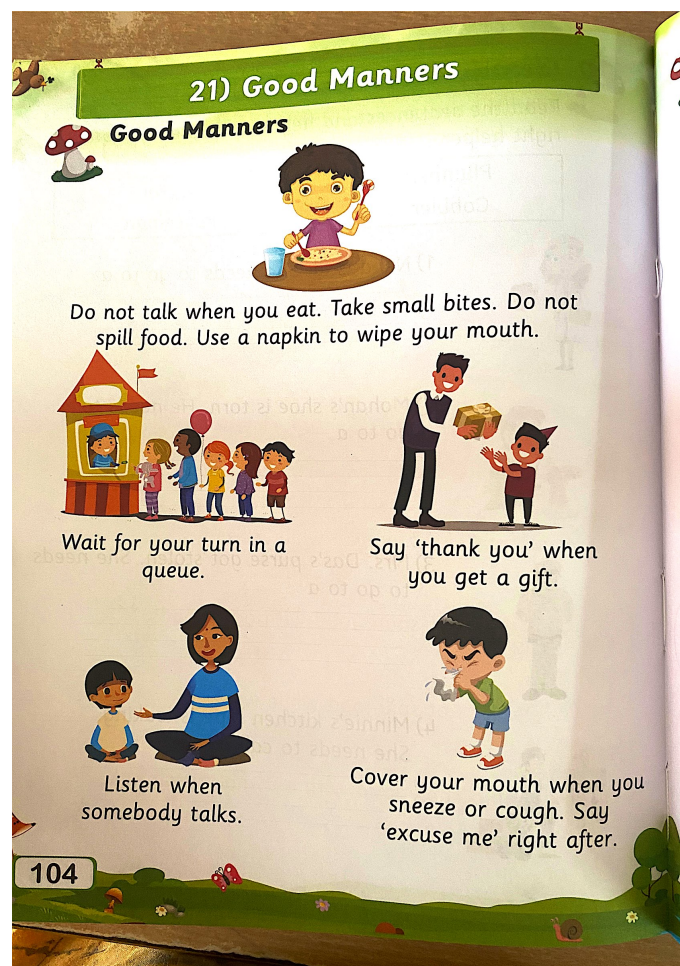


Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	Who guards buildings?	Day 2 - Know about the following people who help us: Carpenter, Farmer, Sweeper, Fireman, Driver Watchman, Plumber
2	Which tools will a carpenter use to make furniture?	Day 3 - Know about the tools people who help us use

Lesson Overview – 21: Good Manners

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	97	21.a	<ul style="list-style-type: none"> Know the different good manners 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB 	–
2 DD/MM/YYYY	98	21.a	<ul style="list-style-type: none"> Choose the correct good manners 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 98
3 DD/MM/YYYY	99	21.b	<ul style="list-style-type: none"> Know about the value of respecting elders 	<ul style="list-style-type: none"> Circle Time 	<ul style="list-style-type: none"> TB 	–
4 DD/MM/YYYY	100	21.b	<ul style="list-style-type: none"> Know about the value of sharing with each other 	<ul style="list-style-type: none"> Circle Time Reading Aloud 	<ul style="list-style-type: none"> TB Stories Book IMAX Face Masks of Lion and Mouse 	–
5 DD/MM/YYYY	101	21.b	<ul style="list-style-type: none"> Identify the good values 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 101
6 DD/MM/YYYY	102	21.b	<ul style="list-style-type: none"> Choose the good values 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB 	TB: Pg. 102 AB: Pg. 45





Choose the Correct Answers

Tick (✓) the correct statements and cross (X) the incorrect statements.



- 1) We should use a napkin while we eat. ☐
- 2) We should not share food with our friends. ☐
- 3) We should not spill food while we eat. ☐
- 4) We should chew food with our mouths closed. ☐

8) Good Manners



Colour the Pictures

Discuss what values these pictures show. Colour the pictures.





Understanding Values

Care and respect people around us.

Respect and help elders.



Share and care.

I am hungry.



Tina, we can share this sandwich.

06



Practising Values

Help and do your chores.



Siya helps her teachers in class.



Manu helps his dad in household chores.



Anam helps her mom in the kitchen.



Sammy helps his friends.

107



Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	What should we do when we sneeze?	Day 2 - Know about different good manners
2	How can you help your teacher in the classroom?	Day 4 - Know about the following values: Respect, Share and Care, Help

Lesson Overview – 22: Save Our Planet

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher
1 DD/MM/YYYY	103	22.a	• Know the different ways to save our planet	• Circle Time • Reading Aloud	• Globe/ A picture of the Earth • TB	—	
2 DD/MM/YYYY	104	22.a	• Identify the correct actions to save our planet	• Practice	• TB	TB: Pg. 104	
3 DD/MM/YYYY	103	22.a	• Revise by sticking pictures of helpful and harmful actions for our planet	• Activity	• TB • AB	AB: Pg. 47	
4 DD/MM/YYYY	103	22.a	• Revise the different ways to save our planet	• Circle Time	• TB	—	
5 DD/MM/YYYY	103	22.a	• Identify things which can be recycled and reused	• Activity	• TB	—	
6 DD/MM/YYYY	103	22.a	• Revise the different ways in which we can save our planet	• Questioning	• TB	—	

Names		Teacher
Handhold Learners		
Challenge Learners		

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22) Save Our Planet

I Take Care of the Earth



We live on planet Earth. We need to take care of the Earth. Here are a few things we can do to protect it.



Do not waste paper.



Recycle and reuse paper and plastic.



Plant trees.



Do not waste water.




Turn off the lights and fans when not needed.





Reduce the use of motor vehicles. Walk and cycle whenever you can.


Mark the Choices to Save the Earth


Tick (✓) the choices that will help to save the earth.



☐



☐



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9) Save Our Planet

Things Helpful and Harmful to Earth

Stick pictures of things that are helpful or harmful to the earth in the boxes. Use the sticker page at the end of the book for this activity.

 Helpful	Harmful 



55

Reflection

Suggested questions to test the key concept(s)

Key Concept(s)

1

Can you name two actions which are good for the Earth?

Day 3 - Know about actions that help our environment and those that are harmful