



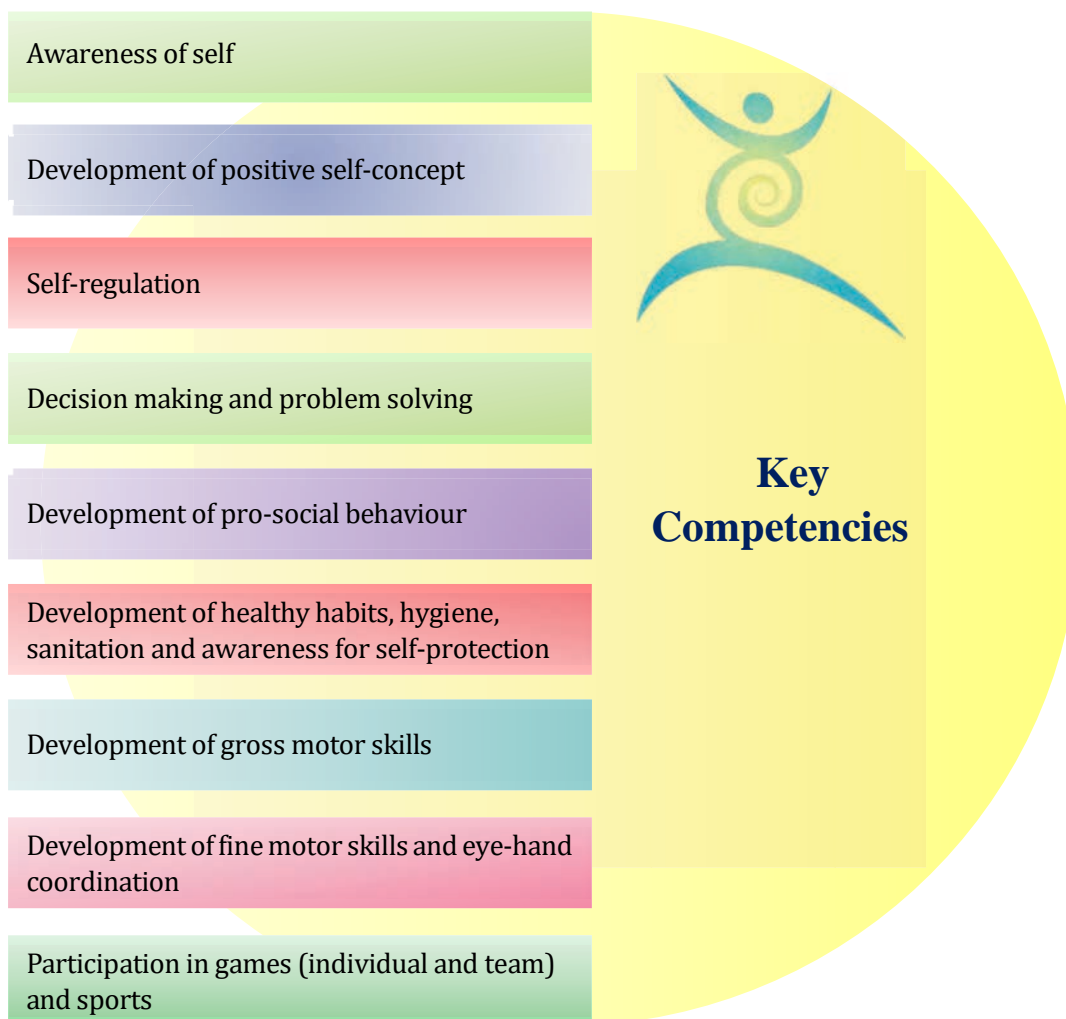
**CLASS - I**

*Competencies  
&  
Learning Outcomes  
with  
Ideas for Pedagogical  
Practises and  
Assessment*

*Early Learning  
is most meaningful when it is integrated across the  
Three Developmental Goals*

## DEVELOPMENTAL GOAL 1

### CHILDREN MAINTAIN GOOD HEALTH AND WELL-BEING (HW)



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.1</p> <p>Recognises different body parts and uses various body movements</p>	<ul style="list-style-type: none"> <li>• Child's height mirror</li> <li>• Circle time for discussion and free talk time</li> <li>• Poster on body parts (with labelling)</li> <li>• Riddles on body parts</li> <li>• Body part puzzles</li> <li>• Tactile toys</li> <li>• Cutouts (flash cards) of external body parts</li> <li>• Show and tell activity</li> <li>• Storybooks</li> <li>• Story - The Monster Family</li> <li>• Collection of relevant Rhymes</li> <li>• Worksheets on Body Parts for children to label</li> <li>• Sight word chart</li> <li>• Action command cards</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the functions of each part of the body (external body parts) with the children during circle time.</li> <li>• Playing the game 'Simon says': (starting with children touching one part of their body. The game can gradually be made complex, e.g. touching two parts of the body at a time. This encourages body awareness and self-regulation).</li> <li>• Involving children in activities such as, 'Mirror, Mirror on the Wall' (ask one child to come in front of the mirror and perform any action with any part of her/his body. Then the next child can come, mimic the first child and also perform a new action. After five children have done this, the activity can be started all over again. As a variation, one child can perform an action and another child can copy the same).</li> <li>• Colouring within the outline of a child.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child recognise and name the different body parts?</li> <li>• Does s/he use various body movements?</li> <li>• Does the child follow instructions during the movement activities?</li> <li>• Does the child name and point out the body part on the poster?</li> <li>• Does the child use various body movements during indoor and outdoor games?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.2</p> <p>Demonstrates love and respect for immediate and extended family and neighbours</p>	<ul style="list-style-type: none"> <li>• Value based stories on family/neighbourhood</li> <li>• Storybooks on Families</li> <li>• Relevant Videos</li> <li>• Family songs/rhymes</li> <li>• Circle time discussion</li> <li>• Family photo/album,</li> <li>• Collection of favourite objects/ toys</li> <li>• Open-ended questions about daily rituals</li> <li>• Parent to come to the classroom and play games,</li> <li>• Worksheet on 'F f' for family</li> <li>• Picture reading poster on family work/their functions etc.</li> <li>• Flash cards related to family/neighbours</li> </ul>	<ul style="list-style-type: none"> <li>• Having an open conversation with the children, during circle time, about the elders in their family/ extended family, school, etc. (discuss that the family is all about loving and caring for one another just as we do in school. Show through pictures that not just people, all living beings including animals, birds and insects have families too).</li> <li>• Using songs, rhymes, and storybooks to teach children about loving and respecting their family.</li> <li>• Asking the children to learn from watching their elders, to always be polite, respectful and caring towards others.</li> <li>• Using picture reading of charts of families helping/respecting each other to reinforce family values.</li> <li>• Guiding children to make a family tree by pasting pictures of each member of the family.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child demonstrate love and respect for her/his immediate and extended family and neighbours?</li> <li>• Is the child using the appropriate words and sentences while picture reading?</li> <li>• Does the child participate in songs and rhymes?</li> <li>• Is the child able to create stories about a family?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.3</p> <p>Takes part in exercise, play and movements for fun and exercise</p>	<ul style="list-style-type: none"> <li>• Fun games such as 'I sent a letter to my father', 'Hop Scotch', 'Dog and the Bone', 'Seven Tiles', 'Catch me if you can', etc.</li> <li>• Yoga, Aerobics</li> <li>• Outdoor Play equipment such as – Jungle gym, slides, footballs and balls of various sizes, crawling tunnel</li> <li>• Musical instruments like drums, tambourines, etc.</li> <li>• Collection of developmentally appropriate fitness and music and movement activities</li> <li>• Physical and motor games like obstacles race, four corners, run and catch/touch the number/letter</li> </ul>	<ul style="list-style-type: none"> <li>• Making the children go outdoors and playing games like, 'I sent a letter to my father', 'Hop Scotch', 'Dog and the Bone', 'Seven Tiles', etc.</li> <li>• Encouraging children to do yoga/ aerobics, free hand exercises regularly.</li> <li>• Playing music and letting children dance on their own.</li> <li>• Providing an opportunity to the children for free play on the swings, jungle gym, slides, etc.</li> <li>• Planning for rhythmic creative music and movement activities for the children.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child take part in play and movements for fun and exercise?</li> <li>• Does the child display coordinated body movements?</li> <li>• Does the child enjoy participating in fun games and exercises?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.4</p> <p>Follows three to four instructions/ rules at a given time</p>	<ul style="list-style-type: none"> <li>Games to follow instructions like - 'Blindfold', 'Simon Says' 'Chinese Whisper' and so on</li> <li>Drawing game worksheets full of shapes like square, circle, rectangle, and triangle with instructions to colour the square - red, circle - yellow, rectangle - green, triangle - blue, red light - green light, etc.</li> <li>Display of job responsibility chart with pictures as covers</li> <li>Display of daily schedule chart</li> </ul>	<ul style="list-style-type: none"> <li>Blindfolding any one child who must listen carefully and follow the instructions given by the teacher to find something (e.g., go 5 steps forward, then 3 steps to the left, etc.).</li> <li>Playing games such as 'Simon Says', gradually increasing the length of the command (e.g., "Simon Says shake your right hand", "Simon says shake your right hand, then touch your belly").</li> <li>Playing 'Chinese Whispers' (make the children sit in a circle. The adult may whisper two or three sentences to one child and ask her/ him to tell the same to the next child. Listen to what the last child has to say).</li> <li>Describing a picture that the children cannot see and asking them to draw the picture from the verbal instructions.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to follow all the instructions given before a game in a given time?</li> <li>Is the child able to follow the instructions given during a game?</li> <li>Is the child able to draw a picture from verbal instructions?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.5</p> <p>Shows adaptability to any changes in routine, makes adjustment</p>	<ul style="list-style-type: none"> <li>• Songs and rhymes</li> <li>• Finger plays</li> <li>• Small play in the interest areas</li> <li>• Display of daily routine chart</li> <li>• Display of job responsibility chart</li> <li>• Music and movement activities</li> <li>• Print and numeracy rich classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Helping the children understand that sometimes, there could be changes in the routine and that they have to learn to adapt and adjust. Ensure that the process is slow so that children are not burdened.</li> <li>• Discussing with the children (by allowing the rules to be bent or softened every now and again, a child can learn that while it is not a permanent change to the rules, this semi-permanent change comes with new challenges).</li> <li>• Allowing for the children's concerns to be heard and solutions to be given.</li> <li>• Providing opportunities to the children to make their own choices.</li> <li>• Telling the children stories on changes in life and how to adapt to them.</li> <li>• Praising the children and motivating them when they show adaptability and try to adjust to changes.</li> <li>• Singing songs, playing word or guessing games, reciting rhymes, or doing finger plays with the children. Reading aloud from storybooks</li> <li>• Doing activities like, join the dots, find the difference, crosswords puzzles, riddles etc.</li> <li>• Watching/observing the children carefully and if they are unable to adapt to changes giving them more opportunities and time for such experiences.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to keep up with the transitions between activities?</li> <li>• Does the child like to follow the same routine every day or is s/he ready for changes in the routine activities?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.6</p> <p>Shows increased attention span; chooses and completes an activity started</p>	<ul style="list-style-type: none"> <li>• Objects for creating DIY toys</li> <li>• Colouring books</li> <li>• Weaving board</li> <li>• Beads and string</li> <li>• Jigsaw puzzles</li> <li>• Card games such as Memory game, spot the difference</li> <li>• Storybooks</li> <li>• Riddles</li> <li>• Lego</li> <li>• Story cards</li> <li>• Dance-drama activity</li> <li>• Worksheets (related to different concepts)</li> </ul>	<ul style="list-style-type: none"> <li>• Playing with the children like solving jigsaw puzzles, memory games, spot the difference, Lego, complete the story, treasure hunt, etc.</li> <li>• Reading to the children age-appropriate storybooks that will help the children focus and build their attention span.</li> <li>• Including physical exercises in between activities to break the monotony (e.g. play the game sit/stand, extend it to raise your right hand or left hand etc.)</li> <li>• Using dancing games to improve the concentration level of the children.</li> <li>• Giving children weaving, stringing, drawing and colouring activities for building concentration. They can also make and create DIY toys and fixing puzzles and Lego blocks.</li> <li>• Encouraging the children to complete an activity they have started</li> <li>• Making the children complete incomplete stories and arranging the story cards in a sequence.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child show increased attention span while doing activities?</li> <li>• Does s/he complete the activity started by her/him in a given time?</li> <li>• Does the child get distracted easily?</li> <li>• Does the child show interest in the physical exercises conducted in between activities to break the monotony?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.7</p> <p>Expresses her/his emotions in socially approved ways e.g., "stops crying and explains why s/he was crying"</p>	<ul style="list-style-type: none"> <li>• Songs and rhymes like - "If you are happy and you know it, clap your hands" (stomp your feet, jump up high, turn around, give a smile, laugh out loud).</li> <li>• Picture of different emotions</li> <li>• Child height mirror</li> <li>• Relevant storybooks based on values and emotions</li> <li>• Self - regulation activities during circle time</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs and reciting rhymes to learn about different emotions and ways to express them through songs and rhymes.</li> <li>• Playing games and doing activities with the children to learn about feelings.</li> <li>• Using circle time to talk to the children about different feelings and how these can be expressed.</li> <li>• Learning about coping strategies</li> <li>• Asking the children to name different feelings</li> <li>• Using story books that talk about expressing emotions and feelings.</li> <li>• Dramatizing expressing of emotions</li> <li>• Showing the children pictures of each emotion.</li> <li>• Making a dice of different emotions and asking each child or a small group of children to roll the dice and then express the emotion on the side of the dice that is facing upwards.</li> <li>• Making the children match emoji emotions on worksheets/flashcards.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child express her/his emotions in socially approved ways within and outside the classroom?</li> <li>• Is s/he able to express her/his feelings of a particular emotion?</li> <li>• Does the child identify and name the emotion picture cards?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.8</p> <p>Plays/participates in activities, makes friends according to their own choice, preference and interest</p>	<ul style="list-style-type: none"> <li>• Small group play in activity areas</li> <li>• Different types of outdoor games: group or individual as per children's choice</li> <li>• Board games</li> <li>• Puppets</li> <li>• Dramatisation on familiar rhymes</li> <li>• Songs and rhymes</li> <li>• Jigsaw puzzles</li> <li>• Using Internet Areas: building towers, bridges with blocks in small groups</li> <li>• Value-based stories (on friendship, care, helping each other)</li> <li>• Age-appropriate toys and loose objects to create and construct</li> </ul>	<ul style="list-style-type: none"> <li>• Reading to the children stories on caring, sharing and friendship.</li> <li>• Giving opportunities to the children to participate in developmentally appropriate activities like playing lots of indoor and outdoor games both individually and in groups.</li> <li>• Making the children sing rhymes and songs together, listen to/reading stories and ask open ended questions like, 'What do you think the man wanted to do?'</li> <li>• Encouraging the children to make friends with children of similar interest.</li> <li>• Giving opportunities to the children to choose the activity they would like to do as well as the people with whom they would like to interact with.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does each child play/participate in activities as an active partner?</li> <li>• Does s/he make friends of her/his own choice, preferences, and interests?</li> <li>• Does the child participate and share toys and materials with her/his friends?</li> <li>• Does the child prefer her/his choice for any particular interest area?</li> <li>• Does the child use 'I want', 'I like' kind of sentences?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.9</p> <p>Deals with minor conflicts that arise during play or activity and suggests solutions</p>	<ul style="list-style-type: none"> <li>• Open ended questions/picture reading</li> <li>• Discussions on conflict resolution, group activities</li> <li>• Poster making, drawing and colouring</li> <li>• Problem solving activities</li> <li>• Small group play in interest areas</li> <li>• Relevant collection of stories on problem solving etc.</li> <li>• Charts on prosocial behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Helping the children understand that when a conflict arises, they should first calm down, state and understand the problem and be empowered to deal with the conflict.</li> <li>• Encouraging the children to use language that helps to problem solve and not aggravate the further.</li> <li>• Giving opportunities to the children to learn from their own mistakes.</li> <li>• Modelling of prosocial behaviour for the children to see and inculcate.</li> <li>• Talking about a conflict and reading age-appropriate books on how to solve conflicts.</li> <li>• Picture reading and making charts on pro-social behaviour and going through it with the children periodically.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child deal with minor conflicts that arise during play or activity on a day-to-day routine?</li> <li>• Is the child able to suggest solutions?</li> <li>• Is the child able to answer open-ended questions or conflict situations?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.10</p> <p>Plays or works cooperatively and enjoys playing/ working with others, involves all and takes initiative in framing rules for games or play activities</p>	<ul style="list-style-type: none"> <li>• Games like ludo, monopoly and other board games</li> <li>• Outdoor play equipment,</li> <li>• Dramatization, puppetry,</li> <li>• Group and individual games</li> <li>• All indoor and outdoor group games</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging the children to wait patiently for their turn to come be it in work or in play.</li> <li>• Cooperate in play through dramatisation.</li> <li>• Involving the children in classroom tasks where they have to work collectively.</li> <li>• Giving opportunities to the children to get involved in a lot of group activities/games.</li> <li>• Reading stories to the children related to cooperation and teamwork.</li> <li>• Using circle time to talk to the children about playing or working cooperatively, encouraging the children to take initiatives to frame rules for group activities or games.</li> <li>• Encouraging the children to play games where they have to follow rules and wait for their turn.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child play or work cooperatively with other children?</li> <li>• Does she/he enjoy playing/ working with other children?</li> <li>• Does she/he take initiative in framing rules for games or play activities?</li> <li>• Does the child wait for her/his turn during play and other activities?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.11</p> <p>Extends help, cares and shares play and learning material</p>	<ul style="list-style-type: none"> <li>Materials to create and construct</li> <li>Board games, toys, outdoor play equipment</li> <li>Storybooks about sharing and caring</li> <li>Chart with the names of all the children</li> <li>Flash cards and picture books, smiley stickers, poster, reading material</li> <li>collage making</li> <li>Painting activity with only one bottle of each colour</li> <li>Games where taking turns is inbuilt, sharing day</li> </ul> <p>(Refer to HW 4.8 to HW 4.10)</p>	<ul style="list-style-type: none"> <li>Discussing with the children during circle time why sharing is good for the children, praising the child who shares and cares for others in front of all the other children (to appreciate the good sharing habits in other children).</li> <li>Playing board games or outdoor games with the children that involves sharing and caring.</li> <li>Reading aloud stories about sharing, caring and helping others.</li> <li>Making a chart with the names of the children and when they show concern or share, give them a smiley. At the end of the week get the children to clap for the child with the maximum number of smileys.</li> <li>Discussing that caring for others is very important. Examples can be given through flash cards or picture books.</li> <li>Having a 'sharing day' where the children bring toys, food, storybooks, etc. from home and share these with their friends.</li> </ul> <p><i>Also refer to the pedagogical processes suggested under HW 4.8 to HW 4.10</i></p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child extend help, care and share play and learning material with others?</li> <li>Does the child understand the meaning of sharing and caring?</li> <li>Does s/he share her/his toys and other materials with others?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.12 a</p> <p>Shows cooperation in group activities</p>	<ul style="list-style-type: none"> <li>Group activities in the interest areas, science centres</li> <li>Storybooks</li> <li>Group games</li> <li>Painting activity</li> <li>Yoga</li> <li>Picture talk</li> <li>Tug of War</li> <li>Classification activities in small groups</li> <li>Human letters, group quiz, problem solving activities</li> </ul> <p>Refer to HW 4.8 to HW 4.11</p>	<ul style="list-style-type: none"> <li>Helping the children to learn about cooperative projects by creating work/play teams for projects in learning centres and outdoor activities.</li> <li>Teaming up children with diverse skills and needs who can learn from each other. Some children will naturally act as models, leaders, and guides for others.</li> <li>Doing problem-solving activities in science such as building the tallest possible structure using Jenga tiles/blocks, etc.</li> <li>Providing opportunities for group reading, group games and other group activities to teach and encourage cooperation.</li> </ul> <p><i>Also refer to the pedagogical processes suggested under HW 4.8 to HW 4.11</i></p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child show cooperation in group activities?</li> <li>Does s/he participate willingly in all the group activities?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.12 b</p> <p>Respect's others' rights and culture, diversity, sensitive to special needs</p>	<ul style="list-style-type: none"> <li>Books, smart board</li> <li>Dolls representing different parts of India</li> <li>Internet information</li> <li>Dresses of the different States of India</li> <li>A classroom day, a school day, parade of different states of our country/Indian cuisine day, Art exhibition</li> <li>Value based stories like the Panchatantra tales, folk songs, local games, etc</li> </ul>	<ul style="list-style-type: none"> <li>Helping children learn to respect other cultures and diversity; being sensitive to special needs and identifying ways in which we are all more alike than different.</li> <li>Organising discussions during circle time using picture books, charts, or the smart board by highlighting similarities and differences.</li> <li>Helping the children to understand that every individual has rights and that we must respect these; that we need to be sensitive to children with special needs and must not hurt their sentiments.</li> </ul> <div data-bbox="919 925 1315 1176"> <p>Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.</p> </div> <ul style="list-style-type: none"> <li>Learning either through books or the internet about the different types of people that live around the world</li> <li>Encouraging children to role model from their own culture as well as from other cultures.</li> <li>Organising fancy dress activities where the children come dressed as people from different parts of the country.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child understand that every individual has rights just as she/he does?</li> <li>Does she/he respect others' rights, culture, diversity?</li> <li>Is she/he sensitive to children with special needs while sharing experiences, doing activities, sharing information?</li> <li>Does she/he understand the similarities and differences in people?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.13 a</p> <p>Maintains hygiene and cleanliness and healthy eating practices independently</p>	<ul style="list-style-type: none"> <li>• Word wall having related words</li> <li>• Collection of songs on the topic</li> <li>• Pictures, storybooks, smart boards, flash cards, real fruits and vegetables</li> <li>• Pictures demonstrating the way to wash hands, how to brush teeth</li> <li>• Dentist's visit to the school</li> <li>• Poster making group activity</li> <li>• Collage of different meals like breakfast, lunch and dinner</li> <li>• Materials/pictures for collage making</li> <li>• Circle time discussions</li> <li>• Quiz questions on hygiene &amp; cleanliness</li> <li>• Games like 'Dumb Charade'</li> <li>• Dustbin (DIY) making activity</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that children bring healthy food to school. Talk about junk food.</li> <li>• Checking the nails, ears and hairs of children fortnightly.</li> <li>• Inviting a dentist/ doctor to the class to talk to the children about dental and body hygiene.</li> <li>• Singing with the children songs on healthy eating, hygiene and cleanliness.</li> <li>• Encouraging the children to follow proper health and hygiene practices such as:             <ul style="list-style-type: none"> <li>- brushing the teeth twice a day, once in the morning and once before going to bed (is extremely crucial and help in keeping germs and diseases at bay).</li> <li>- washing hands regularly (prevent children from getting sick).</li> <li>- taking care of one's hair (talk about problems like dandruff, lice, and infections of the scalp).</li> <li>- blowing the nose gently when it is blocked (makes breathing easier) and putting used tissues in the bin. Washing hands afterwards.</li> <li>- covering the mouth with a tissue, or handkerchief when sneezing or coughing.</li> <li>- eating nutritious food as a healthy mind lives in a healthy body.</li> <li>- using a sanitizer when not in a position to wash hands.</li> </ul> </li> <li>• Helping the children to make a dustbin with waste material for the classroom.</li> <li>• Holding a quiz on Health and Hygiene.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does she/he understand the concept of good hygiene and cleanliness?</li> <li>• Does the child follow good hygiene?</li> <li>• Does she/he know the difference between healthy and junk food?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.13 b</p> <p>Identifies locally available food items, avoids wastage and understands the importance of food and water as a source of energy for work and play</p>	<ul style="list-style-type: none"> <li>• Fresh fruits and vegetables</li> <li>• Picture cards of fruits, vegetables, food items</li> <li>• Picture of sources of water</li> <li>• Information from internet, smart board activities during circle time on these concepts</li> <li>• Songs/Poems in this theme (food)</li> <li>• Picnic with locally available food</li> <li>• Collage on sources of water</li> <li>• A debate on water as a source of energy for work and play</li> <li>• 'Show and tell' on locally available foods</li> <li>• Group discussion on what we would do without water</li> <li>• Water play in the wet area</li> <li>• Discussion on mealtime and table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Showing all kinds of fresh fruits, vegetables in the classroom and discussing which vegetables need to be cooked and which can be eaten raw and semi cooked. Telling the children the importance of eating seasonal fruits and vegetables.</li> <li>• Discussing with the children the reasons why we need to wash vegetables and fruits thoroughly before eating or cooking.</li> <li>• Helping the children understand during circle time that there are so many people in this world who do not get food to eat, hence, we must not waste food.</li> <li>• Exposing children to local sources of water, through pictures and concrete examples.</li> <li>• Learning about the important uses of water, how it is a scarce natural resource and that we must not waste it.</li> <li>• Explaining to the children how food gives us energy which we use to work and play.</li> <li>• Making the children sing songs and recite poems on food. They can be asked to create small riddles on fruits and vegetables.</li> <li>• Motivating the children to talk about local foods, fruits and vegetables as a 'Show and Tell' activity.</li> <li>• Discussing and demonstrating the correct way of eating and following etiquettes.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child identify locally available food items?</li> <li>• Does s/he avoid wasting food?</li> <li>• Does the child understand that food helps her/him to grow?</li> <li>• Does the child demonstrate confidence during the 'Show and Tell' activity?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.14</p> <p>Exhibits awareness about good touch and bad touch and expresses her/his feelings with trusted adults and maintains distance from strangers</p>	<ul style="list-style-type: none"> <li>• Picture books</li> <li>• Narratives/videos on good and bad touch</li> <li>• Smart boards, charts showing some messages related with this theme</li> <li>• Internet-information</li> <li>• Discussions, story cards on good touch and bad touch,</li> <li>• Collection of such appropriate stories with illustrations</li> <li>• Orientation of parents/families</li> <li>• Visit of experts to school</li> </ul> <div data-bbox="478 1568 858 1697"> <p>☛ During discussion, if a child does not make eye contact, talk to her/him separately.</p> </div>	<ul style="list-style-type: none"> <li>• Discussing with the children that their body is very special and they need to look after it.</li> <li>• Emphasise on the fact that some parts of their body are very private and should not be exposed or touched.</li> <li>• Narrating examples of good touch and bad touch. If they feel uncomfortable when someone touches them they must shout out, 'no, no, no' loudly so that some other adult can hear them or run to a person they know or feel secure with.</li> <li>• Apprising children that they must confide in either their teacher or their mother in case they feel uncomfortable or uneasy when someone touches them and feel its a bad touch.</li> <li>• Creating awareness in the children about interacting with strangers and people they do not like to trust.</li> <li>• Reading aloud stories on the topic and showing the children videos and films to create awareness.</li> <li>• Organising visits of experts from the Police stations, Social Welfare Boards or Doctors to talk to the children about keeping themselves safe and secure.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child exhibit awareness about good touch and bad touch during discussions?</li> <li>• Does s/he express her/his feelings with trusted adults and maintain distance from strangers?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p style="text-align: center;">HW 4.15</p> <p>Identifies common hindrances to safe play or common mishaps at school, playground, road, and home, takes measures to prevent such accidents</p>	<ul style="list-style-type: none"> <li>• Sight word wall</li> <li>• Circle time activities such as songs/rhymes, stories, poster making</li> <li>• Pictures of electrical appliances</li> <li>• Pictures/visuals of ambulance, police car, fire brigade, etc.</li> <li>• Problem solving, creative thinking, creative expression activities</li> <li>• Role play on fire fighters</li> <li>• Make all the road signs and show and tell</li> <li>• Draw emergency vehicles</li> <li>• Walk around the school</li> <li>• Doctor's visit</li> <li>• Doctor's kit for role play</li> <li>• First Aid Kit</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining and discussing with children during circle time why they should not push or play rough on outdoor play areas like slides, jungle gym or the playground.</li> <li>• Discussing about road and home safety rules and how to prevent accidents.</li> <li>• Doing mock drills in groups to make the children think and discuss, how to prevent any accidents at home, on roads, in schools.</li> <li>• Developing awareness about emergency numbers and making sure that the children know them such as ambulance, fire brigade, police station, etc. by heart and their significance.</li> <li>• Apprising the children about careful use of electrical appliances or plug points and advising them to stay away from them, and only use these under the guidance of elders.</li> <li>• Organising activities for the children to: <ul style="list-style-type: none"> <li>- role play on fire fighters</li> <li>- make all the road signs and 'show and tell'</li> <li>- draw emergency vehicles and write their emergency numbers</li> <li>- walk around the school and check for things that are unsafe for children</li> <li>- a doctor to visit the school and talk to invite the children about safety rules and first aid (preferably a parent)</li> <li>- make safety posters by pasting pictures</li> <li>- sing road safety songs</li> <li>- match simple road signs.</li> </ul> </li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child identify common hindrances to safe play?</li> <li>• Is she/he aware of the common mishaps at home and school, on the playground, on the road, and take measures to prevent such accidents?</li> <li>• Does s/he know to follow the road safety and playground rules?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.16</p> <p>Displays strength, judgment and decision-making in gross motor skills</p>	<ul style="list-style-type: none"> <li>Variety of small balls</li> <li>Games like - musical chairs, football, hopscotch, hit the target, throw a ball into the clown's mouth, nine rolling pins and so on</li> <li>Old newspaper</li> <li>Balance board</li> <li>Skipping rope</li> <li>Outdoor play equipment</li> <li>Collection of gross motor activities</li> </ul>	<ul style="list-style-type: none"> <li>Providing action games/activities for gross motor skills like - running fast, picking up a small ball from the floor/playground, turning around fast and running back without falling, skipping, walking on a balance board.</li> <li>Asking the children to jump forward, taking off with both feet and landing on both feet.</li> <li>Organising for the children to play game like musical chairs, football, hopscotch, nine rolling pins, etc.</li> <li>Providing the children with old newspapers for making paper balls of various sizes.</li> <li>Asking the children to jump over an object that is ten inches high, taking off with and landing on both feet.</li> <li>Making the children stand on one leg for 10 seconds without losing balance or holding other's hands for support.</li> <li>Drawing a circle and asking the children to stand around it and play the game in/out with them.</li> <li>Asking the children to hop on one foot for twenty steps or more without losing balance.</li> <li>Making the children take decisions during games and accepting their own mistakes.</li> <li>Helping the children make their own simple rules for games so that the children are able to judge the right and wrong decisions.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child display strength, judgment and decision-making in gross motor skills while doing activities?</li> <li>Does s/he have the ability to make the right decisions on her/his own or with the support of elders?</li> <li>Does s/he have good gross motor skills?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.17</p> <p>Participates actively in music, dance and creative movements like role play, dramatisation, etc.</p>	<ul style="list-style-type: none"> <li>• Props like paper streamers, etc.</li> <li>• Action songs</li> <li>• Musical instruments</li> <li>• Videos</li> <li>• Stories for dramatisation</li> <li>• Collection of rhymes/songs/poems</li> <li>• Improvised musical instruments (DIY) to be made by children</li> <li>• Old dresses/clothes, sunglasses, old artificial jewellery, shoe-boxes, caps, wigs, shoes, register, writing tools, purses, mirror, pretend food, spoons, aprons, kitchen accessories, child-sized tables and chairs, pans, glasses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging the children to participate and perform simple dance steps and creative movements using props like paper streamers, ribbons, etc.</li> <li>• Providing opportunities for the children to make their own musical instruments using no-cost and environment friendly materials (e.g., a match box filled with seeds/pebbles can be used to shake in rhythm while singing rhymes, etc.)</li> <li>• Creating situations to differentiate between various sounds:             <ul style="list-style-type: none"> <li>→ High-low</li> <li>→ Loud-soft</li> <li>→ Fast-slow</li> <li>→ Smooth-harsh</li> </ul> </li> <li>• Making the children play simple musical instruments.</li> <li>• Planning for dramatisation of stories on that interest the children and providing for role play using the materials given.</li> <li>• Memorizing/reciting at least six to seven lines at a time, using voice modulation and learning to know when it is her/his turn to speak.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child participate actively in music, dance and creative movements like role play, dramatisation, etc.?</li> <li>• Does s/he have coordinated movements?</li> <li>• Does the child differentiate between different sounds?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.18 a</p> <p>Displays fine motor skills with accuracy and control, engages in art integrated activities/drawing/colouring, collage making, etc.</p>	<ul style="list-style-type: none"> <li>• Play dough/clay</li> <li>• Water play</li> <li>• Sand play</li> <li>• Sewing and lacing cards</li> <li>• Multi-pieces FLN related to puzzle</li> <li>• Peg toys</li> <li>• Dressing frames</li> <li>• Number and letter puzzle</li> <li>• Number and letter cut outs to create collage</li> <li>• Concrete materials and toys</li> <li>• Writing and drawing/painting tools like crayons, water colours, brushes, pencil, paper of different types, scissors, glue, thread, spray</li> <li>• Shape cutouts</li> </ul>	<ul style="list-style-type: none"> <li>• Planning activities for developing fine motor skills, like:             <ul style="list-style-type: none"> <li>- Drawing recognizable pictures</li> <li>- Colouring within the lines and with a one-sided stroke</li> <li>- Holding a pencil with a 3-finger grasp</li> <li>- Writing letters and numbers independently with clear handwriting</li> <li>- Cutting different shapes using scissors</li> <li>- Making collages by using pictures and gluing and pasting them independently</li> <li>- Doing tearing and pasting activities independently</li> </ul> </li> <li>• Making the children do all types of printing activities independently using paint and their fingers, thumb, palm and thread.</li> <li>• Stringing beads with small holes</li> <li>• Making the children mould clay and create different models of fruits, vegetables, houses, animals, etc.</li> <li>• Encouraging the children to make pictures and number related posters, number calendar, etc.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child display fine motor skills with accuracy and control?</li> <li>• Does s/he engage in art integrated activities/drawing/ colouring, collage making, etc.?</li> </ul>

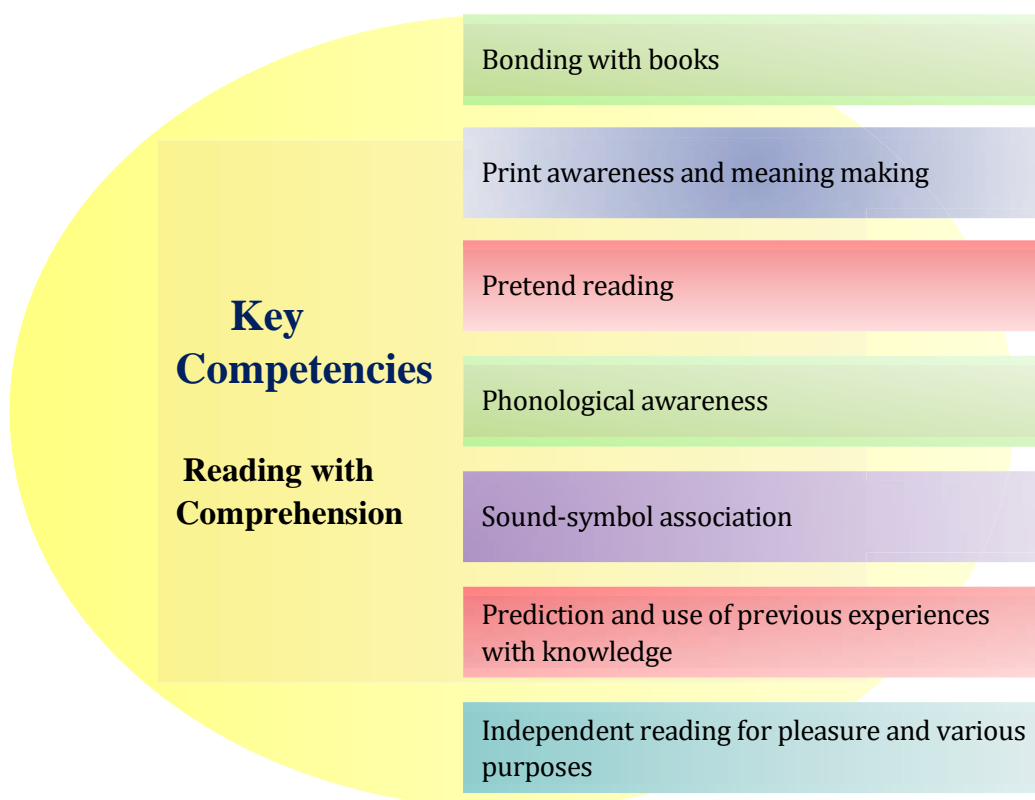
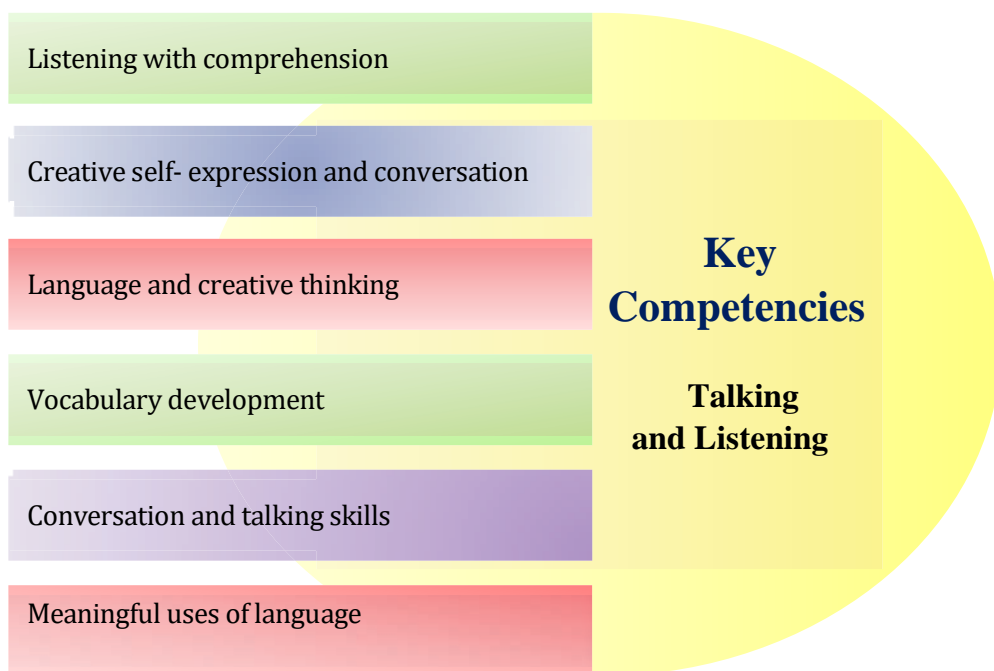
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.18 b</p> <p>Uses coordinated movements for using scissors, buttoning, shoe lacing, writing</p>	<ul style="list-style-type: none"> <li>• Dressing frames like - buttoning shirts, using the hook, using the zip</li> <li>• Child - friendly scissors</li> <li>• Shoe lace frame board</li> <li>• Old magazines</li> <li>• Lacing and weaving board</li> <li>• Coloured chalks and pencils</li> <li>• Writing board/slate</li> </ul> <p>(Refer to HW 4.18 a)</p>	<ul style="list-style-type: none"> <li>• Providing the children hands-on-activities such as: <ul style="list-style-type: none"> <li>- Combing their hair in well-coordinated movements.</li> <li>- Learning to button their shirts, tying shoelaces, using the hook, zip and press buttons.</li> <li>- Learning to use scissors to cut pictures from old magazines or newspapers beginning with a straight line to more complicated shapes.</li> <li>- Writing neatly and correctly at least six to seven sentences at a time with a chalk or pencil.</li> </ul> </li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child use coordinated movements for using scissors, buttoning, shoe lacing, writing?</li> <li>• Is s/he able to write at least six to seven sentences at a time, neatly and correctly?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 4.18 c</p> <p>Grips pencil correctly, uses smooth, controlled finger and hand movements that also require eye-hand coordination (e.g., pours water into a water bottle with a small opening with little spillage, traces shapes)</p>	<p>Refer to HW 4.18a and 4.18b</p> <ul style="list-style-type: none"> <li>Concrete materials and toys for play</li> <li>Multi piece puzzle</li> <li>Scissors</li> <li>Paper</li> <li>Bottles</li> <li>Water</li> <li>Colours</li> <li>Fork and spoon</li> <li>Napkin</li> <li>Variety of paper</li> <li>Variety of writing and painting tools</li> </ul>	<ul style="list-style-type: none"> <li>Setting up activities for the children that require eye-hand coordination like holding a pencil with a tripod grip (using the thumb, index and middle finger).</li> <li>Ensuring that children having good and smooth pencil control.</li> <li>Generating movement with the fingers and not the wrist while writing, colouring or drawing.</li> <li>Asking the children to draw detailed pictures with recognisable objects.</li> <li>Making the children pour water from one bottle to another without spilling, completing a 20 piece puzzle, cut neatly around shapes, etc.</li> <li>Demonstrating the use of a fork and spoon for eating.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child grip the pencil correctly?</li> <li>Does she/he have good eye-hand coordination (e.g., pour water into a water bottle with a small opening with little spillage, traces shapes)?</li> <li>Does she/he use smooth, controlled finger and hands movement?</li> </ul>

NOTE: Refer to all the materials/resources along with pedagogical practices from Preschool 1 to Preschool 3 for better understanding and add/use your imagination to further ignite the children's creativity.

## DEVELOPMENTAL GOAL 2

### CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)



Early literacy skills

Writing for self-expression

Makes use of her/his knowledge of letters and sounds, invents spellings to write

Makes effort to write in conventional ways

Responds to reading with drawings/ words and meaningful sentences

Writes rhyming words

Writes meaningful sentences using naming words and action words

Writes messages to express herself/himself

Uses mixed language codes

Writes for different purposes in the classroom's activities and at home, such as making lists, writing greetings to grandparents, messages/ invitation to friends, etc.

## Key Competencies

### Writing with Purpose





## FIRST LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.1</p> <p>Uses own language/school language to express their needs and ask questions to gain information</p>	<ul style="list-style-type: none"> <li>• Related Storybooks</li> <li>• Circle time</li> <li>• Word wall</li> <li>• Sight word chart</li> <li>• Appropriate riddles on different topics</li> <li>• 'Question cards' with pictures for discussion starter</li> <li>• Information books on various themes like – transportation, plants, nature, ocean life, how things work etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Exposing the children to a variety of information books on various themes and encouraging them to ask and answer questions related to them.</li> <li>• Providing situations for children to converse with peers and teachers in a stress-free and fear-free environment.</li> <li>• Encouraging the children to ask and answer questions after a story session and use phrases like, 'May I..', 'Could you, please....', etc. appropriately using both home and school language.</li> <li>• Using circle time to converse on various topics related to daily events, health, hygiene, values, etc.</li> <li>• Encouraging children to solve and create simple riddles on common objects, animals, plants.</li> <li>• Motivating children to read storybooks to build their vocabulary and expression.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to use common phrases apart from the supervised language sessions?</li> <li>• Does the child take interest in answering questions related to stories/information books?</li> <li>• Is the child able to frame questions with clarity?</li> <li>• Does the child use gestures (expression) while asking and answering questions?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.2</p> <p>Selects books from the reading area and talks about/narrates the story with the help of the pictures</p>	<ul style="list-style-type: none"> <li>• Reading area /Class library with age-appropriate books (storybooks and information books)</li> <li>• Story bags or story baskets</li> <li>• Story cards related to stories books/unfamiliar story</li> <li>• Props and puppets to accompany the story</li> <li>• 'Story-question strips' with pictures</li> <li>• Collection of pre and post story – related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing the children to spend some time in the reading area /class library to encourage them to engage with books both through illustrations and text. Keep changing the books fortnightly.</li> <li>• Asking the children to share their opinions on the storyline, characters or an end to the story that they would have preferred.</li> <li>• Letting the children tell the story to their peers (informal manner), using pictures whenever and wherever necessary. They can be encouraged to use props and puppets during story telling.</li> <li>• Giving a chance to all the children to read out aloud to gain confidence and build expression (Tell the children that story telling is an art which has to be cultivated).</li> <li>• Doing a lot of pre and post related story activities like dramatizing the story, asking the children to narrate the story in their own words or change the ending of the story. They can be asked to illustrate on their own, cover of a story, frame questions on the story, etc.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child visit the reading area?</li> <li>• Is the child sticking to a particular kind of text for a long period of time e.g. reading comics/jokes/riddles only?</li> <li>• Does the child arrange the story cards in sequence and narrate the story?</li> <li>• Does the child show a preference for stories with common themes?</li> </ul>

NOTE: It is possible that all children may not show the same level of enthusiasm and/or start reading right from the first day. Teachers are advised to practice patience with such children and allow them to engage with written material at their own pace.

However, if the child continues to exhibit such behaviour for a month, teachers may guide the children to explore various texts/themes/genres.

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.3 a</p> <p>Connects personal experiences with the read/familiar stories in their own language and talks about them</p>	<ul style="list-style-type: none"> <li>• Sequential thinking cards</li> <li>• Familiar <i>Panchantra</i> stories</li> <li>• Story cards</li> <li>• Circle time</li> </ul>	<ul style="list-style-type: none"> <li>• Creating situations for the children to share their understanding the story and also share similar experiences (if any) with others.</li> <li>• Helping the children to enrich the discourse by picking up and including specific instances from the shared stories and connecting these with their real life experiences.</li> <li>• Using circle time for the children to narrate their experiences of events, people, problems with fluency, use of appropriate vocabulary and experiences.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to connect the shared story with any real-life event?</li> <li>• Is there coherence of thoughts while she/he is expressing herself /himself?</li> <li>• Does the child show fluency in speech and use appropriate expressions?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.3 b</p> <p>Makes some rules for their favourite games</p>	<ul style="list-style-type: none"> <li>List of favourite games with pictures</li> <li>Manuals with rules for some games</li> <li>Outdoor play equipment and related sports</li> <li>Vocabulary cards (sports words)</li> <li>Talking time</li> </ul>	<ul style="list-style-type: none"> <li>Giving children the opportunity to work in groups, with each group getting to decide their own rules for a game of their choice. They can also invent a new game and make instruction manuals of their own in groups. Provide children manuals with rules for reference.</li> <li>Familiarising the children through conversation with vocabulary that predominantly consists of sports related terms.</li> <li>Encouraging children to play games such as, 'Simon Says.....'</li> <li>Encouraging the children to share their invented game and the rules of the game with other groups and also participate in group activities where they get to follow instructions/pay attention to what is being stated.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child (group task) able to make rules for her/his favourite games independently or with the support of elders?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.4</p> <p>Identifies rhyming words in familiar poems and songs and creates new rhyming words</p>	<ul style="list-style-type: none"> <li>Rhyming words picture cards</li> <li>Display of poems/rhymes with rhyming words highlighted</li> <li>Objects and toys that rhyme with each other</li> </ul>	<ul style="list-style-type: none"> <li>Giving the children picture of objects, animals and asking them to pair these with their own rhyming words.</li> <li>Providing opportunities for the children to observe and 'identify rhyming pairs' as a beginner level activity for this learning outcome e.g., encircling the rhyming words given in worksheets.</li> <li>Making the children work on tasks where they have to sort/pick suitable rhyming words for the words given to them e.g., matching, multiple-choice questions, etc. or identify words from textbooks/any storybook and writing a word to make a pair of rhyming words.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to identify rhyming words in familiar poems/songs?</li> <li>Does the child create new rhyming words for a given word?</li> <li>Is the child use pseudo words in different writing activities?</li> </ul> <p><i>Note- Pseudo words, though of no importance linguistically, reflect the child's awareness of language and must be seen as a (good) sign.</i></p>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.5</p> <p>Predicts and attempts to make meaning of the text (textbooks and children's literature) by turning over the pages back and forth</p>	<ul style="list-style-type: none"> <li>• Reading area with children's literature (storybooks, textbooks)</li> <li>• Illustrations/pictures of children's literature (made by teacher or already available)</li> <li>• Old magazines, children's magazines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing ample scope for children to spend time in the Reading Area handling books, magazines and other children's literature.</li> <li>• Giving opportunity to the children to make guesses about the storyline in the middle of a story.</li> <li>• Organising for the children to work in pairs on stories and discussing the forthcoming events.</li> <li>• Encouraging the children to make guesses about their stories and sharing their guess(es) with the rest of the class.</li> <li>• Creating situations for the children to make sense of new words using the given context e.g. turning over the pages back and forth and rereading the text and observing illustrations.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to predict and attempt to make meaning of the text?</li> </ul>

NOTE: Use of popular texts must be avoided and new books introduced as there is a high chance that the children, already being familiar with popular texts, may stick to the endings they already know of.



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.6</p> <p>Relates the picture with the text to predict and understand</p> <p>NOTE: Avoid stepping in while children are in the middle of deciphering a word/phrase and/or reflecting over an illustration.</p>	<ul style="list-style-type: none"> <li>Picture books</li> <li>Picture reading posters</li> <li>Labelling in the print-rich classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>Giving the children opportunities to explore books with illustrations as per the reading level of children.</li> <li>Allowing children to spend some time on silent reading on a daily basis, letting them interact with different texts and work out the association between the pictures and the texts while reading.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to make guesses about a word/phrase on the basis of corresponding picture(s)?</li> <li>Is the child able to make connections and weave in her/his observations of pictures in the form of a single story?</li> </ul>
Learning	Suggested Learning	Suggested Pedagogical
<p>ECL1-4.7</p> <p>Talks about birds, animals in their surroundings (home, school, neighbourhood) and writes a few words about them by using invented spelling/ conventional writing</p>	<ul style="list-style-type: none"> <li>Old magazines</li> <li>Nature walk</li> <li>Flash cards</li> <li>Writing tools, notebooks, papers (lined and unlined)</li> </ul>	<ul style="list-style-type: none"> <li>Taking the children for nature walks on a weekly/fortnightly basis to observe plants, animals and other objects in their surroundings. Have a detailed discussion about their experience and motivate them to talk about it individually. They can also share their written experience with the class. This will help them develop confidence and speaking skills.</li> <li>Asking children to pay attention to any one thing/object during their walks and sharing the information with their peer group.</li> <li>Encouraging children to note down their experience(s) in the form of a drawing, prose or verse.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the vocabulary used by the children related to Environmental Science?</li> <li>Does the child talk about familiar birds, plants, animals in the surroundings?</li> <li>Does the child write a few words about them?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.8</p> <p>Shows awareness of figures of letters and sounds while reading stories, poems and makes use of it while writing</p> <p>NOTE: Some children may exhibit writing styles different from the conventional ones. For such children, teachers may create small groups to focus more on writing the letters.</p>	<ul style="list-style-type: none"> <li>Letter and number cutouts</li> <li>Letter-sound corrections worksheets</li> <li>Letter-sound correspondence charts</li> <li>Related storybooks and poems</li> <li>Writing tools</li> <li>Lined and unlined papers</li> </ul>	<ul style="list-style-type: none"> <li>Giving children the opportunities to participate in different activities such as: <ul style="list-style-type: none"> <li>frequently organised shared reading sessions followed by reading aloud sessions.</li> <li>writing sessions where children get to write letters. e.g., writing the first letter of the word 'mango' in order to associate the picture with the letter.</li> <li>using sandpits, etc. to make the writing activity more fun or interacting more with letters, after getting familiar with the alphabet, especially the ones which often become a part of mirror write/reverse letters e.g., writing b as d and vice-a-versa.</li> </ul> </li> <li>Asking the children to interpret unfamiliar/new words on their own/in their group.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Does the child show awareness about figures of letters and sounds while reading a story?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-4.9</p> <p>Labels the self-drawn pictures and the pictures made available to them (invented spellings)</p> <p>NOTE: A chart representing grapheme-phoneme (letter-sound) correspondence in consonants may be shared with the children.</p>	<ul style="list-style-type: none"> <li>Writing and painting tools</li> <li>Variety of papers</li> <li>Pages from children's magazines</li> <li>Newspaper (Children's section)</li> <li>Body Parts chart displayed</li> <li>Child's height mirror</li> <li>Word wall</li> <li>Sight-word chart</li> </ul>	<ul style="list-style-type: none"> <li>Creating scope for the children to label things/objects they see around them, their drawings and other pictures in magazines, newspapers.</li> <li>Asking the children to label using the first letter of the word e.g., writing the first letter 'T' for 'Tag'. They can use invented spellings provided it makes sense.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child display knowledge of grapheme-phoneme (letter-sound) correspondence?</li> <li>Is the child able to invent spellings on her/his own/with the support of elders?</li> </ul>

## SECOND LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.1 a</p> <p>Listens to English words, greetings, polite forms of expression, and responds in English /home language like 'How are you?', 'I'm fine.', 'Thank you', etc.</p>	<ul style="list-style-type: none"> <li>• Related word wall - Toy - telephone</li> <li>• Sight word chart</li> <li>• Collection of different words written on greeting cards, storybooks</li> <li>• English book (For Beginners)</li> <li>• Flash cards with a wide range of pictures and words</li> <li>• Vocabulary related games and activities</li> <li>• Collection of child-friendly English language related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Creating situations where the children can use expressions that are a part of day-to-day life like, Thank You, Sorry (both in their home language and English) with other people.</li> <li>• Encouraging the children to express themselves, for example, speaking out aloud in front of the class during circle time, whispering/talking using a toy-telephone, conversing in different settings, doing mock exercises using polite words, reciting simple, short English rhymes and practicing simple English phrases, including the daily schedule and different themes.</li> <li>• Playing games like – English 'call and response prompts' such as, 'everybody clap your hands and eyes on me'.</li> <li>• Creating a daily routine, adhering to it and prioritising teaching-learning of English vocabulary.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to use polite words (expression) in English as well as in the home language in various situations?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.1 b</p> <p>Talks about the available print in the classroom.</p>	<ul style="list-style-type: none"> <li>• Alphabet and number chart</li> <li>• Storybooks</li> <li>• Reading area</li> <li>• Labelled materials/boxes/shelves</li> <li>• Logos and signs</li> <li>• Name cards</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a print and numeracy rich environment for children to observe, explore, identify. Displaying a variety of storybooks, magazines, children's literature.</li> <li>• Giving the children the opportunity to observe and explore different posters, charts on walls, logos, signs and billboards and share their assumptions of the same e.g., making guesses about the content based on pictures.</li> <li>• Discussing signs with children and symbols relevant to day-to-day life e.g, traffic signs, signs related to PWD.</li> <li>• Labelling boxes, shelves, cupboards, objects for children to talk about.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to recognise signs and symbols in her/his immediate environment?</li> <li>• Does the child describe the displayed relevant print in the classroom?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.2</p> <p>Sings and recites poems/rhymes and draws pictures</p>	<ul style="list-style-type: none"> <li>Collection of songs/rhymes</li> <li>Lined and unlined papers</li> <li>Writing and painting tool</li> <li>Poems displayed on a chart</li> </ul>	<ul style="list-style-type: none"> <li>Organising for the children to hear songs that include humour, fun words, tongue twisters, alliterations, etc.</li> <li>Making the children sing songs/rhymes with actions individually and in groups.</li> <li>Letting the children create their own poems and depicting the poems through drawings.</li> <li>Giving opportunities to the children to collect and compile local poems with the help of parents and create a unique rhyme book.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to recite poems/rhymes, sing songs?</li> <li>Is the child able to depict poems through drawings?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.3</p> <p>Picks storybooks from the reading area and tries to read the pictures</p>	<ul style="list-style-type: none"> <li>Reading area</li> <li>Graded story books</li> <li>Picture reading posters</li> <li>Cutouts of labelled pictures</li> </ul>	<ul style="list-style-type: none"> <li>Exposing the children to posters for observation and picture reading.</li> <li>Providing opportunities to the children to share their understanding about the stories by logically linking illustrations/pictures.</li> <li>Helping the children use cutouts of labelled pictures to create a story in their own words.</li> <li>Providing the children graded storybooks to pretend read.</li> <li>Helping the children create a 'story book' using their favourite pictures and sentences (text).</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child visit the reading area?</li> <li>Is the child able to read/narrate a story on the basis of pictures?</li> <li>Does the child show awareness about figures of letters, sounds and words while reading a story?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.4</p> <p>Responds orally to questions related to stories/poems bilingually</p>	<ul style="list-style-type: none"> <li>• Appropriate, graded collection of stories</li> <li>• Poems based on familiar topics</li> <li>• Story charts/story cards</li> <li>• Digital stories</li> <li>• Poems with pictures displayed on charts</li> <li>• Pre and post-story activities including questions related to the particular story</li> </ul>	<ul style="list-style-type: none"> <li>• Creating opportunities for the children to hear songs that include humour fun words, tongue twisters, alliterations.</li> <li>• Making the children sing songs/rhymes with actions individually and in groups. Children can also create their own poems and depict the poem through illustrations.</li> <li>• Collecting and compiling local poems with the help of parents to create a unique rhyme book.</li> <li>• Encouraging the children to create and write poems and then using these poems to develop their reading skills.</li> <li>• Helping the children to interpret the text and find answers from texts using clues and also answering questions using code-mixing.</li> </ul> <p>(Refer to ECL2-4.2)</p> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child listen to stories attentively?</li> <li>• Does the child respond to questions based on stories and poems orally (bilingually)?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.5</p> <p>Forms letters correctly, uses Sound-symbol correspondence to write invented spellings</p>	<ul style="list-style-type: none"> <li>• Letter blocks and cutouts</li> <li>• Cards with lower case letters</li> <li>• A keyboard</li> <li>• Alphabet matching board</li> <li>• Slates/chalk board</li> <li>• Alphabet stencil</li> <li>• Alphabet chart</li> <li>• Lined and unlined papers</li> <li>• Writing tools</li> <li>• Alpha Puzzle</li> <li>• Magnetic letters</li> <li>• Picture-Letter-Sound dominoes</li> <li>• Phonic sound learning worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Making the children listen to the sounds and syllables in words that help them learn to read and write.</li> <li>• Ensuring that the children write letters from top to bottom and say the sound of each letter.</li> <li>• Using words from magazines and copying in their notebooks.</li> <li>• Playing 'scrambled spelling' with the children using alphabet blocks and letter cut-outs.</li> <li>• Reading out a simple sentence for children to write down in invented spelling and then writing all the versions written by the children on the board and circling the correct version.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child form letters correctly?</li> <li>• Is the child able to use sound symbol correspondence to write corrected spellings?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.6</p> <p>Recognises familiar signs, logos and labels in the environment</p>	<ul style="list-style-type: none"> <li>• Sign charts/posters displayed at the eye-level of the children</li> <li>• Picture charts/ picture reading posters duly labelled</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting the text and finding answers from the texts using clues.</li> <li>• Answering questions using code-mixing.</li> <li>• Including labels in the second language (L2) into the daily activities and displaying in the classroom environment, like, pasting names on the door, window, water area, water drinking area, play area, activity areas and so on.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child show enjoyment in reading?</li> <li>• Does the child try to read familiar signs/labels/logos in the classroom?</li> <li>• Does the child participate in reading related activities?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.7</p> <p>Connects text with illustrations while reading a story</p>	<ul style="list-style-type: none"> <li>• Alphabet stencil</li> <li>• Alphabet chart</li> <li>• Lined and unlined papers</li> <li>• Writing tools</li> <li>• Colourful storybooks</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to the children to explore books with illustrations, engage with different texts and work out the association between pictures and texts.</li> <li>• Encouraging the children to use the illustrations to predict what the title of the book is all about.</li> </ul> <p>Refer to ECL2-4.4 &amp; 4.5</p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child respond to books/stories and point to the text and illustrations?</li> <li>• Does the child point to text and move her/his finger beneath the text and talk about the related illustration?</li> <li>• Does the child create illustrations from the text that s/he is reading?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.8</p> <p>Creates her/his own story by writing a few words mixing codes</p>	<ul style="list-style-type: none"> <li>• Reading area</li> <li>• Print rich classroom</li> <li>• Literate behaviour by adults</li> <li>• Writing Tools</li> <li>• Lined and unlined papers</li> <li>• Old magazines</li> <li>• Flash cards</li> <li>• Picture series</li> <li>• Web-based materials</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging the children to play with words, read graded stories/ picture books, use symbols, mix the oral language, picture print and use their own experiences with peers, parents, adults to create/write their own story.</li> <li>• Helping the children to begin to read words from their immediate environment and use them in writing.</li> <li>• Providing opportunities to the children for regular and interesting interactions with print for motivation towards reading and writing.</li> <li>• Helping the children to express themselves on paper without feeling pressurised for correct spelling.</li> </ul> <p><i>Also refer to pedagogical processes suggested under ECL2-4.4 &amp; 4.5.</i></p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to distinguish many print features?</li> <li>• Does the child label her/his pictures, and attempt to write stories?</li> <li>• Does the child use her/his own words to compose a message?</li> <li>• Does the child express her/his story/poem by mixing codes?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.9</p> <p>Brings a toy and introduce it in the class</p>	<ul style="list-style-type: none"> <li>• Toy area in the classroom</li> <li>• Toys brought by the children</li> <li>• Objects to create DIY toys</li> </ul>	<ul style="list-style-type: none"> <li>• Asking the children to bring toys with them (if they want to) to school and talk about it.</li> <li>• Giving an introduction of a toy in the class to help children understand the activity.</li> <li>• Demonstrating how to create toys from objects in small groups.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to introduce her/his toy in the class and discuss about it?</li> <li>• Is the child able to create DIY toys in a small group?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.10</p> <p>Creates rhyming words based on the available text</p>	<ul style="list-style-type: none"> <li>• Poems having rhyming words</li> <li>• Worksheets based on rhyming words</li> <li>• Games on rhyming words</li> <li>• Objects and toys that connect with fun</li> <li>• Rhyming words that bond with matching cutouts</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to the children to sort/pick suitable rhyming words for the word already given to them e.g., matching, multiple-choice questions etc.</li> <li>• Making the children play games having rhyming words - choosing a few words from textbooks/read aloud storybooks and writing a word to make a pair of rhyming words.</li> <li>• Ensuring the inclusion of both oral and written rhyming activities.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child know how to rhyme words?</li> <li>• Does the child listen to the sounds within words and identify the word part?</li> <li>• Does the child recognise rhyming words and generate her/his own rhyming words?</li> <li>• Does the child match the rhyming objects?</li> <li>• Does the child create her/his own rhyming words based on the available text?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.11</p> <p>Writes words beginning with the same letter</p>	<ul style="list-style-type: none"> <li>Letter stencil</li> <li>Print rich classroom</li> <li>Pictures of words that start with the same letter e.g. Apple, Apricot</li> <li>Letter and words cut outs</li> <li>Writing tools</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities for experimenting with repeating sounds in alliteration activities (French fries, Peter Piper, etc.)</li> <li>Helping the children to make stories using a target sound supported with related toys/props.</li> <li>Making the children create and play with tongue twisters.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to repeat the starting letter of the words?</li> <li>Is the child able to write her/his alliteration related to any topic?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.12</p> <p>Participates in shared reading of the story</p>	<ul style="list-style-type: none"> <li>Variety of books</li> <li>Tricky words</li> <li>Sentence cutouts strips</li> <li>Song/poem or a chart</li> <li>Big book story</li> <li>Print-rich classroom</li> <li>The morning message on the notice board</li> <li>Reading Area</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities for the children to: <ul style="list-style-type: none"> <li>hear and interact with their peers and discuss a story.</li> <li>model literate behaviour like fluency, word reading, etc.</li> <li>learn about a book (reading the cover, predicting the end, looking at the pictures talking about the characters, etc.)</li> </ul> </li> <li>Encouraging the children to participate in shared reading of stories, notices, messages, poems, charts, etc.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to identify and read the front cover and back cover of a book?</li> <li>Is the child able to predict the end of a story?</li> <li>Can the child answer questions related to a story?</li> <li>Is the child able to tell a story using sentence strips?</li> </ul>

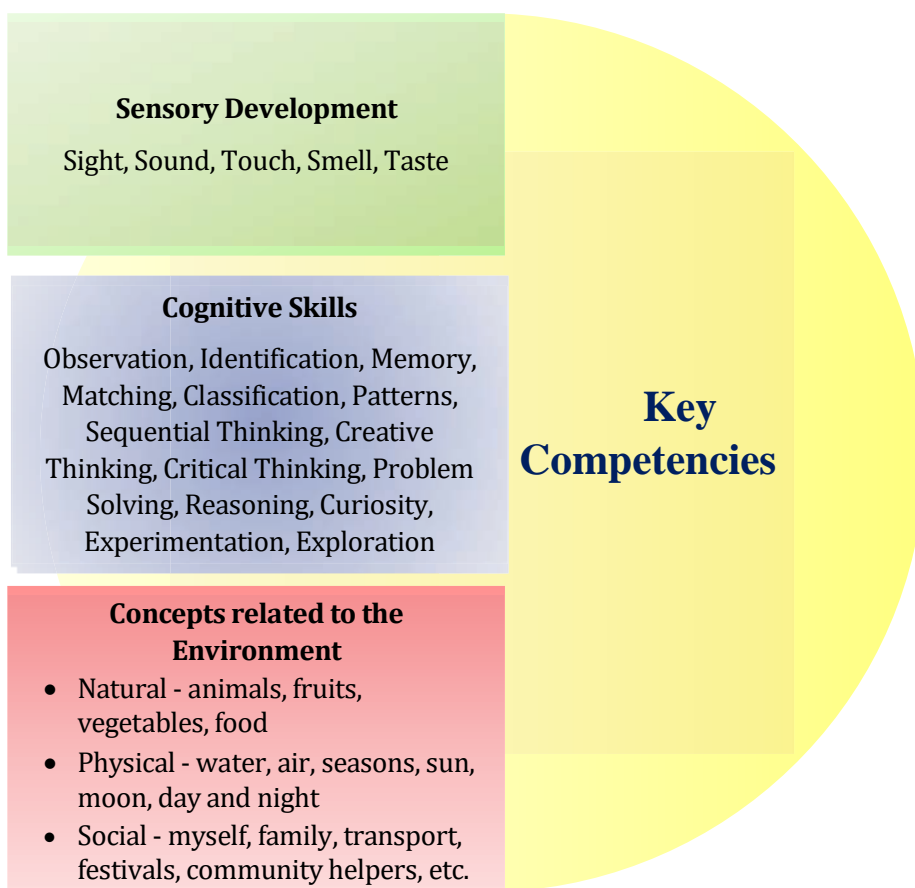
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.13</p> <p>Share their likes about a cartoon/film</p>	<ul style="list-style-type: none"> <li>Favourite cartoon/film of children</li> <li>Audio visual aids</li> </ul>	<ul style="list-style-type: none"> <li>Exposing the children to movies/cartoon sessions twice/thrice a week.</li> <li>Encouraging the children to share a few excerpts on their favourite character, scene/part with peers. e.g., My favourite character in _____ is XYZ. S/he is smart and resourceful. I like when s/he fools everyone.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to describe her/his favourite cartoon/film in class?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.14</p> <p>Enjoys and creates nonsensical rhyming words</p>	<ul style="list-style-type: none"> <li>Poems having rhyming words</li> <li>Worksheets based on rhyming words</li> <li>Games on rhyming words</li> <li>Objects and toys that connect with fun</li> <li>Rhyming words that bond with matching cut-outs</li> <li>Nonsensical rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities to the children to sort/pick suitable rhyming words for the word already given to them e.g., matching, multiple-choice questions etc.</li> <li>Making the children play games having rhyming words - choosing a few words from textbooks/read aloud storybooks and writing a word to make a pair of rhyming words.</li> <li>Ensuring the inclusion of both oral and written rhyming activities.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child know how to rhyme words?</li> <li>Does the child listen to the sounds within words and identify the word part?</li> <li>Does the child recognise rhyming words and generate her/his own rhyming words?</li> <li>Does the child match the rhyming objects?</li> <li>Does the child create her/his own rhyming words based on the available text?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-4.15</p> <p>Makes a card for her/his friend, sending a short message</p>	<ul style="list-style-type: none"> <li>• Writing and painting tools</li> <li>• Papers</li> <li>• Old magazines</li> <li>• Sample greeting cards, birthday cards</li> <li>• Sample short messages</li> <li>• Child- made cards</li> <li>• Lined and unlined papers</li> <li>• Thick chart paper</li> <li>• Child friendly scissors</li> <li>• Glue</li> <li>• Tape</li> <li>• Ribbon/yarn</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming on ideas with children to encourage them to create greeting cards.</li> <li>• Motivating the children to practice writing by signing, writing stories, etc. and observing some samples shared by teachers.</li> <li>• Making the children participate in card making activities with a focus on various contexts e.g. Birthday Invitations, Greetings, Writing a small message, etc.</li> <li>• Giving practice to the children to write in lines and convey messages through drawings, along with short phrases.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child talk about her/his writing?</li> <li>• Does the child show interest and create a message for a poster/greeting card/own drawings?</li> <li>• Does the child express and vent out her/his feelings through drawing and writing?</li> </ul>

## DEVELOPMENTAL GOAL 3

CHILDREN BECOME INVOLVED LEARNERS AND  
CONNECT WITH THEIR IMMEDIATE ENVIRONMENT (IL)



## Key Competencies

### Concept Formation

- Colours, shapes, distance, measurement, size, length, weight, height, time
- Spatial sense
- One-to-one correspondence

### Number Sense

- Count and tell how many
- Numeral recognition
- Sense of order (can count ahead of a number up to 10)

### Number Operations

- Addition
- Subtraction
- Multiplication
- Division

### Measurement

Length, Mass, Volume, Temperature

### Shapes

2 D shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces

Data Handling  
Pattern Recognition  
Calendar Activity  
Use of Technology

## Key Competencies

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.1</p> <p>Notifies and describes finer details of objects such as colours, sounds, their surface, animals, birds in the immediate surroundings</p>	<ul style="list-style-type: none"> <li>• Blocks/dice of different colours, coloured bottle caps</li> <li>• Storybooks with big colourful pictures</li> <li>• Battery operated toy cars</li> <li>• three-to-four-piece puzzles of animals and birds</li> <li>• Audio clips having different kinds of sound which are common in the children's environment</li> <li>• (DIY) toys</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for the children to observe different colour blocks, dice, bottle caps and group them on the basis of colour and then on the basis of shape (allow them to observe finer details of the available objects for developing classification skills).</li> <li>• Giving the children some pieces of metal (safe) and plastic objects and asking them to identify the differences in the sound when they strike the ground or any other surface.</li> <li>• Encouraging the children to identifying the sound made by familiar animals or birds in audio clips.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to identify and classify 2-3 kinds of objects at a time, based on their different criteria?</li> <li>• Is the child able to identify sounds of familiar birds and animals in the audio clips?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.2 a</p> <p>Identifies common objects, plants, animals, signs on the boards in the immediate neighbourhood</p>	<ul style="list-style-type: none"> <li>Balls, shoes, tiffin boxes</li> <li>Pictures of familiar plants and flowers like rose and marigold</li> <li>Big pictures or posters showing common signs like school nearby or speed breaker, signs related to left right direction, traffic signals</li> </ul>	<ul style="list-style-type: none"> <li>Showing the children pictures of common plants and animals.</li> <li>Taking the children for nature walks to help them observe plants/animals in their surroundings.</li> <li>Developing awareness in children regarding signs such as: a speed breaker, a school close by, direction (right, left etc.) signs on boards (paper boards may be created involving children).</li> <li>Conducting activities in the classroom like, asking children to walk straight, turn left or right or back, etc.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Can the child identify common objects in the environment and classify them on the basis of 2-3 features?</li> <li>Can the child read sign boards in the immediate surroundings?</li> <li>Can the child identify common plants and animals in her/his surroundings?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.2 b</p> <p>Identifies directions with the support of adults and makes sketches of places</p>	<ul style="list-style-type: none"> <li>Signs/directions in the school</li> <li>Stories having narrations of directions along with directional signs</li> <li>Cardboards, papers, sketch colours and other writing or drawing mediums to make sketches, cartridge sheets or chart papers</li> <li>Writing tools</li> </ul>	<ul style="list-style-type: none"> <li>Offering scope for observation and recall by children of their journey from home to school e.g., how many turns they take, turns in which direction, etc.</li> <li>Encouraging the children to draw a sketch of their journey from home to school individually or with the help of friends from their neighbourhood.</li> <li>Providing opportunities to the children to draw sketches showing the direction from the classroom to the playground in the school or from home to a common market/ stationery shop they often visit.</li> <li>Motivating the children to make a sketch of places visited with the help of adults who accompany them.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to recall recent visits to places and draw related sketches?</li> <li>Is the child able to read the logos/signs in her/his immediate surroundings?</li> <li>Is the child able to identify different directions with the support of elders?</li> </ul>

*Note: Allow the children to ask adults/ teachers if they need any other material (give scope for free thinking and problem solving).*



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.3 a</p> <p>Remembers and recalls more than 5-6 objects seen at a time</p>	<ul style="list-style-type: none"> <li>• Various objects of different colours, shapes, dolls, picture books, bangles and other objects available in the surroundings</li> <li>• Toys</li> <li>• Number cutouts</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the children certain objects, removing them after some time and letting the children recall the objects (5-6) seen by them. The number of objects may be varied as the activity progresses (it can be an individual as well as group activity).</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to recall the objects which were shown to her/him, after a while?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.3 b</p> <p>Identifies 4-6 missing parts of a picture of a familiar object</p>	<ul style="list-style-type: none"> <li>• Puzzles of different kinds (with knobs, without knobs),</li> <li>• Picture cards, 'what is missing' card, observation or memory card,</li> <li>• Toys or blocks with fixing and removing arrangements</li> <li>• Pattern-making ship</li> <li>• Related worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to play with puzzles of different kinds (with some parts removed)</li> <li>• Identifying missing parts in a given picture/card/object.</li> <li>• Manipulating parts of the toys and other play materials individually and in group activity.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to identify missing parts of a picture of a familiar object?</li> <li>• Is the child able to fit blocks in holes of different sizes and shapes?</li> <li>• Is the child able to arrange number cutouts in order?</li> <li>• Is the child able to identify the missing number in a row?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.5</p> <p>Compares and classifies objects/ pictures based on multiple factors and demonstrates understanding of position</p>	<ul style="list-style-type: none"> <li>• Objects of different types (properties for classification basis)</li> <li>• Blocks of different colours and shapes</li> <li>• Cloth clips of different colours and designs</li> <li>• Fruits and vegetables, etc.</li> <li>• Picture cards of animals, birds, fruits, numbers, vegetables, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking the children to classify objects based on one observable property at a time (like colour, shape, animal or bird, food item and non-food item, etc.) and then on the basis of another property ( e.g. classifying on the basis of shapes having the same colour).</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to classify objects on the basis of different properties such as colour, shape, size, etc. individually or in a group, using one/two/three properties at a time.</li> <li>• Is the child able to assess her/his own work to see if s/he has done it correctly?</li> <li>• Is the child able to tell the position of pictures placed in a row?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.6</p> <p>Seriates/ arranges more than 5 objects based on a developed criteria</p>	<ul style="list-style-type: none"> <li>• Nesting</li> <li>• Stacking toys</li> <li>• Scales of different sizes</li> <li>• Balls and coins of different sizes, bowls and other similar things commonly available in our surroundings</li> <li>• Picture cards showing same object in different sizes</li> <li>• Toys in seriated order</li> <li>• Measurement cards (to be arranged in order like biggest-smallest, etc.)</li> <li>• Similar worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities to the children to arrange objects in a sequence based on length or size.</li> <li>• Encouraging the children to order different containers from less to more in capacity.</li> <li>• Explaining to the children that from one side it is an ascending and on the other side it is descending sequence. <i>(This is little advanced and should be done once seriation is understood).</i></li> <li>• Asking the children to seriate the members of the family based on their heights from tallest to shortest or vice versa.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to seriate objects on a developed criteria such as length, capacity, size, weight, height, etc.</li> <li>• Is the child able to assess her/his own or peer work?</li> <li>• Can the child describe on what criteria she/he has arranged the objects?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p><b>IL 4.7</b></p> <p>Describes his/her daily routine in sequence using words in the morning, afternoon, evening, and at night</p>	<ul style="list-style-type: none"> <li>• Pictures of rising sun (for morning), full sunshine (afternoon), setting sun (evening) and dark sky (night)</li> <li>• Picture cards showing common activities of children</li> <li>• Collection of songs related to daily routine sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the children picture cards depicting routine activities and discussing about them.</li> <li>• Giving the children opportunities to recall and talk about the activities in which they are involved before coming to school and after school.</li> <li>• Asking the children to identify their routine in the morning, afternoon, evening and at night and developing a sequence of routine activities.</li> <li>• Allowing for free conversation and encouraging the children to figure out how their routine/ daily activities are the same and how they differ from the others.</li> <li>• Helping the children to identify activities which are repeated from morning to evening on most days.</li> <li>• Making the children sing songs on daily routine activities.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to describe her/his daily activities in sequence.</li> <li>• Can the child arrange sequential activity cards in order and describe the events?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.8a</p> <p>Provides solutions to simple problem-solving situations with reasons and solves the problem independently</p>	<ul style="list-style-type: none"> <li>• Work sheets developed by Teachers</li> <li>• Concrete objects: pencils, books, pens, bananas</li> <li>• Storybooks or self/teacher created stories having numerical or simple problem situations</li> </ul>	<ul style="list-style-type: none"> <li>• Creating various situations from the context of the child related to numeracy, e.g., How many books or pencils or bananas are there?</li> <li>• Providing concrete objects and letting the children make two piles with equal number of objects using counting or one to one correspondence</li> <li>• Narrating stories having numbers and asking questions based on numbers during the storytelling.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child offer solutions in a small group play conflict situations?</li> <li>• Is the child able to fix puzzles?</li> <li>• Can the child provide answers to open-ended questions?</li> <li>• Is the child able to solve mazes on her/his own?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.8 b</p> <p>Shows curiosity and interest in exploring the environment, takes interest in experimentation and exploration, draws inferences and predicts</p>	<ul style="list-style-type: none"> <li>• Photo album having pictures of vehicles, trees, birds and animals commonly seen in the child's surroundings</li> <li>• Water containers of different sizes</li> <li>• Soluble colours</li> <li>• Salt, sugar, lemon, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrating stories in the class having concepts of numbers.</li> <li>• Discussing with the children by using a photo album, which objects/things/creatures they see in their immediate surroundings.</li> <li>• Talking to the children about their experiences with plants, animals and birds in their surroundings.</li> <li>• Doing experiments with water using different solubles (let children explore which substance dissolves faster and why?)</li> <li>• Letting the children explore through experiments and explain their experiential learning. Allow the children to predict results.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child reflect curiosity and interest in exploring the environment?</li> <li>• Does the child take interest in doing experimentation?</li> <li>• Does the child show interest in simple experiments held in the classroom?</li> <li>• Does the child guess or estimate the answer?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 4.8 c</p> <p>Demonstrates awareness and sensitivity towards environmental concerns (example – planting flower plants, watering them regularly, saving water by planting trees, etc.)</p>	<ul style="list-style-type: none"> <li>• Small pots to plant saplings</li> <li>• Small water jugs</li> <li>• Sand-play equipment</li> <li>• School garden</li> <li>• Gardening equipment</li> <li>• Stories and poems on saving water and planting trees</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging the children to bring saplings of the plants they want to grow.</li> <li>• Providing the children help and guidance of the gardener who can also explain the method of planting a sapling/tree.</li> <li>• Developing awareness in the children on how to take care of plants by watering, giving them warmth of the sun and observing their growth</li> <li>• Encouraging the children to share their experiences on how they take care of plants at home.</li> <li>• Narrating stories and poems on trees, plants to create awareness towards the environment.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Does the child regularly observe her/his own potted plant and other plants potted by the peers?</li> <li>• Does the child share her/his feelings about the growth of plant with peers, parents, the gardener and you?</li> <li>• Does the child close the faucet after washing hands?</li> <li>• Does the child care about her/his immediate surroundings?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.9</p> <p>Counts objects up to 20, concretely and pictorially</p>	<ul style="list-style-type: none"> <li>Commonly available objects, sweets, ice cream sticks, beads for counting</li> <li>Worksheets/Pictures of different number of objects (answer can be written on the backside of the worksheet or picture cards)</li> <li>Spike Abacus</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities to the children for counting different objects, such as: <ul style="list-style-type: none"> <li>counting and telling the number of objects from any two collections.</li> <li>counting up to 10/15 using at least three objects from each collection.</li> <li>Using different pictures for the children to count the objects shown in a picture and writing their answer at the top e.g., "How many objects are there in a specific picture card?"</li> </ul> </li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to count objects independently/ with the support of elders?</li> <li>Is the child able to count objects both pictorially and concretely?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.10</p> <p>Can count forward and backward from a particular number up to 20</p>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Spike Abacus</li> <li>• Number blocks</li> <li>• Dominoes with different numbers</li> </ul> <p>Refer to ILM 4.9</p>	<ul style="list-style-type: none"> <li>• Conducting group activities for forward and backward counting.</li> <li>• Giving the children the opportunity to assess each other during the group activity of counting forward and backward from a particular number.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to count forward and backward from a particular number up to 20?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.11</p> <p>Identifies numerals with numbers and writes numerals up to 99</p>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Number Dominoes</li> <li>• Worksheets with different number of objects</li> <li>• Number charts</li> <li>• Plain paper and pencil</li> <li>• Calendar</li> <li>• Number rods</li> <li>• Number puzzles</li> </ul> <p>Refer to ILM 4.9 &amp; ILM 4.10</p>	<ul style="list-style-type: none"> <li>• Encouraging the children to count the number of objects in different picture cards and matching them with corresponding number cards.</li> <li>• Drawing the attention of the children to how numerals are written after number 10, i.e. from eleven to 19, we prefix '1' before the numbers from 1 to 9 and then after 20, we prefix '2'. This process continues till 99.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Can the child identify numerals with numbers on her/his own?</li> <li>• Can the child write numerals upto 99 independently/with the support of elders?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.12</p> <p>Develops the concept of zero</p>	<ul style="list-style-type: none"> <li>• Various concrete objects like tennis balls, small cubes, dice, etc.</li> <li>• Big container to keep objects for showing activities</li> <li>• Worksheets related to the same</li> <li>• Stories on the concept of zero</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting activities to develop the concept of zero, for example, putting tennis balls (or other small objects) in a container and taking out one ball at a time till the container is empty. Asking the children to do the same on their own.</li> <li>• Using ICT activities with the children, such as, taking out (drag) fishes from a pond, one by one, till it is empty.</li> <li>• Telling the children stories on the concept of zero.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to answer questions related to the concept of zero?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.13</p> <p>Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than</p>	<ul style="list-style-type: none"> <li>• Worksheets with different number of objects</li> <li>• Number calendar</li> <li>• Concrete objects like dice, counters, blocks</li> <li>• Group of objects depicting bigger group/smaller group of objects</li> <li>• Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Providing the children two worksheets showing different number of objects and asking the children to tell which one is bigger and which one is smaller and why?</li> <li>• Narrating to the children simple stories having numbers.</li> <li>• Asking the children questions to assess the child's understanding of 'bigger than and smaller than' during classroom interaction and story telling.</li> <li>• Using number calendar during circle time.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Can the child compare numbers up to 20?</li> <li>• Can the child use mathematical vocabulary such as, 'bigger than' and 'smaller than' while playing in a manipulative area?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.14</p> <p>Constructs addition facts up to 18 by using concrete objects and applies them in daily life</p>	<ul style="list-style-type: none"> <li>Common objects for counting like beads, counters, flexi-cubes, leaves, twigs, crayons</li> <li>Spoons, bowls, clothes pins, and other similar objects for counting</li> <li>Props and materials for setting up a market area</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Dividing the children into groups and giving them plenty of concrete objects and encouraging them to group the objects in different sets of 8, 9, 12, 15 up to 18 objects (using objects that are similar or different).</li> <li>Setting up a market area (e.g., Toy area/grocery store) and encouraging children to do role play using the play money.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to construct addition facts up to 18 using concrete objects/manipulatives?</li> <li>Does the child use mathematical vocabulary during role play?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.15</p> <p>Constructs subtraction facts up to 9 by using concrete objects and applies them in daily life</p>	<ul style="list-style-type: none"> <li>Common objects for counting, like beads, counters, flexi-cubes, leaves, twigs, crayons</li> <li>Spoons, bowls, clothespins and other similar objects</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Using the 'take away' or 'what is left' method, for example, If you have 8 pencils and your friend takes 2 pencils, how many pencils will be left with you?</li> <li>Offering children plenty of such activities that involve simple subtraction using concrete objects.</li> <li>Setting up a market area (e.g. Toy area/grocery store) and encouraging children to do role play using the play money.</li> <li>Planning a visit to a departmental store to give children a hands on experience on functional numeracy.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Does the child construct subtraction facts upto 9 by using objects?</li> <li>Does the child use mathematical vocabulary during role play/ daily interactions?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.16</p> <p>Develops relationship between addition and subtraction of numbers</p>	<ul style="list-style-type: none"> <li>Real objects such as balls or pencils or beads, etc.</li> <li>Abacus</li> <li>Number line</li> <li>Games on addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Making the children understand that addition and subtraction are the inverse operations/opposite of each other. Using simple questions, discussions, classroom activities to show that one can undo an addition through subtraction and undo a subtraction through addition.</li> <li>Conducting games to develop an understanding of the relationship between addition and subtraction, for example: <ul style="list-style-type: none"> <li>Making the children collect some small objects available at home/school. Let them keep five on the table and then add two more. Ask the child to count and tell how many objects are there before and after addition. Make the child understand that if you want to get back to five objects, you have to subtract two. If you take away a further two, you'll have three on the table. To get back up to five, you need to add two.</li> </ul> </li> <li>Organising for number line games such as, number line jumping game. (After learning to do simple addition and subtraction on the number line, children need to be guided to start at the first number and then jump the right number of spaces for the second number. The place where the child lands is the answer).</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to understand the relationship between addition and subtraction?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.17</p> <p>Develops strategies for repeatedly adding numbers up to 10, sum not exceeding 20</p>	<ul style="list-style-type: none"> <li>• Number cards</li> <li>• Dice, stickers</li> <li>• Real objects such as balls, blocks, beads, candies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Organising games involving counting in the class, for example, to practice addition by combining two or more sets of objects: If the child has 4 candies and her/his friend has 7 candies, they will count the number of candies in all, by counting one collection at a time. This is a single digit addition largely (the sum should not exceed 20). The same can be repeated with number cards or stickers for reinforcement.</li> <li>• Providing the children opportunities to use a dice to play in a group of three: Two children take turns to throw the dice and the third child notes down the numbers on the dice thrown and adds. Children take turns on rotation.</li> <li>• Organising a Number Card Game e.g., write out the numbers 1 to 10 twice, making 20 separate number cards. Turn the cards face down and pick any two at random. Ask the child to add the two numbers.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to develop a strategy of repeatedly adding numbers upto 10 and get a sum not exceeding 20?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.20</p> <p>Represents an amount up to Rs. 20 using notes/coins</p>	<ul style="list-style-type: none"> <li>• Different currency notes (Indian)</li> <li>• Coins of different denominations</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting activities involving use of currency notes and coins of different denominations to make different amounts like 14, 16, 20, 10, etc.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to recognise currency and coins up to 20?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.21</p> <p>Estimates and measures short lengths using non uniform units like a finger, hand span, length of forearm, footsteps, etc.</p>	<ul style="list-style-type: none"> <li>• Ribbon, paper strips, newspaper, notebook, pencil-box, bag, scarf, handkerchief</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for the children to measure and compare their own heights with that of their peers in the class using a ribbon (e.g., who is the tallest?)</li> <li>• Making children measure the lengths of a ribbon, notebook, pencil-box, etc. with their fingers and hand span and the distance between two things e.g. - two desks, two chairs, etc. with their feet or steps.</li> <li>• Asking the children to circle the bigger object, tick the longest object, measure the sides of a triangle with the help of a ribbon or paper strip, on worksheets.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Can the child estimate and measure length using non-uniform units such as their finger, hand palm, etc.?</li> <li>• Can the child measure the longest and shortest thing in their bag by using a paper strip?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.22</p> <p>Compares three objects in terms of their weight as heaviest/lightest</p>	<ul style="list-style-type: none"> <li>• Pencil, eraser</li> <li>• Colour box</li> <li>• Water bottle</li> <li>• Pencil-box</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for the children to measure or estimate the weight of objects like, a pencil, eraser, empty water bottle, filled water bottle, notebook, and a textbook. Children can also compare the weight of different objects and tell the heaviest and the lightest object.</li> <li>• Conducting individual and group activities related with this skill.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Can the child compare objects in terms of their weight as heavy, heavier and heaviest?</li> <li>• Does the child use mathematical vocabulary?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.23</p> <p>Estimates and measures capacities of containers using uniform non-standard units like a cup/ spoon / mug, etc.</p>	<ul style="list-style-type: none"> <li>• Glass</li> <li>• Mug</li> <li>• Jug</li> <li>• Bucket</li> <li>• Cup</li> <li>• Spoon</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for the children to measure and compare the capacity of containers used in daily life, in terms of non-standard units.</li> <li>• Conducting group discussions about the capacity of each container.</li> <li>• Conducting activities such as, filling a bucket with the help of a mug/cup to estimate water in different containers, then filling the mug with a spoon and so on</li> <li>• Explaining the children that these are non-standard units but uniform units of capacity measurement are also available.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to understand the difference in the capacity of different containers?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.24</p> <p>Appropriately uses vocabulary like hot or cold about objects/ weather, etc.</p>	<ul style="list-style-type: none"> <li>Ice, hot water, cold water</li> <li>Various objects having different temperatures</li> <li>Bowl with ice</li> <li>Bowl with warm water</li> </ul>	<ul style="list-style-type: none"> <li>Letting the children touch surfaces with different temperatures to feel and say whether hot or cold (ensure safety of children while they touch different surfaces).</li> <li>Keeping two jugs with reasonably hot and cold water and encouraging children to put their hand in jugs one by one and express their feeling.</li> </ul> <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to use appropriate vocabulary related to temperature?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.25</p> <p>Identifies and describes 3D shapes with their observable characteristics. For example- a shoe box is a cube and has 6 faces, 8 corners, a ball is sphere with no corner and no flat surface/s a cap or a pen is a cylinder with a round surface</p>	<ul style="list-style-type: none"> <li>Posters showing 3 'D' shapes</li> <li>Real objects such as a ball, marble</li> <li>Glass, interactive visual aids, shoe boxes, tiffin box</li> <li>3 D objects</li> <li>Cylindrical objects</li> <li>Spherical objects</li> </ul>	<ul style="list-style-type: none"> <li>Letting the children observe everyday objects such as a ball, shoe box, tiffin box, etc.</li> <li>Explaining to the children the properties of 3 D shapes with the help of real objects and posters, such as, all 3 D shapes are solid.</li> <li>Encouraging the children to notice the difference between 2 D shapes and 3 D real objects, for example, showing a circle drawn on a piece of paper and a ball.</li> <li>Using interactive visual aids to make children understand the concept of 2 D and 3 D shapes.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to point out 3 D shapes in the surroundings?</li> <li>Is the child able to visualise a shape by touching it, with her/his eyes closed?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.26</p> <p>Identifies the relationship between half and whole using paper folding, daily life context like folding of roti/ sandwich, etc. and clothes (bedsheets, handkerchief, etc.)</p>	<ul style="list-style-type: none"> <li>• Origami paper</li> <li>• Napkins</li> <li>• Chapatis</li> <li>• Waste newspaper</li> <li>• Sheets cut into squares or circles</li> </ul>	<ul style="list-style-type: none"> <li>• Providing the children origami paper to fold and make different shapes.</li> <li>• Making the children fold a chapati into half and then opening it to make a whole or using a napkin while eating and then folding it in different folds after use.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to fold square/circular/rectangular shapes and speak about it?</li> <li>• Is the child able to follow directions given for folding?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.27</p> <p>Observes, extends, and creates patterns of shapes, numbers, and musical/sound patterns. For example, arrangement of shapes/ objects/ numbers, etc.: - For example 1, 2, 3, 4, 5, . . . 1, 3, 5, . . . 2, 4, 6, . . . 1, 2, 3, 1, 2, etc.</p>	<ul style="list-style-type: none"> <li>• Objects with different shapes, blocks, counters, bear blocks, number blocks</li> <li>• Designs on clothes and dupattas, dress</li> <li>• Designs in paintings, tiles in the surroundings</li> <li>• Pattern cards/strips</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for the children to: <ul style="list-style-type: none"> <li>– use papers/ handkerchief to do activities on their own on the concept mentioned in Learning Outcome.</li> <li>– observe a specific pattern made with numbers and shapes and creating a similar or different pattern using different objects available in the class.</li> <li>– extend the already developed patterns.</li> <li>– use both shapes and numbers or any other object for making the pattern.</li> </ul> </li> <li>• Showing the children different dress materials and encouraging them to observe if some pattern is there.</li> <li>• Drawing the attention of the children to patterns in tiles, paintings, clothes, etc.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Is the child able to observe, extend and create patterns using cut-outs of shapes?</li> <li>• Is the child able to identify pattern in the music?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.28</p> <p>Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more)</p>	<ul style="list-style-type: none"> <li>• Picture of a market</li> <li>• Picture of a fair</li> <li>• Picture of a park having flowers</li> <li>• Visit to a market, park, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging the children to observe pictures, identify and write: <ul style="list-style-type: none"> <li>- how many petals are there in the flower?</li> <li>- which colour flowers are more in the park?</li> <li>- how many people are walking in the park?</li> <li>- how many shops are there in the market?</li> <li>- how many swings are there and how many children are near every swing?</li> <li>- which stalls are the most in the fair?</li> </ul> </li> <li>• Encouraging the children to share their experiences of their visits to park, markets or any other place with their peers.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>• Can the child draw an inference that flowers of a certain colour are more in number in the picture?</li> <li>• Is the child able to identify various colours of flowers, shops in the market, their numbers and other features?</li> </ul>



Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.29</p> <p>Identifies the names of the days of the week and months of the year for day/ month</p>	<ul style="list-style-type: none"> <li>Calendar showing dates, names of the weekdays, months, holidays</li> <li>Individual month calendar</li> <li>Weekly schedule displayed on the board in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Providing adequate time and opportunities to the children to look at calendars of different types and see details in terms of days in a month.</li> <li>Discussing with the children the weekly schedule in the classroom to understand the names of the days of the week as well as the tasks to be done on different weekdays.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Does the child identify/and name the weekdays, dates of the month, months of the year correctly?</li> <li>Does the child use the calendar meaningfully?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 4.30</p> <p>Uses some of the technological tools available around</p>	<ul style="list-style-type: none"> <li>Computer</li> <li>Software: Paint</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities to the children to use and apply 'Paint' using big shapes and figures appropriate to the age of the children.</li> <li>Encouraging the children to create /develop drawings on their own on the computer screen and fill them with colours of their choice.</li> </ul> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> <li>Is the child able to understand the functions of different tools used for paint while using a computer?</li> <li>Does the child explore and use age-appropriate technological tools?</li> </ul>

EVS as a separate subject starts in Class III while in Classes I and II, it is integrated in Languages and Mathematics. However, elements of EVS are integrated in all activities and experiences from Preschool 1.

### POINTS TO CONSIDER

- ✓ The codified numbers of learning outcomes should not be treated as hierarchical or stand-alone. In each class, across the foundational stage, the experiences and activities may be provided in an integrated manner, simultaneously across the learning outcomes and developmental goals.
- ✓ Activities/experiences designed and targeted for a particular Learning Outcome, for a particular class, will also address a number of other Learning Outcomes, within and across the three developmental goals (domains subsumed).
- ✓ The children must be observed in different settings/locations (e.g., how does she/he interact individually/in small group/large group, etc.).
- ✓ Assessment should not be based on only one or two Learning Outcomes, rather, it should be viewed holistically.
- ✓ Children's learning needs to be assessed in a progressive manner (the term wise progress of the child in each domain should be in a positive direction).

