



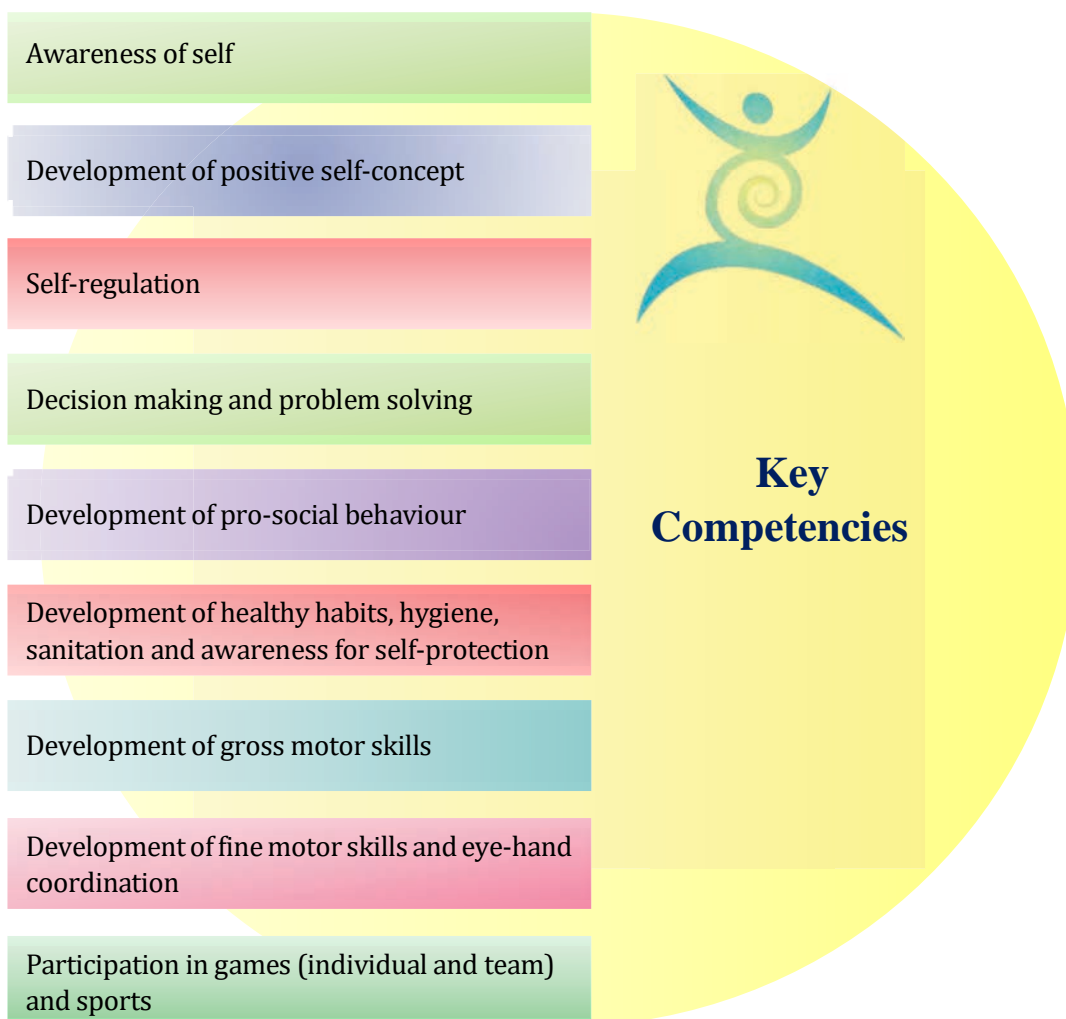
CLASS - II

***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 5.1</p> <p>Maintains correct posture, uses various body movements to participate in games and sports</p>	<ul style="list-style-type: none"> Child's height mirror Circle time for discussion and free talk time Poster on body parts (with labelling) Riddles on body parts, Body parts' puzzles, tactile toys, cutouts (flash cards) of external body parts Storybooks, flash card exercises, rhymes Story - The Monster Family Imaginary animal Crawl, Wheelbarrow walking, Riding a bike, Swimming, Jumping on a trampoline, Jungle Gym, Crawling through a tunnel, Climbing a rope net, Jumping rope, Sit-ups, Sit-downs, Aerobics, Yoga, etc. 	<ul style="list-style-type: none"> Motivating the children to participate in various games and sports and also eat healthy. Playing games and activities (both indoor and outdoor). Singing action songs, conducting child yoga, tyre play, etc. Organising games for the children like: <ul style="list-style-type: none"> The Letter Game: Paste tape on the onto into different letters at a little distance from one another. Ask each child to stand on her/his favourite letter. Call out the name of an animal, e.g., 'frog'. Let the children hop like a frog on to the next letter. (Name of any animal may be called out). Let all the children have a chance. Gradually increase the difficulty level by asking them to jump backwards. Hopscotch: Let the children play a simple game of Hopscotch (let the children draw their own hopscotch). Increase the difficulty level by timing the children. Juggling a balloon: Take a group of five to seven children. Give them a balloon. Throw the balloon up in the air and let the children juggle the balloon so that it does not fall on the ground. Once it does, the next group gets a chance. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to maintain correct posture at all times? Is s/he able to use various body movements to participate in games and sports? Does the child perform various body movements while doing physical activities? Does the child maintain correct posture while doing tasks and sitting for chair-table work? Does the child participate actively in group games?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.2</p> <p>Demonstrates care and respect for immediate and extended family, friends, neighbours and pets</p>	<ul style="list-style-type: none"> • Storybooks • Videos, songs, charts • Picture charts, family photo/album, collection of favourite objects • Storytelling on family, friends, neighbours and pets • Story telling by volunteer parents • Family related activities and games by volunteer parents • Colouring worksheets representing family activities • Greeting card making activity • Drawing a family tree • Collective mural representing children's families • Recycled materials • Parents and family members visit 	<ul style="list-style-type: none"> • Making the children read storybooks and sing songs related to friends and family. • Helping to develop a loving and healthy relationship between the children, teachers and by asking the children to make greeting cards for family occasions. • Encouraging the children through meaningful conversations about caring and respecting everyone specially elders. This must include animals and birds too. • Showing videos and narrating stories on how to treat everyone with kindness and love and making children understand that some people are unkind to animals and we must never, ever do that. • Have a discussion on pets and how we should look after them. • Creating situation/s for children to show compassion, be honest and fair with others, display self-discipline in setting and meeting goals, make good judgments, show courage in standing up for their beliefs, show a sense of responsibility, show concern for the community, maintain self-respect. • Asking the children to draw a tree and write the names of their family members on the branches. • Insisting the parents or family members to the classroom to talk about family activities and events. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child demonstrate care and respect for immediate and extended family members, friends, neighbours and pets?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.3</p> <p>Follows rules and enjoys movement and rhythm, participates in play activities</p>	<ul style="list-style-type: none"> Modified musical instruments Action songs and poems Circle group games Chart Job responsibilities Making DIY materials with specified instructions Play activities like 'Simon says', football, basketball, hide and seek, aerobics, musical chairs, dance on a tissue, dancing body parts, making rings with ribbons to the beat of the music Making musical instruments and playing with them, freeze dance, musical trivia Guessing the musical instrument through the sound of the instrument playing 	<ul style="list-style-type: none"> Making a chart of the rules and reading these once every morning. Creating situations for the children to learn the rules and follow them during play activities. Involving children in music, action songs and poem. Exposing the children to various musical instruments for them to experience and choose the instrument of their choice. Making the children listen to age-appropriate songs, watch dance-drama and action songs where children follow simple rules of group participation. Helping the children experience different forms of dancing and enjoy the rhythm and the art. Encouraging the children to create musical instruments using objects. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child participate in play activities willingly? Does the child follow rules during play activities? Does s/he enjoy movement and rhythm?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.4</p> <p>Follows complex instructions/rules; Starts creating her/his own rules</p>	<ul style="list-style-type: none"> Rule chart Paragraph writing Visual direction activities Worksheets Directions drill, exercises Auditory activities Scavenger hunt Listen and draw 	<ul style="list-style-type: none"> Discussing with the children classroom and outdoor instructions with clear directions. Making a chart of the rules to be followed and reading them at least once every morning, identifying the rules, and following through. Being consistent with following the rules. Asking the children to think and write a paragraph on what their city/town would be like without rules. Helping the children to develop their own rules for indoor and outdoor games. Asking the children to draw a picture following the instructions given. The complexity can be gradually increased. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Can the child follow complex instructions/rules? Is she/he able to make her/his own rules?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.5</p> <p>Adjusts to any changes in the routine and asks others to follow the same</p>	<ul style="list-style-type: none"> Daily routine Rules made by the children Discussion and conversation 	<ul style="list-style-type: none"> Displaying the daily routine so that the children are aware about the changes. Discussing with the children the changes in the routine before implementing the changes, so that they understand what the change is going to be like (children can also plan the change with the help of adults. They must feel positive about the changes and talk to their peers about following them). <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to readily adjust to changes in the routine? Does s/he encourage others to follow the same?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.6</p> <p>Shows increased attention span and persistence in tasks</p>	<ul style="list-style-type: none"> Memory games, tongue twisters, Uno, crossword puzzles, jigsaw puzzles, picture puzzles such as, 'spot the difference', 'what is wrong' in the picture', 'what is missing' or looking for 'hard-to-find' objects, etc. Discussion and conversation 	<ul style="list-style-type: none"> Engaging the children in discussions, conversations, quizzes, etc., where they need to be attentive. Playing games and conducting exercises to improve the attention span of children. Playing board games, musical games, catch, bat and ball games like tennis, cricket, etc. with the children so that they are focused. Having a fixed routine to prepare children for the task at hand as well as the next task. Encouraging the children to use their energy for better concentration. Conducting games and activities in the class such as memory games, tongue twisters, spot the difference Asking the children to close their eyes for 60 seconds and try to concentrate on the sounds they can hear in their surroundings. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child showing increased attention span over time? Is she/he engaged in completing tasks? Is she/he attentive during the tasks?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.7</p> <p>Copes with emotions appropriately in varied situations</p>	<ul style="list-style-type: none"> • Painted faces, emotion sorting game, mood meter, calm down yoga • Reading books on emotions • Feeling words/cards • Role play on different stories based on specific emotions • Art activities like collage making 	<ul style="list-style-type: none"> • Initiating conversation with the children and discussing different types of emotions (e.g. Talk about the emotions they are dealing with and how they cope with them, how they take control over their decisions and assert their emotional rights). • Helping the children to understand that we all feel different emotions at different times due to our experiences in varied situations. • Making the children write down their feelings and emotions in a diary (e.g., I feel happy when....., I feel sad when.....). • Organising activities such as: <ul style="list-style-type: none"> - Painting faces of different emotions on eggshells or stones - Emotion sorting game - Mood meter (expressing how much of a particular emotion they are feeling on a range of 0 to 10). • Making the children do Yoga to help them stay calm and composed. • Teaching the children emotion/feeling words and reading to their stories on emotions. • Reading books on feelings/emotions and asking children open-ended questions. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to cope with emotions appropriately in varied situations? • Is s/he able to express the emotion s/he is feeling?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.8</p> <p>Selects games/ play equipment according to her/his own choice, preference, and interest</p>	<ul style="list-style-type: none"> Balloons Badminton equipment Jump rope Maze made by tape Treasure Hunt Indoor/outdoor obstacle race Charades, 'I spy'..., 'Simon says', Chess, Monopoly etc. ball, bat, basketball, swimming, board games 	<ul style="list-style-type: none"> Providing opportunities for the children to choose games that they would like to play. Helping the children choose their play equipment as per their gross motor development. Discussing that those who take a healthy diet have better gross motor development and are in a better position to play games. Organising games such as, balloon throwing, badminton, skipping, treasure hunt, indoor/outdoor obstacle race, dumb charades, "I spy..", "Simon says", chess, monopoly, etc. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does she/he show interest in games and activities? Does the child like to select games/ play equipment according to her/his own preference and interest?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.9</p> <p>Resolves minor conflicts independently or with the help of teachers or adults</p>	<ul style="list-style-type: none"> Conversation charts Paragraph writing material Chart of acceptable and unacceptable behaviour 	<ul style="list-style-type: none"> Displaying the chart in the classroom of acceptable and unacceptable behaviour. Making the children understand through conversation, what is acceptable behaviour and what is not. Discussing with the children what to do when a conflict arises. Helping the children understand how to manage strong emotions, learn about empathy, understanding, communication and choice. Brainstorming ideas on how to resolve minor conflicts. Praising the children for their efforts to manage conflicts. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child try to resolve minor conflicts independently? Does the child resolve minor conflicts with the help of the teacher or adults?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.10</p> <p>Enjoys playing with other children, follows rules and demonstrates leadership/ initiative as and when required</p>	<ul style="list-style-type: none"> Board games Monopoly, memory games, puzzles Storybooks Pictures for copying Tongue twisters Outdoor and indoor games Classroom rules Sequencing activities 	<ul style="list-style-type: none"> Making the child recite poems on Rules , e.g., "Mary had a Little Lamb". Setting rules in the classroom for the children to follow and making children understand that rules should not be broken. Praising the children when good effort is made by them and when they exercise self-control and restraint. Encouraging children to be good communicators, leaders and to work in a team. Making the children understand the importance of taking initiative and develop in them decision making skills. Building self confidence in children and teaching them to be kind. Encouraging the children to think of a situation like " No rules followed in the classroom". Have a discussion and let the children express themselves freely. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child enjoy playing with other children? Does the child follow classroom rules? Does the child demonstrate leadership/ initiative as and when required?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.11</p> <p>Shows team spirit, teaches games and sports activities to other children in group</p>	<ul style="list-style-type: none"> Puzzles Treasure hunt, Blind man's bluff Three-legged race Sports activities and materials Group games 	<ul style="list-style-type: none"> Providing opportunities for the children to learn team building exercises by organising and conducting group games, sports, etc. Making the children understand the value of individual and team success. Engaging the children in activities and games like: solving puzzles, treasure hunt, blind man's bluff, three legged race and other team games. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child clearly explain games and sports activities to other children in a group? Does s/he display team spirit?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.12</p> <p>Exhibits acceptance and tolerance towards differences among people and demonstrates sensitivity to diversity</p>	<ul style="list-style-type: none"> • Pictures and audio-visual materials on diversity • Special days to celebrate diversity • Special cuisine days • Festivals and folk songs • Scrapbook • Storybooks on Diversity/ Differences/Children with Disability 	<ul style="list-style-type: none"> • Encouraging the children to learn to respect herself/ himself as well as others, to learn about their own culture along with the culture of people from different states of the country as well as other countries (their food, festivals, dress, etc.). • Making the children understand through stories, anecdotes and narrations that tolerance means respecting others for their differences and modelling respectful and tolerant behaviour. • Displaying diversity in the classroom by celebrating special days of different states (the children can come dressed in clothes of that state and dramatise or role play). • Organising for special cuisine days of different states. Children can be asked to bring a special food item of a state. • Motivating the children to make a scrapbook on the attires, cuisines, songs, dances, etc. of different states of our country. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child readily accept and tolerate differences? • Does the child demonstrate sensitivity towards diversity? • Is the child sensitive towards children with disability?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.13 a</p> <p>Demonstrates proper use of toilet, cleanliness after toilet use and exhibits cleanliness (self and environment), hygiene and healthy eating practices</p>	<ul style="list-style-type: none"> • Videos on food groups • Videos demonstrating good habits and hygiene • Food chart • Visit by a local doctor/nutritionist/dentist • Discussion and activities on healthy eating practices 	<ul style="list-style-type: none"> • Having a conversation with the children about proper hygiene that must be followed while using the toilet (e.g., washing hands properly after using the toilet and never forgetting to flush the toilet) as also washing before and after meals. • Developing awareness about healthy eating habits and helping children learn about the five food groups i.e. Vegetables, Fruits, Grains, Fats and Proteins. Display a food chart in the class. • Discussing about the importance of water for our body. • Showing videos on healthy food, good habits and hygiene to the children and thereafter having a discussion on the topic. • Creating awareness in the children about the “Ill effects of eating Junk Food”. Let them reflect and make a list of all the junk food they eat and how it is likely to harm them. • Organising for a nutritionist/doctor/dentist to interact with children and discuss with them about self-hygiene and healthy food. A health check-up should be conducted too. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child demonstrate proper hygiene when using the toilet and during meal time? • Does the child keep herself/himself and her/his surroundings clear? • Does s/he follow healthy eating practices?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.13 b</p> <p>Identifies the locally available, variety and different tastes shows awareness about seasonal food items, vegetables, fruits, etc.</p>	<ul style="list-style-type: none"> • Clay, paint • Conversation and discussion • Smart board • Cooking without fire • 'Pretend farmers' market • 'Eat and tell the taste' game • Videos • Seasonal fruits and vegetables • Storybooks/poems on food 	<ul style="list-style-type: none"> • Providing opportunities for the children to learn about the local fruit and vegetable markets on the smart board and through small videos (let the children look carefully and name the fruits and vegetables). • Organising a visit to a local market/supermarket for the children to see a variety of food items. • Conversing with the children about the seasonal fruits and vegetables (eaten during summer and winter) and the need to consume these. • Making models of fruits and vegetables with clay and paint. • Colouring shapes and identifying all the fruits and vegetables. • Conducting the 'Cook without fire' activity, i.e., encouraging children to make sandwiches, sprout salad, fruit chaat, sesame laddos, raita, <i>bhel puri</i>, etc. • Letting the children organise a 'Pretend Farmers' market to experience first-hand how markets function. • Playing the 'Eat and tell the Taste' game with the children. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child identify locally available fruits and vegetables? • Does the child show awareness of seasonal food items e.g. fruits and vegetables? • Is the child able to differentiate the taste of different food items?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.14</p> <p>Exhibits awareness and complains about bad touch and maintains distance from strangers</p>	<ul style="list-style-type: none"> • Discussion and Conversation • Videos • Conversation with parents and adult caregivers • Policewomen/Counsellor/ Psychologist 	<ul style="list-style-type: none"> • Organising for a visit by a policewoman/counsellor/doctor to talk to the children about stranger danger and related issues. • Discussing with the children and sharing their experiences of 'good touch' and 'bad touch'. • Showing videos on 'good and bad touch' and explaining to the children that it is 'bad touch' when someone: <ul style="list-style-type: none"> - touches you and you don't approve of it - someone touches you and it hurts - touches you and you feel uncomfortable - forces you to touch her/him - touches you and asks you not to tell anyone - touches your private parts • Discussing with the children what they should do when any of the above happens, such as: <ul style="list-style-type: none"> - running away from that person, - shouting out loudly 'No' or 'Help', - going and telling an adult whom they trust. • Warning the children about staying away from strangers or accepting anything from them. • Advising children not to sit on a stranger's lap, or kiss a stranger even in the presence of their parents or teacher. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child exhibit awareness and complain about bad touch. • Does the child/children maintain distance from strangers?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.15</p> <p>Reports to the teacher in the event of injury and/ or sickness in school (classroom/ playground) reports to the elders in the event of injury and/ or sickness</p>	<ul style="list-style-type: none"> • Audio visual aids, videos • Discussions on common injuries or sickness • First aid box with scissors, band aids, thermometer, bandage, gloves, oximeter, masks, Dettol/ antiseptic solution, cotton roll, gauze, common medicines, ORS packets, etc. 	<ul style="list-style-type: none"> • Discussing experiences of children (their own/of family members) related to different types of injuries/mishaps. • Creating a first aid box for the class with the involvement of the children and explaining that first aid needs to be given for injuries. Using a first aid box to demonstrate what they need to do if their friend or anyone in the family or neighbourhood is injured. • Creating awareness among the children regarding who should be immediately informed in case of an injury/ sickness. • Discussing with the parents to know more about their child and sharing with them, incidents of injury/sickness of the child in school. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child report to the teacher or to the elders in the event of an injury and/ or sickness in the school (classroom/ playground)? • Is the child aware of a First aid box and its use? • Is the child aware of sickness/injuries that are common at her/his age?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.16</p> <p>Demonstrates eye-hand and neuromuscular coordination and motor fitness and develops strength, judgement and decision-making</p>	<ul style="list-style-type: none"> • Ball-wall toss • Toss and catch, relay races, tennis, football • Puzzles • Balls of various types and sizes • Tennis equipment • Colouring and writing tools • Zippers and buttons • Movement activities • Manipulatives • Old typewriter in the writing area • Construction toys • Toy shoes with laces or similar objects 	<ul style="list-style-type: none"> • Making the children understand that by now they have more complex in-hand manipulation skills. • Helping the children to learn about hand-eye coordination (e.g., whenever they write start making lines, their eyes send visual information to their brain to tell it where the hand is placed and whether their handwriting is legible). • Helping the children to handle writing tools, use scissors, develop climbing, balancing, running, galloping and jumping abilities. • Providing opportunities for the children to enhance decision making skills and display judgement by putting forth open-ended problems and situations. • Encouraging them to identify when a decision is to be taken and letting them take their own decisions, whether good or bad. • Introducing children to the local/ indigenous games by involving parents. • Making the children play simple games like hide and seek, knots and crosses, musical chairs, etc. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child demonstrate eye-hand and neuromuscular coordination while doing activities? • Is a progress seen in the motor fitness of the child? • Is s/he able to display confidence, judgement and decision-making skills?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.17</p> <p>Takes initiative in creative activities, dance, music, drama, role play, mimicry, imitation, etc.</p>	<ul style="list-style-type: none"> • Two dice • Crossword puzzle • Ring • Blocks • Manipulative toys • Musical instruments • Puppetry and Role play • Items of a grocery shop • Mirror • Interest Areas • Games like 'Musical chairs', 'Passing the parcel', 'Simon Says' 	<ul style="list-style-type: none"> • Encouraging the children to participate in creative activities and think of ideas for dramatisation through puppets and role play. • Making the children participate in creative activities like: <ul style="list-style-type: none"> - rolling two dice and following the instructions e.g. If you say, 'Add the numbers or subtract or multiply' they follow - solving crossword puzzles - tossing the ring - playing the game 'Simon Says' - building a tower with small blocks/legos - manipulating toys - playing musical instruments - making a pretend grocery shop in the classroom and engaging children in buying and selling of fruits and vegetables using make believe money for transactions - allowing children to imitate their elders, siblings, friends. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child participate willingly in creative activities, such as dance, music, drama, role play, mimicry, imitation etc.? • Does she/he take the initiative to participate in these activities?

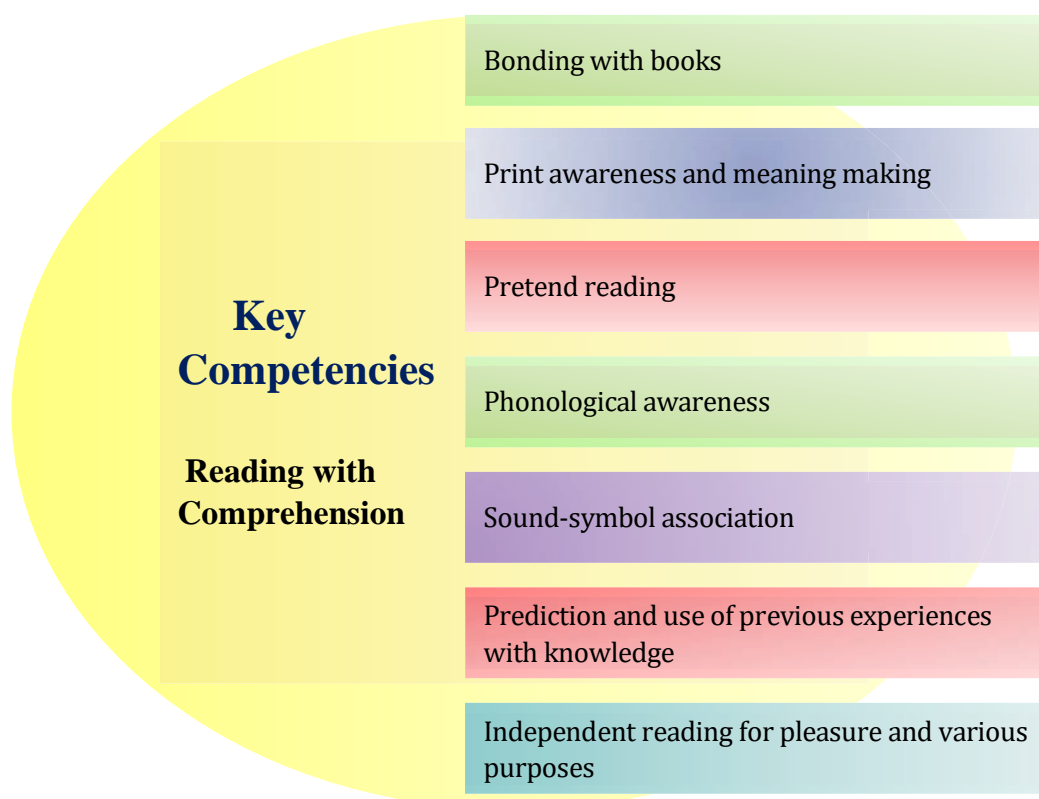
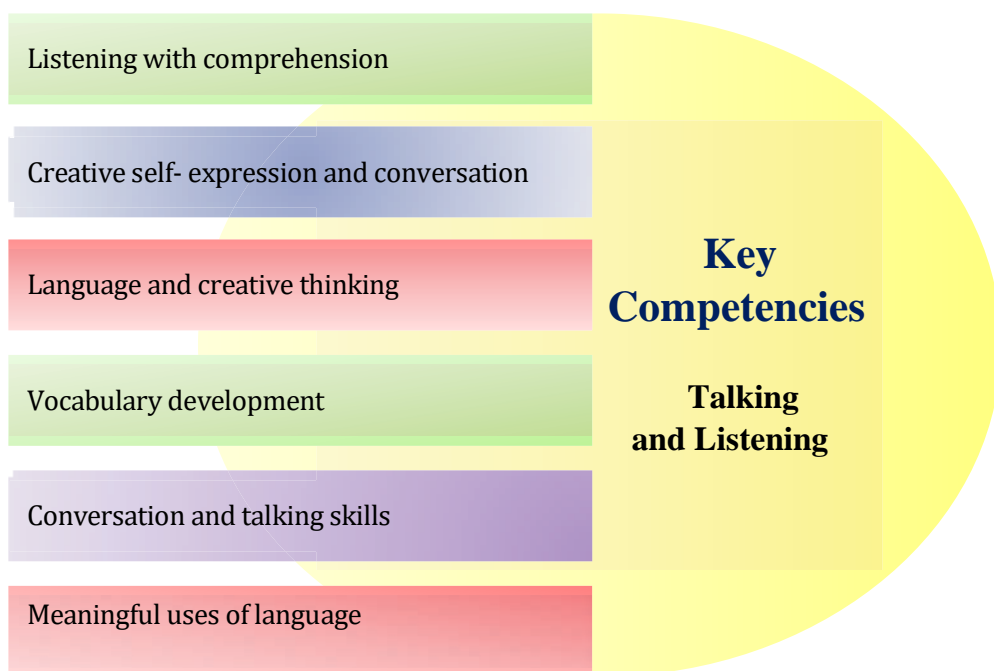
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.18 a</p> <p>Shows precision in fine motor activities, drawing, colouring, writing, etc.</p>	<ul style="list-style-type: none"> Manipulative toys Tools for drawing, colouring, painting Multi-sensory visual motor activities Child friendly scissors for cutting Computers Building blocks 20-piece puzzle 	<ul style="list-style-type: none"> Providing opportunities for the children to develop their fine-motor skills and eye-hand coordination using appropriately sized equipment. Creating opportunities for children to: <ul style="list-style-type: none"> play with manipulative toys draw, colour, paint do multi-sensory visual motor activities cut using scissors do self-help tasks e.g. zipping, lacing use computer keyboards build different structures using blocks. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child hold tools and instruments correctly? Does the child take interest in multi-sensory activities? Does the child show progress in fine motor activities organised in the classroom?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.18 b</p> <p>Uses coordinated movements while using writing/colouring tools</p>	<ul style="list-style-type: none"> • Balls of different sizes • Scarves • Dough for rolling • Small pieces of paper • Pencil with an eraser • Small circles for colouring and tracing spirals 	<ul style="list-style-type: none"> • Providing opportunities to the children to perform activities such as: <ul style="list-style-type: none"> - finger walking a ball using the fingers with the support of the thigh. Once this skill is achieved let them use the tripod fingers i.e., the thumb, index and middle fingers. - using the tripod fingers to walk a scarf kept on a table - using the tripod fingers to roll small balls out of play dough and crumple using small pieces of paper. - attempting somersaults with pencils. - using a pencil with an eraser at the back and while writing, turning the pencil around (without using the other hand) to use the eraser. • Asking the children to colour small circles and then trace the circles with a marker or coloured pencil. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to finger walk a ball? • Can the child perform various tripod/finger activities? • Does the child need more support for doing better coordinated movements?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>HW 5.18 c</p> <p>Demonstrates control and appropriate pressure when using writing and drawing tools</p>	<ul style="list-style-type: none"> • Clothespin, push pin, tongs or tweezers • Beads • Small paper punches • Glue pens • Brush markers • Thin layer of sand • Waste paper • Origami • Printing of all sorts • Difficult shapes using scissors • Play dough/Putty 	<ul style="list-style-type: none"> • Making the children do the following activities: <ul style="list-style-type: none"> - opening clothes pins and placing them onto a cardboard or a hanger. - using pencil grip for better holding of the writing tools - using small tongs or tweezers to squeeze and pick up items of different weights (ranging from light to heavy). - pushing beads into play dough or putty to make imprints that are clearly visible. - squeezing a small glue pen and creating small, thin lines • Asking the children to draw some figures and decorate them by tearing and pasting wastepaper. • Demonstrating some origami activities and encouraging children to do the same and many more. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child exerting the right pressure while colouring or writing? • Does the child demonstrate control while writing or drawing. • Is the child engaged in tearing and pasting activities?

DEVELOPMENTAL GOAL 2

CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)





FIRST LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.1</p> <p>Uses school language to express opinion, ask, question for different purposes</p>	<ul style="list-style-type: none"> • Worksheets • Picture books • Storybooks • Conversation - free as well as specific on content • New words of content/text 	<ul style="list-style-type: none"> • Providing opportunities for the children to express themselves in different situations like, conversing in different settings, e.g., making use of terms specific to the school environment and using frozen expressions like "Thank You, Please, etc." • Encouraging the children to ask questions related to an ongoing conversation in the school language. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child show confidence in expressing and asking questions? • Are the expressions and questions posed by the child relevant to the topic?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.2</p> <p>Talks about the characters from a familiar story. Draws the picture and writes, the name of her/his favourite characters</p>	<ul style="list-style-type: none"> • Drawing sheets • Small blackboards • Age-appropriate storybooks and information books • Story bags or story baskets (the content may be changed after 15 days) • Story cards related to story books • Storybooks with folk tales • Easels • Flannel cut-outs of characters of stories • Crayons • Pencils and other writing tools • Letter stencil 	<ul style="list-style-type: none"> • Motivating children to choose storybooks or other reading materials of their choice • Asking the children to draw/write about their favourite character(s) from stories. • Encouraging the children to use describing words (adjectives) to express their thoughts. • Asking the children their reasons for liking particular characters from a story. • Making the children talk about characters which are a part of local folktales, stories, etc. • Promoting the use of school language in conversations. • Asking the children to draw the pictures of their chosen characters and write their names by the side. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to identify her/his favourite character from a familiar story? • Is the child using the correct spellings in writing?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.3 a</p> <p>Narrates stories and recites poems in her/his own language using her/his own style/way</p>	<ul style="list-style-type: none"> Sequential thinking cards Familiar <i>Panchantra</i> stories Story cards in child's language with pictures Circle time for free conversation Props/toys/puppets 	<ul style="list-style-type: none"> Narrating stories to the children using picture books and big books with proper modulation of voice. Telling the children stories heard/read in the mother tongue/local language and in familiar language. Encouraging the children to share poems and stories of their choice with the rest of the class and using props, puppets and/or toys for narration. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Can the child narrate stories and recite poems in her/his own language? Does the child use props for narration?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.3 b</p> <p>Participates in class/school activities programmes, etc.</p>	<ul style="list-style-type: none"> Language related activities e.g., poetry recitation, story narration, role play, etc. in the morning assembly and at cultural events 	<ul style="list-style-type: none"> Providing opportunities to the children to perform a variety of tasks where one of the four language skills is predominant. Making the children participate in group activities and after a few months start doing these activities individually e.g., from choral recitation to individual recitation. Organising for the children to participate in activities related to cultural significance and important days such as the Independence Day, Earth Day, etc. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child participating in activities both at the class and school level? Is the child able to perform individually?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.3 c</p> <p>Narrates stories or recites poems of her/his own choice</p>	<ul style="list-style-type: none"> • Storybooks' basket • Poem books/booklet • Posters with pictures and text • Poem Posters • Props like finger puppets, toys, other small objects 	<ul style="list-style-type: none"> • Encouraging the children to pick up story books/poem books of their choice and read these. • Providing opportunities to them to narrate stories/recite poems of their choice, whether these are given in the books kept in the classroom or not, using props and showing gestures. <p><i>Also refer to the pedagogical processes suggested under ECL1-5.3 a</i></p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child take interest in choosing her/his own books? • Is the child able to correctly use props while narrating a story or reciting a poem?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.4</p> <p>Creates rhyming words and words with similar sounds, orally, in writing from familiar poems and songs</p>	<ul style="list-style-type: none"> • Rhyming objects • Pictures that rhyme • Master matching board with cutouts for rhyming • Blackboard • Rhyming words • Poems, Songs • Audio and video equipment 	<ul style="list-style-type: none"> • Providing opportunities to the children for filling the missing parts in poems (using rhyming words). • Letting the children listen to audio recordings of rhymes/ poems with rhyming words. • Encouraging children to create their own poems with rhyming words, recite them and later, put them in writing. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to create rhyming words orally? • Does the child select appropriate rhyming words and try to write these?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.5 a</p> <p>Predicts and reads textbooks and children's literature in familiar context</p>	<ul style="list-style-type: none"> Textbooks Storybooks Old magazines Children's literature Words wall Sight word chart 	<ul style="list-style-type: none"> Providing opportunities for the children to read and engage with a variety of children's literature and work out the sound-symbol association while reading. Encouraging the use of sound-letter correspondence charts to get over minor hurdles themselves. Asking the children to make guesses about a story based on the title and the cover page. Giving the children ample scope to make assumptions about unfamiliar words on the basis of illustrations as well as context and share opinions on the basis of the texts. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to make guesses about the story on the basis of the cover page and title? Is the child able to anticipate the upcoming events in the text that s/he is reading? Is the child able to retain and recall unfamiliar words after being told the pronunciation and meaning of the same? Is the child able to substantiate her/his prediction?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.5 b</p> <p>Expresses her/his response, likes-dislikes, and asks questions</p>	<ul style="list-style-type: none"> • Favourite toys • Board games • Circle time discussion • Small group play time • Shared reading time 	<ul style="list-style-type: none"> • Giving the children ample opportunities to share poems/stories, ask questions (It is advised to move from objective to subjective questions. e.g., Who was Smiley? Was Smiley a good friend?). • Making the children share stories they have read and ask their peers to pick a character they liked the most and the one that they disliked along with their reasons for doing so. • Motivating the children to discuss their likes and dislikes among themselves. • Allowing the children to tell which toys/board games/person they like or dislike and why. • Encouraging children to ask their peers, questions about a story and encouraging their peers to answer. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to answer with reference to the text when asked questions? • Does the child use vocabulary appropriately while expressing her/his likes and dislikes? • Is the child able to ask questions based on some text?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.5 c</p> <p>Attempts to read familiar and unfamiliar text and talks about it. For example- predicts with the help of print and pictures, Sound-symbol association, identifying the words with the use of prior knowledge and experiences</p>	<ul style="list-style-type: none"> • Children's literature • Variety of children's story books • Visit to the reading area • Word cards • Sentence cards • Word-picture • Comprehension worksheet 	<ul style="list-style-type: none"> • Providing opportunities for the children to learn sound-symbol association. This can only be achieved through exposure to a variety of literature and the habit of reading. • Creating opportunities for meaning making of unfamiliar words using previous knowledge. <p><i>Also refer to the pedagogical processes suggested under ECL1-5.5a</i></p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child read familiar and unfamiliar text? • Is the child able to predict the upcoming events in the text that s/he is reading? • Is the child able to retain and recall unfamiliar words after being told the pronunciation and meaning of the same? • Does the child understand sound-symbol relationships? • Is the child able to get the meaning of unfamiliar words using her/his previous knowledge?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.6</p> <p>Understands events and characters in a picture story/story board (storybooks) and writes about them (conventional writing)</p>	<ul style="list-style-type: none"> • Storybooks • Story boards • Collages • Picture books • Comic Strips • Reading area • Writing area 	<ul style="list-style-type: none"> • Providing opportunities for the children to make sense of the given illustrations in a logical manner. • Making the children work individually/in pairs/ in groups to create a story/poem of their own (initially, the children may tell a story orally but also encourage them to write about the events and characters). • Giving the children (those who struggle with writing) cues to help them. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to draw connections between pictures? • Does the child make appropriate use of vocabulary in narration and writing? • Does the child make use of pseudo words and/or overgeneralisation of linguistic rules while writing her/his story e.g., writing 'mans' instead of 'men'?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.7</p> <p>Talks about characters, events based on the stories, poems and other texts</p>	<ul style="list-style-type: none"> • Storybooks • Story boards • Collages • Picture books • Comic Strips • Reading area • Writing area 	<p>Refer to the pedagogical processes suggested under ECL 1 5.2</p> <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to answer with reference to the text when asked questions? • Does the child use vocabulary appropriately while expressing her/his likes and dislikes? • Is the child able to ask questions on the basis of some text? • Is the child able to understand and talk about characters and events? • Does the child correctly relate the events and characters to respective stories/poems/texts?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.8</p> <p>Writes making use of appropriate words/sentences (conventional writing) and different forms of expressions</p>	<ul style="list-style-type: none"> • Notebooks • Loose Sheets • Textbooks • Relevant excerpts from any age-appropriate story narration • Diary entry • Word charts • Teacher/children made word charts along with the pictures • Writing area activities 	<ul style="list-style-type: none"> • Providing opportunities for the children to: <ul style="list-style-type: none"> - write a few lines or sentences on different topics like, "My favourite cartoon/story/movie" etc. in a journal/notebook, on a daily basis. - write about different characters given in their textbooks using the information given in the textbooks (paraphrasing). • Encouraging the children to use other forms of expression like poems, drawings, etc. • Giving the child to write short diary, entries about daily events. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to spell words correctly? • Does the child use age-appropriate grammar and semantics in the written material? • Does the child try to use different forms of expression?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL1-5.9</p> <p>Extends the story in writing using imagination and creativity</p>	<ul style="list-style-type: none"> • Story props • Variety of papers • Stories (150-200 words), • Excerpts of 2-3 lines such as short beginning of a narration • Help boxes containing cues • Writing and painting tools 	<ul style="list-style-type: none"> • Providing opportunities to the children to: <ul style="list-style-type: none"> - extend a given story both in writing and illustrating it. - work out the possible upcoming events in a story. - share the different versions of a story with peers. - use cues from the "Help Box" to extend a story. • Motivating the children to take part in creative writing using a list of words/phrases as a prompts. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Do the thoughts of the child reflect coherence in writing? • Does the child reflect creativity in her/his written text/prose?

SECOND LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.1 a</p> <p>Expresses verbally her or his likes/dislikes about the characters, storyline, etc., in English or home language</p>	<ul style="list-style-type: none"> • Storyline • Phrases for describing characters of a story • Cartoons • Cutouts of story characters • Story cards 	<ul style="list-style-type: none"> • Providing opportunities for the children to: <ul style="list-style-type: none"> - use a variety of adjectival phrases while describing a character. - associate characters from the story with other characters in movies/texts/cartoons. - express their views on different events/characters, etc. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child express verbally her/his likes/dislikes related to characters in a story in the home language or English?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.1 b</p> <p>Follows simple instructions such as 'Shut the door', 'Bring me the book' and such others</p>	<ul style="list-style-type: none"> • Daily routine activities • Job responsibility chart • Command cards for instructions • Popular Indian games that involve following simple rules 	<ul style="list-style-type: none"> • Making the children play instruction-based games like, sit-stand, statue, 'Simon Says', etc. • Displaying in the classroom a daily routine timetable/chart so that the children are aware of the activities of the day. • Preparing a job responsibility chart for delegating tasks to the children. • Organising for children to participate in activities where 3-4 instructions are given in one sentence. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child follow simple instructions in English/home language?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.2</p> <p>Sings songs or rhymes with action, forms new rhyming words</p>	<ul style="list-style-type: none"> Collection of songs, rhymes having rhythmic words Rhyming words Rhyming words games Props like puppets, masks, costumes 	<ul style="list-style-type: none"> Giving opportunities to the children to read songs and rhymes with proper intonation and repetition (whenever and wherever required). Making the children work in small groups and expand a rhyme by adding 4-5 lines. Encouraging the children to use props while reciting. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Does the child sing songs or rhymes with action? Is the child able to expand a rhyme using new rhyming words?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.3</p> <p>Predicts the story, talks about the characters bilingually</p>	<ul style="list-style-type: none"> Age and developmentally appropriate bilingual books in the reading area Folk Tales Cutouts of story characters Variety of graded story books 	<ul style="list-style-type: none"> Making children talk with their elbow partner, sing a song/rhyme/and read /look at story books/information books/print together. Offering children opportunities to predict the next episode/happening or end of the story. Motivating children to ask questions about the characters bilingually. Providing situations for the children to make assumptions about the storyline. Guiding the children to complete incomplete stories bilingually using cues (using story cards/charts, etc).. Organising for the children to work in pairs/groups and think of phrases to describe a character. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child demonstrate love for bilingual age-appropriate books? Is the child able to handle books carefully? Is the child able to predict the storyline based on incomplete sentences/text? Is the child able to describe the characters in a story in her/his own words?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.4</p> <p>Responds to the questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)</p>	<ul style="list-style-type: none"> Age and developmentally appropriate bilingual books in the reading area Folk Tales Cutouts of story characters Variety of graded story books 	<ul style="list-style-type: none"> Providing opportunities for the children to: <ul style="list-style-type: none"> listen to/read age-appropriate stories/poems. locate answers in the text and share the same with their peers move on to questions that provide scope for subjective answers. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child answer questions related to stories/poems in home language /English in writing? Does the child answer questions both orally and in sign language?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.5</p> <p>Shares orally about events such as festivals celebrated in the neighbourhood bilingually</p>	<ul style="list-style-type: none"> Circle time discussion Festival experiences of children Food during festivals Leaves of the Mango, Ashoka tree, etc. 	<ul style="list-style-type: none"> Creating opportunities for the children to: <ul style="list-style-type: none"> narrate their experiences of observing/ celebrating/ participating in festivals. share their favourite activities during festivals e.g., eating special food, decorating the house, interacting with family and friends, wearing new dresses, etc. Asking the parents to let their children bring some item (if allowed) that is significant to their festivals to the classroom and asking the children to talk/write on the same e.g., leaves of the Ashoka/mango tree, diyas or a small Christmas tree, etc. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Is the child able to share orally about festivals celebrated at home or in the neighbourhood?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.6</p> <p>Recognises and writes /draws frequently occurring words/ pictures in a story being read</p>	<ul style="list-style-type: none"> Variety of papers Writing and drawing tools Graded storybooks with pictures 	<ul style="list-style-type: none"> Exposing the children to a variety of storybooks and having a discussion about the books read. Giving the children the opportunity to draw/write words/pictures they can recall from a story they have listened to before and share their reason for selecting to write/draw the particular words/ pictures. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Does the child recognise frequently occurring words/pictures in a story? Can the child reproduce the same in writing/drawing?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.7</p> <p>Tries to decode unfamiliar words while reading</p>	<ul style="list-style-type: none"> Sight word chart Word wall Word scrabble game (age & developmentally appropriate) Reading area 	<ul style="list-style-type: none"> Helping the children to understand that words are built from small sounds or phonemes. Using manipulatives like magnetic letters, word games, etc. to help children learn letter-sound relationship. Encouraging attention to letters and sounds while reading out to the children. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Is the child able to decode unfamiliar words while reading?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.8</p> <p>Creates a poster on her/his self-created story</p>	<ul style="list-style-type: none"> • Sample posters • A variety of papers, chart papers (both lined and unlined) • Writing, drawing and painting tools • Old magazines to cut pictures from • Paint brushes, colours, etc 	<ul style="list-style-type: none"> • Encouraging children write simple short stories. • Providing opportunities to the children to draw and create posters for their own stories. You can ask them to give a suitable title to their poster. • Show them a variety of posters to give them an idea of how a poster should be • Guiding the children to discover the main elements to be used while creating a poster. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to create a poster for her/his self created story?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.9</p> <p>Draws a poster showing her/his feelings for the toy</p>	<ul style="list-style-type: none"> • A variety of papers, chart papers (both lined and unlined) • Writing, drawing and painting tools • Old magazines to cut pictures from • Paint brushes, colours, etc • Waste materials 	<ul style="list-style-type: none"> • Encouraging the children to bring a toy with them (if they want to) on the day they have to make a poster to express their feelings for a toy. • Providing for children to create their own DIY toy using waste materials. • Guiding the children to create a poem on their favourite toy or express their feeling for it through a story or just gestures. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to draw a poster for her/his toy? • Is the child able to express her/his feelings as s/he draws a poster of a toy? • Is the child able to write a few sentences or poem about her/his toy?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.10</p> <p>Writes words beginning with the same letter</p>	<ul style="list-style-type: none"> Collection 'Alliteration activities' 	<ul style="list-style-type: none"> Guiding the children to create an alliteration with words provided e.g., big/bear/back/brought Asking the children to create tongue twisters with the given words. Some example of tongue twisters are: <ul style="list-style-type: none"> I scream, you scream, we all scream for ice cream. She sells, seashells by the sea shore Exposing the children to poems where alliteration is used. Teaching the children through a range of games, activities and stories to make them enjoy experimenting with repeating initial sounds and alliteration. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Can the child write words beginning with the same letter? Can the child match, identify and name the words that begin with the same letter? Can the child create new words that begin with the same letter? Does the child participate actively in alliteration activities?

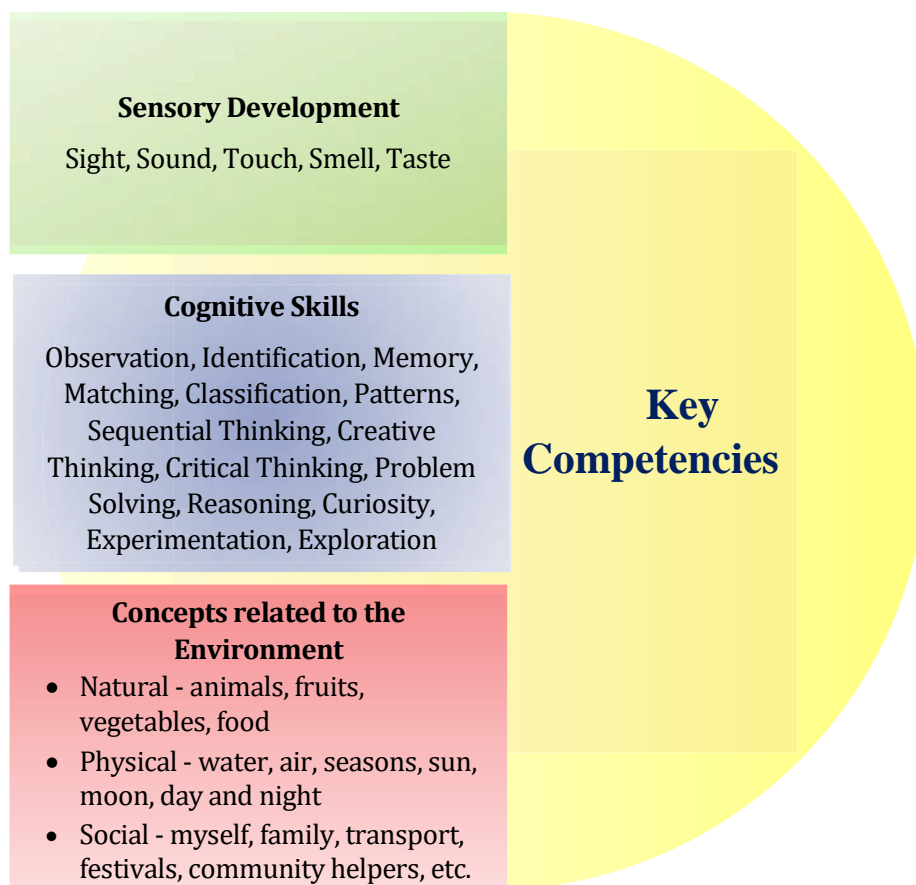
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.11</p> <p>Uses words related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft', etc.</p>	<ul style="list-style-type: none"> Toys and learning materials in the interest areas Small and whole group discussion Sight words chart Word wall 	<ul style="list-style-type: none"> Providing opportunities to the children to describe the objects in the immediate surroundings. Organising nature walks. Children can be asked to collect/observe different things and describe them. e.g. Group 1 can observe different trees, Group 2 can observe different flowers and Group 3 can collect and describe pebbles, etc. They can use a list of adjectives for reference. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child include words related to size, shape, colour, weight, etc, in her/his vocabulary? Does the child use new vocabulary while playing and interacting with her/his peers? Is the child able to read a sight words chart and word wall displayed in the classroom? Does the child point out to the print/new words in the surroundings/a book and ask for its meaning?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.12</p> <p>Reads texts other than the textbooks such as children's magazine, etc.</p>	<ul style="list-style-type: none"> Print rich classroom Children's magazines Textbooks Puzzles, riddles, comic strips Reading area 	<ul style="list-style-type: none"> Exposing the children to a variety of reading material in the reading area and encouraging them to engage with these. Making sure that the children have access to storybooks that are age appropriate. Provide them ample time to read. Letting the children explore materials like comic strips, jokes, puzzles, riddles, magazines and share the material with their peers. They must also enjoy the activities given in the magazines or newspapers. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Does the child read a variety of texts other than the textbook?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.13</p> <p>Writes small sentences about the cartoon/film, Writes small sentences about self, using a full stop</p>	<ul style="list-style-type: none"> Word cutouts Sentence strips Story cards Variety of papers Cartoons Films Small sentences 	<ul style="list-style-type: none"> Providing opportunities for the children to listen to excerpts on her/his favourite character, scene/part and writing about them. e.g. My favourite character in _____ is XYZ. S/he is clever. Making the children watch movies/cartoons once a week (children can record their views regarding a particular scene/character in their notebook). Making the children write about themselves and on related topics like, 'My Favourite Game', etc. using a full stop, capital letter' <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to write small sentences on cartoons, films, or about herself/himself? Does the child use a full stop at the end of a sentence?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.14</p> <p>Draws or writes a few words or short sentences in response to the environment (birds, plants, garden, etc.) poems and stories</p>	<ul style="list-style-type: none"> • Variety of papers • Words and sentences cards • Environmental objects • Poems • Stories on different themes 	<ul style="list-style-type: none"> • Encouraging the children to compose very short poems or write stories on nature. • Providing opportunities to the children explore a garden/ any open space within the school premises by themselves, in groups and organising nature walks. • Making the children draw a scenery or any picture relevant to the nature walk, describe "the outside" in a few sentences and share their experience with their peers. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to write a few sentences on the environment related to objects, plants, birds?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ECL2-5.15</p> <p>Composes and writes simple, short sentences with space between words to express themselves</p>	<ul style="list-style-type: none"> • Lined and unlined papers • Writing tools 	<ul style="list-style-type: none"> • Providing the children with lines papers for them to write short sentences to express themselves on people, events and objects. • Ensuring that children write the sentences with space between words. • Providing opportunities to children to share the views on events, animals/objects around them in a few lines or write on different topics and enjoy writing. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to compose and write small sentences to express herself/himself? • Does the child provide space between words?

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 5.1</p> <p>Identifies simple observable features of objects, plants, animals in the immediate surroundings</p>	<ul style="list-style-type: none"> • Nature walk • Leaves from different plants • Picture cards of animals, puzzles • Books • Worksheets 	<ul style="list-style-type: none"> • Taking the children for a nature walk followed by a discussion on: <ul style="list-style-type: none"> - different shaped leaves - texture of barks of different trees - colour and beauty of flowers • Playing memory card games with the children on animals and the food they eat. • Encouraging the children to bring leaves of the plants available in their neighbourhood and comparing them with the ones brought by other children. • Organising for the children to colour objects, animals, plants, do puzzles on them. • Give the children picture cards on animals and let observe their features and talk about them. • Conversing with the children about the importance of plants and animals and the need to take care of them. • Making the children do worksheets on features of animals, the food they eat and their habitat. Restrict it to common animals only. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to recall the trees and plants seen during the nature walk? • Did the child observe particular features of plants and trees? • Did the child see animals in their natural habitat? • Did the child observe food eaten by animals in their surroundings? • Is the child able to talk about the ways to protect and take care of plants and animals in their surroundings?.

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.2 a</p> <p>Identifies objects, signs, places, common activities in the immediate neighbourhood</p>	<ul style="list-style-type: none"> • Posters on different activities such as, a scene of a market, school, park, etc. • Flash cards of traffic signals and other road signs (speed limit, no parking) • Worksheets • Pictures of logos of common food joints • Videos of famous tourist places 	<ul style="list-style-type: none"> • Providing the children opportunities to look at the posters and identify which activities they see commonly, who are the people who work in their places in the neighbourhood which they often visit, e.g. a park, a clinic, market, milk booth, café, etc. • Playing group games with the children using flash cards with different signs and explaining each sign. • Taking the children to a traffic park and then asking them to create a model of the same with the help of building blocks. • Asking the children to compose a poem on "Road Safety". • Creating awareness in the children about local tourist places in the town/city and their significance. • Showing the children pictures of logos of common food joints and asking them to identify these. Talk about the services provided by them. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child aware of the objects, signs and places in her/his surroundings? • Is the child able to identify and talk about the common activities and places in her/his neighbourhood? • Does the child appreciate and talk about the service and support provided by workers in their immediate neighbourhood?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.2 b</p> <p>Identifies, directions and locates home, school in the pictures/sketches</p>	<ul style="list-style-type: none"> Picture cards Hand drawn map/sketch of the locality where school and home are located Blank paper and pencils/pens for free drawing 	<ul style="list-style-type: none"> Providing opportunities to the children to look at hand drawn maps/sketches and indicate their home and/or school on the map/sketch. Providing help to the children to observe the Sun-rise and the Sun-set and explaining that the Sun rises in the East and sets in the West. Guiding children on how to make rough sketches to show their home and school. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to locate her/his home, school and other places of interest in the map of her/his locality? Is the child able to draw a rough road map from the school to her/his home and vice-versa (home to school)? Is the child gradually developing the concept of direction?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.3 a</p> <p>Remembers and recalls more objects seen at a time and describes a few in her/his own words</p>	<ul style="list-style-type: none"> Toy vehicles of different types (scooter, truck, car, bus etc.) Bear blocks of two/three colours Toy cups and water cans Smaller objects like balls of different colours and sizes 	<ul style="list-style-type: none"> Providing opportunities to the children to look carefully at the toys and do their own thinking. Let them discuss with other children about the various vehicles that they have observed and talk about their experiences of travelling in different types of vehicles. Asking the children to recall the objects they have seen and describe their features or uses (ask them to relate some experience with these objects like toys, balls or water cans, etc.). <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to recall objects seen by her/him? Does the child display familiarity and engagement with different objects? Is the child able to communicate using vocabulary of her/his own, while describing objects?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.3 b</p> <p>Compares given objects/pictures and identifies similarities and differences</p>	<ul style="list-style-type: none"> • Same as for LO 5.3a. more similar objects can be added, if easily available • Picture cards showing some similar and some different objects 	<ul style="list-style-type: none"> • Encouraging the children to look at a collection of objects closely and find out which objects are similar and why they think so. Let them identify similarity and differences on the basis of size, colour, function, uses of the objects, etc. • Helping children to find out differences in similar pictures (This would help in developing visual memory skills of children). • Discussing picture cards to point out how pictures in the card are similar and different. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to compare objects, pictures and find out similarities and differences in them?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.5</p> <p>Compares and classifies objects/pictures based on multiple factors and describes them using properties</p>	<ul style="list-style-type: none"> • Birthday candles • Crayons • Paper • Spoons • Ruler • Popsicle stick • Pencils • Aluminium foil • Paper clips • Rubber bands • Erasers • Leaves • Wooden and plastic blocks • Plastic blocks • Clay • Cotton • Piece of wire • Keys 	<ul style="list-style-type: none"> • Providing opportunities for the children to classify by grouping different objects based on their properties. • Helping the children to move from one level of classification to two, three levels (e.g., classify on the basis of shape, then within one shape, classify on the basis of colour, then on the basis of size or weight or any other property). • Encouraging the children to classify some common household objects by their characteristics, while they are at home and asking them to explain the basis of their classification. • Making children describe the characteristic of a specific object. • Discussing with the children on how objects and materials can be defined/identified through specific "properties" or "characteristics". <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to describe objects using certain properties? • Is the child able to do different levels of classification of objects and pictures based on their properties?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.6</p> <p>Applies seriation in ordering numbers, measurement, etc.</p>	<ul style="list-style-type: none"> • Bottle/Can lids • Blocks • Pencils • Measuring cups and spoons • Used crayons (all these things in different sizes) • Number flash cards • Currency notes, coins • Worksheets with pictures of different number of objects 	<ul style="list-style-type: none"> • Providing opportunities for the children to do activities like: <ul style="list-style-type: none"> - comparing the size of lids/blocks and arranging them in ascending order (small to big). - comparing the length of pencils, used crayons and arranging them in descending order (longest to shortest). - comparing numbers given on flash cards and arranging the cards in a particular sequence. - Comparing the value of currency notes and coins and then arranging them from the lower to the higher value order. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to arrange the given objects in a specific order? • Is the child able to explain the basis of seriation? • Is the child aware of the value of different currency notes and able to arrange them in a seriation?

NOTE: Remember only objects of the same kind in different sizes can be compared/seriated, e.g., a cup and a spoon cannot be seriated in ordering measurement.

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.7</p> <p>Sequences events occurring according to their duration in terms of days; for example, does s/he remain in school for a longer period than at home</p>	<ul style="list-style-type: none"> • Toy clock • Calendar 	<ul style="list-style-type: none"> • Providing opportunities for the children to: <ul style="list-style-type: none"> - estimate the time spent by their peers and friends on different activities looking at a toy clock or real clock. - explain their daily routine and recall which activities they do before coming to school and after returning home. - analyse which activity they spend maximum time on. • Asking the children to share their experiences related to celebration of any event at home, for example, a marriage: How many days it continued (a calendar may be used, and the child may indicate with her/his fingers, which days were spent for different celebrations during the marriage). These activities can be done individually or as a group activity. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to sequence events according to their duration (in terms of days)? • Is the child able to analyse duration of time spent on different activities by her/him/friends/other persons?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.8 a</p> <p>Demonstrates problem solving skills in day-to-day simple situations</p>	<ul style="list-style-type: none"> • Six-piece puzzle • Objects to be kept for treasure hunt • Small objects like candies for distribution 	<ul style="list-style-type: none"> • Giving the children pieces of a puzzle to fix correctly (independently /with support). • Asking the children to search for an object which is hidden in the classroom/play area only. • Giving the children candies to be distributed evenly in their group. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to complete the task independently or with the help of peers? • Is the child able to think about and reach the likely areas to find the hidden object? • Is the child able to distribute candies in the group using the right method?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.8 b</p> <p>Shows curiosity and interest in experimentation and exploration and takes initiative in drawing inferences and reasoning</p>	<ul style="list-style-type: none"> • Field trips • Nature walk • Water, juice, sugar, salt • Container for mixing 	<ul style="list-style-type: none"> • Creating opportunities for the children to explore their surroundings by taking them for a field trip/nature walk to a farm/biscuit factory/ garden. • Initiating a discussion about what the children noticed during their trip. • Making the children mix different solubles like salt, sugar, juice in water and asking them to identify the taste. • Helping the children to draw inferences based on experiments with water, e.g., water has no taste of its own or it has no colour of its own. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child demonstrate observation skills during the field trip? • Does the child show curiosity during the experimentation? • Does the child try to infer after mixing the solubles in water and tell the taste? • Does the child discuss the extension of the experiment with other things?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>IL 5.8 c</p> <p>Demonstrates awareness and sensitivity towards environmental concerns (example - not wasting food, throwing waste in the bin, keeping water and food for birds and animals, etc.)</p>	<ul style="list-style-type: none"> • Storybooks with environmental values like cleanliness, respect for food, love for animals, etc. • Picture cards • Scavenger Hunt 	<ul style="list-style-type: none"> • Encouraging children to narrate their experiences related to wastage of food in marriages/ big functions/festivals and reflecting on it. • Asking the children to share their observations of people in their surroundings throwing waste here and there and having a discussion on it. • Initiating a discussion on their feelings about animals and birds (how they too feel hungry and thirsty) and the action taken by them or their family members. • Encouraging the children to take care of animals and birds around them by keeping mud bowls of water at convenient places for stray animals, grains and water for birds. • Organising a cleanliness drive in the school and the neighbourhood area. • Conducting a scavenger hunt. (Take the class out for a round of the school and picking-up trash, switching off lights/fans, etc.). <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child sensitive towards birds and animals? • Does the child throw waste in the bin, put off lights and fans and reuse paper? • Can the child discuss why food should not be wasted? • Is the child aware about the importance of trees in the environment?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.9</p> <p>Counts objects up to 100 in group of tens</p>	<ul style="list-style-type: none"> Collection of Ice-cream sticks Pop sticks Rubber bands Numeral cards (1 to 10) Hundred number chart Markers Games 	<ul style="list-style-type: none"> Providing opportunities for the children to count and bundle ice-cream sticks in a group of 10, label a group of 10 ice-cream sticks as <i>one</i> using the numeral card. Asking the children to count objects by 10s to find out the total making it 100. Making the children read aloud the numbers on their hundred number chart and circle at the count of 10. Circle Game Activity: Making the children stand in a circle, with one child starting the counting from number one and the next child carrying it forward. The child who counts number 10 will jump inside the circle. Similarly, at the count of 10,20,30 ...the children will jump inside the circle till they reach 100. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to make group of tens using ice cream or pop sticks? Is the child able to circle the correct number on the Hundred number chart?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.10</p> <p>Can count forward and backward from a particular number up to 99</p>	<ul style="list-style-type: none"> Staircase Number line on the floor Hopscotch, Free play Worksheets 	<ul style="list-style-type: none"> Asking the children to climb up the stairs and as they do so, call out the numbers aloud. When they reach the top, the teacher says 'switch', and the children climb down by calling out the numbers in reverse order. Giving the children a number line to walk on. The number line can begin from any number e.g. 81.....92. Children can jump forward and backward on the number line by saying it aloud during free play. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to count forward and backward up to 99? Can the child do forward counting from any number? Can the child count backwards from a particular number?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.11</p> <p>Reads and writes number names and numerals for numbers up to 999</p>	<ul style="list-style-type: none"> Writing practice sheet Place value blocks Objects to count Cards of number names 	<ul style="list-style-type: none"> Making the children understand that a number should be written in an expanded form to understand the concept of number names. For example, 901= 900+1. Nine hundred and one= Nine hundred one. Asking the children to fill in practice sheets based on number names. Playing games with the children with place value blocks (while playing with the place value blocks, children write the number formed on the place value blocks in numerals and also the number name in two separate columns. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to write the expanded form of two/three-digit numbers? Is the child able to comprehend three-digit numbers on the place value blocks and the number it depicts? Is the child able to write the number name and its corresponding numeral correctly?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.12</p> <p>Uses zero in place value system</p>	<ul style="list-style-type: none"> Paper cards Pencils Scale Abacus Place value sliders Other objects commonly available at home/ in the school 	<p>Providing opportunities to the children to:</p> <ul style="list-style-type: none"> recall and discuss within a group the concept of place value. play with the abacus to form 2 or 3 digit numbers. form numbers using place value sliders. <p>Explaining to the children the concept of place value such as:</p> <div data-bbox="911 790 1297 1126"> <p>The diagram shows a box labeled 'H T O' (Hundreds, Tens, Ones). Three arrows originate from this box: one points to the right to a box containing '9x1 = 9', one points down to a box containing '5x10 = 50', and one points further down to a box containing '1x100 = 100'.</p> </div> <ul style="list-style-type: none"> Taking different numbers to show how the value of a digit differs with zero at a particular place (like 109, 011, 120), though alone, the value of zero is always zero or nothing. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to use zero in the place value system? Is the child able to understand the place value of zero in a two/ or three-digit number? Does the child show different values of numbers with zero having different places on an abacus and place value slider? Does the child think of her/his own numbers to explain the value of zero in the place value system?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.13</p> <p>Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)</p>	<ul style="list-style-type: none"> • Number cards • Colours • Pencil • Practice sheets 	<ul style="list-style-type: none"> • Making the children form different two-digit numbers using number cards and comparing them. • Giving the children number cards to learn that 10 is the smallest and 99 is the greatest two-digit number (by comparing them with other two-digit numbers). • Making the children arrange numbers in ascending and descending order using number cards to explain the smallest and greatest number in the series developed by them. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to form two-digit numbers using number cards? • Is the child able to compare two smallest and largest two-digit numbers logically?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.14</p> <p>Develops her/his own strategies to add two numbers (sum not exceeding 99) and applies them to solve simple daily life problems/ situations</p>	<ul style="list-style-type: none"> • Number cards small blocks, counters • Bindis • Birds • Ice cream sticks • Manipulatives 	<ul style="list-style-type: none"> • Making the children do additions by using countable objects such as blocks, counters, bindis, icecream sticks, etc. and manipulatives. • Encouraging the children to explore different ways to add two numbers. • Giving the children daily life situations to solve like, "How many bananas will be needed if four members in the family are given two each?" • Helping the children understand through practice that while doing addition, one must always start from the units and then tens. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to add numbers on two cards correctly? • Does the child apply addition to solve daily life situations?

Note: Develop Rubrics to assess addition skills of children, e.g., whether children use concrete objects more comfortably to do addition, their progress from concrete objects to application in daily life situations.

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.15</p> <p>Develops her/his own strategies to subtract two numbers upto 99 and applies them to solve simple daily life problems/ situations</p>	<ul style="list-style-type: none"> Number cards small blocks, counters Bindis Birds Ice cream sticks Manipulatives Balls, pencils 	<ul style="list-style-type: none"> Making the children understand the concept of 'taking away' by using concrete objects such as balls, pencils, ice cream sticks, counters, etc. Asking the children to play in groups (in pairs) using a pair of dice: One child throws two dice together and writes the numbers obtained. S/he writes the greater number on top and the smaller number below it and tries to subtract. Encouraging the children to do activities with their friends involving taking away in groups and discussing the result. Asking the children to recall situations they observed at home or in any other familiar places where they had to apply 'taking away'. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to apply 'taking away' activity to the concept of subtraction? Does the child apply subtraction in daily life situations/problems?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.16</p> <p>Appreciates and applies relationship between addition and subtraction of numbers</p>	<ul style="list-style-type: none"> Counters Math manipulatives Board Games Pack of cards Small objects easily available in the classroom like crayons, beads etc. 	<ul style="list-style-type: none"> Providing opportunities for the children to: <ul style="list-style-type: none"> count, add, and subtract using their fingers within ten. add and subtract using small objects, such as clothes pins, ice cream sticks, counters of sticks, counters of different colours (can be good for tactile learners). Making the children practice subtraction equations to represent what is left. Giving the children a thorough understanding of addition and subtraction and then explaining the relationship between addition and subtraction or depending upon the performance of the children, introducing the relationship at the appropriate time. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Is the child able to apply the relationship between addition and subtraction of numbers?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.17</p> <p>Develops the idea of multiplication of numbers and constructs and applies multiplication facts (tables) of 2, 3 and 4 in daily life situations</p>	<ul style="list-style-type: none"> Charts with tables of 2,3 and 4 Some picture cards with groups of objects in twos, threes and fours 	<ul style="list-style-type: none"> Displaying charts with tables of 2,3 and 4 for children to observe. Observing the children to see if they can identify a pattern. Letting them extend the pattern and thus construct the table. Asking the children to look at picture cards and write the number of objects in the groups by counting. Making the children add the groups (of objects) one by one progressively, e.g., to one group of two, add another group of two, which makes it four; add another group of two to four which will make it six. This explains that multiplication is repeated addition. Keeping a bag of counters and asking the children to distribute three counters to each of their team members. Asking them how many counters would they need? (Allow them to estimate and then verify the same by actually doing it). <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to understand the idea of multiplication? Is the child able to apply multiplication facts in real life situations?

NOTE: Once the children get an understanding of addition and subtraction, explain the relationship between addition and subtraction or depending upon the performance of the children, introduce the relationship at the appropriate time.

NOTE: Peer Assessment:

Allow the children to tell who was able to correctly distribute counters.

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.18</p> <p>Develops the idea of division of numbers as equal distribution/ sharing</p>	<ul style="list-style-type: none"> Plenty of small objects like candies, counters, biscuits, beads, etc. 	<ul style="list-style-type: none"> Creating situations for the children to play with concrete objects to make groups of two or three. Changing the number of objects to be distributed from the whole quantity in each group to introduce the idea of division. Add an element of fun and problem solving by not providing an exact number of objects for groups that children are asked to make. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child try to understand the concept behind the activity? Is the child able to do the repetitive activity of distribution? Is the child ready to learn division?

NOTE: Equal distribution/sharing is the first step to learn division

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.19</p> <p>Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context</p>	<ul style="list-style-type: none"> Commonly available concrete objects Picture cards having different number of objects Story cards or books with numbers occurring frequently 	<ul style="list-style-type: none"> Providing opportunities for the children to deal with a variety of real-life contexts either through pictures, concrete materials like toffees, pencils or verbal problems to learn problem solving. Making the children construct and solve problems related to operations on numbers, for example, "It is your birthday and all children in the class are giving you gifts. Once you get all the gifts, tell me how many gifts will you get in all?" Conducting games and activities involving estimation of sum and differences of two numbers. Encouraging the children to discuss with their friends and ask questions like, "How did you estimate?", "Why did you add?" or "Why did you subtract?" This will arouse interest in the children to discuss various ways for addition and subtraction and the appropriate operation to be used to solve a problem. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Can the child correctly solve a problem involving addition and subtraction? Is the child able to identify which operation is applicable to a particular context/problem/situation?

NOTE: Assess through guiding Questions like "How did you estimate?" , "Why did you add?" or "Why did you subtract?"

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.20</p> <p>Represents an amount up to Rs. 100 using notes and coins</p>	<ul style="list-style-type: none"> • Mock market • Dummy notes and coins of different values • Money chart • Worksheet on money • Role play area 	<ul style="list-style-type: none"> • Providing opportunities to the children to: <ul style="list-style-type: none"> - observe notes of Rs 10, 20, 50 and 100. - coins of one, two and five and ten rupees. • Organising role play where children buy chocolates/pencils/other items and pay with dummy notes and coins. • Making the children collect coins on the basis of their value, to make a sum of e.g., 74 rupees or any other amount. • Asking the children to observe the Money chart. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to calculate the correct amount of money in the role play setting? • Is the child able to count money coins or paper currency on the basis of their value to make a specific amount?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.21</p> <p>Estimates and measures length/ distances using uniform non-standard units like a rod/ pencil/ thread, etc</p>	<ul style="list-style-type: none"> • Paper strips • Thread • Ribbons • Scales • A rod 	<ul style="list-style-type: none"> • Engaging the children in group/individual activities for measuring length of different objects/ distance using uniform non-standard units like paper strips, ribbons, thread, a rod, etc. • Making the children estimate the lengths of objects (like a table, a writing board, notebooks, books, etc) in the classroom or at home and then verifying the same through paper strips, ribbons, thread, a rod, etc. • Asking the children to put objects in ascending order as per length estimated by them and further confirm their answer. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to estimate lengths/ distances? • Is the child learning from others while measuring?

NOTE: Assessment through observation and conversation.

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.22</p> <p>Compares objects as heavier than/ lighter than using a simple balance</p>	<ul style="list-style-type: none"> Simple balance (child friendly) Different type of objects Empty bottles/cans Pencil boxes Tiffin boxes 	<ul style="list-style-type: none"> Providing opportunities to the children to: <ul style="list-style-type: none"> measure weights of different objects with the help of a simple balance. write weight of objects on them with the help of paper stickers and also arrange different objects according to their weight in ascending/ descending order. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Is the child able to tell which object is heavier or lighter in comparison to the others?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.23</p> <p>Compares the capacity of different containers in terms of non-standard units for example cup/ spoon/ bucket, etc.</p>	<ul style="list-style-type: none"> Various containers and empty cans/bottles having their quantity written on them. Different containers that are available in the child's vicinity like, glasses, spoons, jugs, mugs, buckets, etc. 	<ul style="list-style-type: none"> Encouraging the children (individually and in groups) to estimate capacities and to verify by actual measurement with the help of non-standard units. Arousing curiosity in the children by asking them questions like, "Find out how many mugs/ spoons can fill this container?" Let them verify their answer by actual measurement. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child compare the capacities of different containers and tell which is bigger or biggest, etc.? Is the child able to verify her/his estimate by actual measurement ?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.24</p> <p>Compares objects as hotter than as colder than by observable properties like condensation/steaming, etc.</p>	<ul style="list-style-type: none"> • Metal plates • Warm water in a safe pot • Ice cubes • Steel tumbler • Electric kettle 	<ul style="list-style-type: none"> • Asking the children to put ice cubes in a steel tumbler and observing the droplets that start surfacing on the sides. Explaining to the children that the surface of glass is colder than the surrounding air and therefore, when the water vapour present in the air comes in contact with the colder surface of the glass, it turns into liquid and is visible as water droplets. • Taking water in an electric kettle and allowing it to boil. Drawing the attention of the children towards the steam coming out from the kettle (children must be kept at a safe distance). • Putting hot water in a cup and covering it with a metal plate or surface lid. Showing the children how steam turns into water on cooling (through condensation) and can be seen in the form of droplets. • Making the children understand through hands on experience the concept of temperature (hot and cold). Ask the children to touch various objects to tell you which are hot or cold in relation to each other. Ensure no object is too hot for children to touch. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to understand the process of condensation/steaming and explain it? • Is the child able to compare objects by their temperature (hotter or colder)?

NOTE: Teacher can conduct the experiments in the classroom with the help of some senior students or helper and keep children engaged.

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.25</p> <p>Identifies and describes basic 2D shapes such as rectangle, triangle, circle, and other shapes around her/him. For example, the pages of a book are rectangular and have 4 sides, 4 corners, and the trace of a bangle has no corner</p>	<ul style="list-style-type: none"> • Solid shapes • Puzzles • Shape charts • Feely bags • Popsicles • Pipe cleaners 	<ul style="list-style-type: none"> • Providing the children opportunities to: <ul style="list-style-type: none"> - play with solid puzzles filling the corners and details of each shape. - trace alongside a bangle to see that it has no corners. • Letting the children look at their notebooks and tell how many corners are there. • Making the children draw shapes of different objects which exist in their close environment and name them, like, a chapatti may be a circle, a notebook is a rectangle, a birthday cap is a cone, etc. • Asking the children to make any shape using popsicles. • Using feely bags with different shapes in the bag and asking the children to identify the shapes with their eyes closed, using their sense of touch. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to correctly name the shapes from the chart? • Is the child able to tell how many corners a rectangle has? • Is the child aware of the fact that a circle has no sides or corners? • Is the child able to tell how many sides a triangle has? • Does the child try to talk about more objects with 2 D shapes?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.26</p> <p>Identifies the relationship between half, quarter 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"> • Paper pizza • Two slices of bread • Cheese slice • Kitchen cloth 	<ul style="list-style-type: none"> • Asking the children to cut paper pizza into two equal halves using child-friendly scissors. • Asking the children to prepare their own sandwich with cheese in between two bread slices and cut it into 'half'. The two half pieces may be further cut into half pieces to make a 'quarter'. • Making the children fold a kitchen cloth into equal parts and continue with the activity once more. • Encouraging the children to call out loudly 'whole' and then 'half' after the first folding and then 'quarter' after the second folding. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Does the child correctly cut the given objects into two equal halves (Under adult supervision)? • Does the child cut half pieces further to make a quarter? • Does the child understand the concept of whole, half and quarter?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.27</p> <p>Observes and generalises the patterns in numbers like in multiplication tables, 1-100 number grid or objects in the environment</p>	<ul style="list-style-type: none"> Calendar, number grid with bold numbers, number chart with limited numbers, say up to 40 Multiplication tables (2 and 3) written in bold number 	<ul style="list-style-type: none"> Making the children observe the table of 2 and notice the pattern of 2, 4, 6, 8, or 0 in one's place. Asking the children to observe the number grid and indicate the observable pattern. Encouraging the children to observe and share if some number pattern is observed by them in their home or neighbourhood. Making the children observe the calendar for a specific month and notice the pattern of days and dates. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Does the child notice the pattern in the table of 2? Does the child observe patterns in numbers on a number grid? Does the child observe patterns in terms of weekdays and dates in a calendar? Is the child able to notice and explain a pattern?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.28</p> <p>Draws inference based on the data collected such as the number of vehicles used in Samir's house is more than that of Angelina's, the price of a commodity is more than any other commodity in a rate chart, etc.</p>	<ul style="list-style-type: none"> Packets of daily use items with prices printed on them Toy cars of different types with price stickers 	<ul style="list-style-type: none"> Encouraging the children to talk about how many members are there in each one's family/ how many vehicles are owned by the family and the type of vehicles. Giving the children opportunities to observe food packets with prices written on them and letting the children compare and express which is costlier and which is cheaper. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> Is the child able to compare her/his family size with other children in respective groups? Is the child able to draw inference regarding which packet is costlier, on the basis of the price written on food packets?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.29</p> <p>Identifies the days of the week and months of the year using a calendar in her daily life events</p>	<ul style="list-style-type: none"> • Different types of calendars • Big sized font showing names of the weekdays, months and dates 	<ul style="list-style-type: none"> • Explaining the concept of date and week through the daily routine of the children. • Explaining how many days make a week and how many weeks make a month with the help of a wall calendar. • Encouraging the children to find their birthday month in the calendar and mark their date of birth in that month. • Asking the children to write in a sequence children's birthdays in the class, month wise. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to identify the days of the week and months of the year? • Is the child able to read the calendar? • Is the child able to tell how many days make a week, how many weeks make a month and how many months make a year? • Does the child identify her/his birthday month in a calendar? • Does the child correctly sequence birthdays of children in a group?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p>ILM 5.30</p> <p>Demonstrates interest/ curiosity in newer technology as per the child's context</p>	<p>Softwares: Tux Paint, Paint, 3 D paint</p>	<ul style="list-style-type: none"> • Providing opportunities for: <ul style="list-style-type: none"> - using shape flashcards and connecting to real life objects. - performing experiments with shapes using the software 'Paint'. • Gamifying the classroom with fun activities. <p>Guiding Questions for Assessment</p> <ul style="list-style-type: none"> • Is the child able to get familiar with the softwares available? • Is the child able to use shape flashcards as desired?
<p>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.</p>		

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).

