

S.N O	Unit	NAME OF THE CHAPTER	COMPETENCIES	LOs LEADING TO ATTAINMENT OF COMPETENCIES	Suggested activities, integration of art, /sports/technology/ etc. connecting the learnings to real life situations
1.	Unit 1 My family and me	Chapter 1 Family and Me	<ul style="list-style-type: none"> ➤ C9.1- Listens to and appreciates simple songs, rhymes, and poems ➤ C9.3- Converses fluently and can hold a meaningful conversation ➤ C9.5- Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ➤ C10.4- Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation 	<ul style="list-style-type: none"> ➤ Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it ➤ Narrates their own short stories with simple plots and characters ➤ Identifies rhyming words and alliterations ➤ Reads simple two-syllable words that are familiar and with known letters ➤ Recognizes as sight words their names and labels of objects in their environment ➤ Writes down short words on dictation 	<p>ART INTEGRATION</p> <ul style="list-style-type: none"> ➤ Mapping the body. Student will lie down on lengthy paper and other student will mark boundary and then label body parts. ➤ Hand tracing and decoration. Students will trace their hand and then decorate it using various decorative materials. <p>FINE MOTOR SKILLS</p> <ul style="list-style-type: none"> ➤ Head to toe. Students will touch their body parts as instructed by teachers. <p>ASSESSMENT Labelling of body parts and representing their uses.</p>
2		Chapter 2 GREETINGS <ul style="list-style-type: none"> • My family • The sparrow family 	<ul style="list-style-type: none"> ➤ C12.5- Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage ➤ C9.1- Listens to and appreciates simple songs, rhymes, and poems ➤ C10.5- Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables 	<ul style="list-style-type: none"> ➤ Listens to longer (4-8 sentences) songs/poems (unfamiliar)/stories with attention and have conversations about them and ask questions ➤ Identifies rhyming words and alliterations. ➤ Sings/recites longer (10 sentences) songs/ poems ➤ Extends/Creates short poems/ rhymes with the help of the teacher ➤ Engages in conversations, waits for their turn to speak, and allows others to speak ➤ Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry) 	<p>CULTURAL INTEGRATION</p> <ul style="list-style-type: none"> ➤ Greet all in the mother tongue. Students will be called on stage and asked to greet the audience in their local language. <p>SPORTS</p> <ul style="list-style-type: none"> ➤ Hopscotch. Teacher will draw a hop scotch and students will jump on number in consecutive format. <p>ART INTEGRATION</p> <ul style="list-style-type: none"> ➤ Family tree and collage of various kinds of families. ➤ Students will be asked to bring photos of their family members and arrange them in a tree format. ➤ Role play: Take up role of different family members and present a scene related to family. <p>LITERACY</p> <ul style="list-style-type: none"> ➤ Identify the beginning sound by watching picture on the flashcard. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ➤ Create two groups and allot them complimentary rhyming words and ask to pair accordingly.
3	Unit 2 Life around us	Chapter 1 Fun with Numbers	<ul style="list-style-type: none"> ➤ C9.1- Listens to and appreciates simple songs, rhymes, and poems ➤ C9.5- Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ➤ C11.2- Recognises most frequently occurring letters of the 	<ul style="list-style-type: none"> ➤ Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story ➤ Identifies the beginning and end syllables in words. ➤ Engages in conversations, waits for their turn to speak, and allows others to speak 	<p>LITERACY</p> <ul style="list-style-type: none"> ➤ Picture comprehension. Student will look at a picture and interpret/comprehend the story. <p>ART INTEGRATION:</p> <ul style="list-style-type: none"> ➤ Stick puppet of different animals. Students will make stick puppets of several animals and imitate their vocals. <p>GROUP ACTIVITY: Scrape book on BIRDS.</p>

			<p>alphabet (forms of Akshara) of the script and uses this knowledge to read and write simple words and sentences</p>	<ul style="list-style-type: none"> ➤ Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it 	<ul style="list-style-type: none"> ➤ Students will collect pictures of birds they see around and create a scrap book out of it.
4		<p>Chapter 2 The cap seller and the monkeys</p>	<ul style="list-style-type: none"> ➤ C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ➤ C-9.6 Narrates short stories with clear plot and characters ➤ C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary 	<ul style="list-style-type: none"> ➤ Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story. ➤ Interprets the intent of the plot and characters in a story and retells the story in a different form ➤ Predicts meaning of unknown words in texts using picture and context cues ➤ Associate emotions with words and facial expressions ➤ Reads simple two-syllable words that are familiar and with known letters 	<p>LITERACY</p> <ul style="list-style-type: none"> ➤ Sequence the story’s pictures. Students will be provided with disordered pictures representing clips of story. They are expected to arrange them in sequence to create story. <p>ART INTEGRATION</p> <ul style="list-style-type: none"> ➤ Let us sing/create. Students will be motivated to create a poem or story by themselves. ➤ Mask making. Students will be asked to create facemask of any animal and speak few lines about it. <p>SUBJECT INTEGRATION</p> <ul style="list-style-type: none"> ➤ Animal and their homes <p>Students will collect pictures of animal and their habitation they see around.</p>
		<p>A FARM</p>	<ul style="list-style-type: none"> ➤ C-9.3 Converses fluently and can hold a meaningful conversation ➤ C9.5- Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ➤ C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary 	<ul style="list-style-type: none"> ➤ Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story ➤ Predicts meaning of unknown words in texts using picture and context cues. ➤ Identifies rhyming words and alliterations ➤ Identifies the beginning and end syllables in words ➤ Shows curiosity and wonder in the natural environment. 	<p>PHYSICAL INTEGRATION</p> <ul style="list-style-type: none"> ➤ Exploring the surrounding. Students will be given time to observe the surrounding for a while in silence and then share their observational experience. <p>LITERACY</p> <ul style="list-style-type: none"> ➤ Picture comprehension. Students will be provided with opportunity to interpret a picture and share it on stage. <p>ASSESSMENT</p>
5	<p>Unit 3 Food</p>	<p>Chapter 1</p> <ul style="list-style-type: none"> • Fun with picture • Fruits for all 	<ul style="list-style-type: none"> ➤ C9.3- Converses fluently and can hold a meaningful conversation ➤ C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others ➤ C-12.4 Works collaboratively in the arts 	<ul style="list-style-type: none"> ➤ Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story. ➤ Follows instructions comprising of several steps (8 to 9 instructions at a time) ➤ Gives clear instructions comprising of several steps (8 to 9 instructions at a time) ➤ Interprets the intent of the plot and characters in a story and retells the story in a different form 	<p>ART INTEGRATION</p> <ul style="list-style-type: none"> ➤ Vegetable printing. Students will be provided with vegetables and colour to create an art using prints. <p>ART INTEGRATION & FINE MOTOR SKILLS</p> <ul style="list-style-type: none"> ➤ No flame cooking. Students will bring items and make snack/food with any flame including bread cake, bhelpuri etc. ➤ Awareness regarding “don’t waste food”. Students will draw slogan to create awareness towards “Don’t Waste Food” under teacher’s facilitation.

		<p>Chapter 2 A visit to the market</p>	<ul style="list-style-type: none"> ➤ C-9.3 Converses fluently and can hold a meaningful conversation. ➤ C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others ➤ C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement. 	<ul style="list-style-type: none"> ➤ Engages in conversations based on events, stories, or their needs and asks questions ➤ Engages in discussion about a topic and raise and respond to questions ➤ Interprets the intent of the plot and characters in a story and retells the story in a different form ➤ Begins to visually recognize and connect letters to corresponding sounds ➤ Dictation of short words 	<p>ARTS & FINE MOTOR SKILLS</p> <ul style="list-style-type: none"> ➤ Role Play (Market Scene). Assign a role and act as per their role in market scene. <p>LITERACY</p> <ul style="list-style-type: none"> ➤ Dialogue writing.: Provide a verbal scenario and are expected to build a word/ conversation among them in dialogue format
6	Unit 4 Seasons	<p>Chapter 1 The four seasons</p>	<ul style="list-style-type: none"> ➤ C-9.3 Converses fluently and can hold a meaningful conversation ➤ C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ➤ C9.7-Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary. 	<ul style="list-style-type: none"> ➤ Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story ➤ Extends/Creates short poems/ rhymes with the help of the teacher ➤ Engages in conversations, waits for their turn to speak, and allows others to speak ➤ Follows instructions comprising of several steps (8 to 9 instructions at a time) 	<p>ART INTEGRATION</p> <p>Handy wardrobe -Fancy dress (season wise).</p> <ul style="list-style-type: none"> ➤ Students will be asked to choose a season and wear clothing related to that season. ➤ Floating wonders (Paper boat making). Students will be provided with square paper and will be guided to make a boat out of it. <p>LITERACY</p> <ul style="list-style-type: none"> ➤ Create the story by looking at the picture. Make a story as per Interpretation.
7		<p>Chapter 2 Anandi's rainbow</p>	<ul style="list-style-type: none"> ➤ C9.6-Narrates short stories with clear plot and characters ➤ C10.4- Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation ➤ C13.3- Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions 	<ul style="list-style-type: none"> ➤ Recognizes as sight words their names and labels of objects in their environment ➤ Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing) ➤ Enjoys going out for nature walks and observing plants and animals 	<p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> ➤ Mini nature walks. Visit to school garden to visit surrounding and observe flora and fauna followed by the discussion. <p>LITERACY: Self-awareness (Myself)</p> <ul style="list-style-type: none"> ➤ Let us write (Class 1, Mridang, page 118)