

GOVERNMENT OF PUDUCHERRY
DIRECTORATE OF SCHOOL EDUCATION

MONTHLY SYLLABUS

(for CBSE Textbook)

I STANDARD

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தமிழ்

தமிழ்

மாதம்	பாடவேளை	பாடத்தலைப்பு	எதிர்பார்க்கப்படும் கற்றல் விளைவுகள்	மதிப்பீடு	துணைக்கருவிகள்
ஜூன்	27	1. ஆடிப்பாடி மகிழ்வோம்	<p>பார்த்தறிதல்: $\text{À}¼\text{Ì} \text{ Çò } \text{À}_i \text{ ÷ } \text{òD} \text{ } \text{À}\text{À} \text{ ÷ } \text{ Çì } \text{ ÛÛ}¾\text{ø}.$</p> <p>பேசுதல்: $\text{μ} \text{ ÇòD} \text{ À}_i \text{ ÷ } \text{Àò } \text{À}_i \text{ Ì }¾\text{ø}.$</p> <p>எழுதுதல்: $\text{§} \text{ ÷ } \text{§}_i \text{ Ì } \text{ À} \text{ Ç§ } \text{ Ì } \text{ , } \text{ ° } \text{ ì } \times \text{ §}_i \text{ Ì } \text{ Ç } \text{ À} \text{ Ì }¾\text{ø}.$</p> <p>படைப்பாற்றல்: $\text{À}¼\text{Ì } \text{ Ûì } \text{ } \text{À}_i \text{ Òò}¾\text{À}_i \text{ É } \text{ Àñ } \text{ ½ò }¾\text{D} \text{ Ì }¾\text{ø}.$</p>	<p>$\text{À}_i \text{ ¼ } \text{ Àì } \text{ ° }¾\text{ ÇòD} \text{ À}_i \text{ ÷ } \text{À}_i \text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p> <p>$\text{À}\text{À} \text{ Ì } \text{ Û } \text{ Àü } \text{ Ûò } \text{ ÀÈ } \text{ À } \text{ Ç } \text{ ÷ } \text{ À}_i \text{ Ì } \text{ Çò } \text{ À}_i \text{ ÷ } \text{òD} \text{ « } \text{ ÀüÉ } \text{ ÷ } \text{ } \text{ À}\text{À} \text{ ÷ } \text{ Çì } \text{ ÛÛ}¾\text{ø}.$</p> <p>$\text{À} \text{ Ç§ } \text{ Ì } \text{ , } \text{ § } \text{ ÷ } \text{ §}_i \text{ Ì } \text{ , } \text{ ° } \text{ ì } \times \text{ §}_i \text{ Ì } \text{ Ç } \text{ À } \text{ À}\text{À} \text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p> <p>$\text{À}_i \text{ Ì } \text{ Ûì } \text{ - } \text{ À } \text{ Àñ } \text{ ½ò }¾\text{D} \text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p>	<p>$\text{À}\text{À} \text{ Ì } \text{ Û } \text{ , } \text{ ÀÈ } \text{ À } \text{ Û } \text{ À}_i \text{ « } \text{ Ò } \text{ ¼}.$</p> <p>$\text{Ì } \text{ Àò }¾\text{ À}_i \text{ ÷ } \text{òD} \text{ Û } \text{ Àñ } \text{ ½ò }¾\text{D} \text{ Ì } \text{ À}_i \text{ Ûì } \text{ ²DÀ}_i \text{ É } \text{ À}_i \text{ « } \text{ Ò } \text{ ¼ } \text{ Û}$</p>
ஜூலை	30	2. என் பந்து	<p>பார்த்தறிதல்: $\text{À}¼\text{Ì} \text{ Çò } \text{À}_i \text{ ÷ } \text{òD} \text{ } \text{À}\text{À} \text{ ÷ } \text{ Çì } \text{ ÛÛ}¾\text{ø}.$</p> <p>பேசுதல்: $\text{¾ } \text{ À}\text{À} \text{ ÷ } \text{ Ì } \text{ Ì } \text{ òÀò}¾\text{É } \text{ ÷ } \text{ À}\text{À} \text{ ÷ } \text{ ° } \text{ ÷ } \text{ò } \text{ } \text{ À}\text{À} \text{ ÷ } \text{ ÛÛ}¾\text{ø}.$</p> <p>எழுதுதல்: $\text{±òòD } \text{ Û } \text{ } \text{ ° } \text{ ì } \text{ ÷ } \text{ Ç } \text{ - } \text{ À } \text{ ÀÈ } \text{ ÀòD} \text{ À}_i \text{ ÷ } \text{ ±ò}¾\text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p> <p>படைப்பாற்றல்: $\text{À}_i \text{ ÷ } \text{¾ò } \text{À}_i \text{ ÷ } \text{òD} \text{ } \text{ ° } \text{ ì } \text{ ÷ } \text{ Çò } \text{ } \text{À}_i \text{ ÒòD}¾\text{ø}.$ $\text{±òòD } \text{ Çì } \text{ } \text{ À } \text{ Àñ } \text{ Ì } \text{ } \text{ ° } \text{ ì } \text{ ÷ } \text{ Ç } \text{ - } \text{ Ò } \text{ À}_i \text{ Ì }¾\text{ø}.$</p>	<p>$\text{À}_i \text{ ¼ } \text{ Àì } \text{ ° }¾\text{ ÇòD} \text{ À}_i \text{ ÷ } \text{À}_i \text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p> <p>$\text{Ì } \text{ Ì } \text{ òÀ } \text{ - } \text{ ÛòÀÈ } \text{ ÷ } \text{ Û } \text{ } \text{ À}\text{À} \text{ ÷ } \text{ Çì } \text{ ÛÈ } \text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p> <p>$\text{±òòD } \text{ Û } \text{ Àü } \text{ Ûò } \text{ } \text{ ° } \text{ ì } \text{ ÷ } \text{ Ç } \text{ - } \text{ À } \text{ ÀÈ } \text{ ÀòD} \text{ À}_i \text{ ÷ } \text{ ±ò}¾\text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p> <p>$\text{ } \text{ ° } \text{ ì } \text{ ÷ } \text{ Çò } \text{ À}_i \text{ ÷ } \text{òD } \text{ ÀÈ } \text{ Ì } \text{ Ì } \text{ } \text{ ° }¾\text{ø}.$</p>	<p>$\text{ÀòD} \text{ , } \text{ Àò}¾\text{ò}$</p> <p>$\text{Ì } \text{ Ì } \text{ òÀ } \text{ - } \text{ ÛòÀÈ } \text{ ÷ } \text{ Ç } \text{ ÷ } \text{ À}_i \text{ « } \text{ Ò } \text{ ¼}$</p> <p>$\text{ } \text{ ° } \text{ ì } \text{ ÷ } \text{ Çò } \text{ « } \text{ Ò } \text{ ¼}$</p>

மாதம்	பாடவேளை	பாடத்தலைப்பு	எதிர்பார்க்கப்படும் கற்றல் விளைவுகள்	மதிப்பீடு	துணைக்கருவிகள்
ஆகஸ்ட்	28	3. செல்லக்குட்டி	<p>கேட்டல்: புள்ளிக்குள்ளே, அங்கு, சிந்தனை, அறிவு.</p> <p>பேசுதல்: அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>படித்தல்: அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>எழுதுதல்: அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>நடைமுறை இலக்கணம்: அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>படைப்பாற்றல்: அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p>	<p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p>	<p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p> <p>அங்கு, அங்கு, அங்கு, அங்கு, அங்கு.</p>

மாதம்	பாடவேளை	பாடத்தலைப்பு	எதிர்பார்க்கப்படும் கற்றல் விளைவுகள்	மதிப்பீடு	துணைக்கருவிகள்
செப்டம்பர்	23	4. காய்! காய்! காய்!	<p>கேட்டல்: $\mu^{\circ} \epsilon \text{AA} \quad \text{E} \circ^{\circ} \frac{3}{4} \circ$ $\text{A} \frac{1}{4} \circ \dots \text{C} \text{i} \text{S} \frac{3}{4} \circ$.</p> <p>பேசுதல்: $\text{j} \circ \text{E} \epsilon \text{C} \text{y} \text{A} \frac{1}{4} \circ \dots \frac{3}{4} \circ \text{A} \text{j} \text{:} \circ \text{D}$ $\text{j} \text{AA} \text{:} \circ \text{j} \circ \text{O} \frac{3}{4} \circ$.</p> <p>படித்தல்: $\text{j} \frac{3}{4} \circ \frac{3}{4} \pm \text{O} \circ \text{D} \dots \text{C} \text{i} \text{j} \text{j} \text{n} \text{I}$ $\circ \text{j} \dots \text{C} \circ \text{AE} \circ \frac{3}{4} \circ$.</p> <p>எழுதுதல்: $\circ \text{j} \dots \text{C} \text{ - } \text{j} \text{A} \text{AE} \text{A} \circ \text{D} \frac{1}{4} \text{y}$ $\pm \text{O} \text{D} \frac{3}{4} \circ$.</p> <p>நடைமுறை இலக்கணம்: $\text{D}^{\circ} \frac{1}{2} \pm \text{O} \circ^{\circ} \frac{3}{4} \text{i} \text{S}^{\circ} \text{:} \circ \text{D} \pm \text{O} \text{D} \frac{3}{4} \circ$.</p> <p>படைப்பாற்றல்: $\pm \text{O} \circ \text{D} \dots \text{C} \text{O}^{\circ} \text{E} \circ \text{A} \text{I} \circ^{\circ} \frac{3}{4} \epsilon \circ \text{j} \circ$ $\text{- O} \text{A} \text{j} \text{i} \frac{3}{4} \circ$. $\text{A} \frac{1}{4} \text{I} \text{U} \text{i} \text{I} \text{A} \text{j} \text{O} \circ \frac{3}{4} \text{A} \text{j} \text{E}$ $\text{A} \text{n} \frac{1}{2} \circ \frac{3}{4} \text{D} \text{I} \frac{3}{4} \circ$.</p>	<p>$\text{A} \frac{1}{4} \dots \text{A} \text{i} \circ \frac{3}{4} \epsilon \text{A} \circ \text{D} \frac{1}{4} \text{y} \text{A} \frac{1}{4} \text{i}$ $\circ^{\circ} \frac{3}{4} \circ$.</p> <p>$\text{A} \frac{1}{4} \text{I} \dots \text{C} \circ \text{A} \text{j} \text{:} \circ \text{D} \text{AA} \text{:} \text{U} \text{U} \frac{3}{4} \circ$.</p> <p>$\pm \text{O} \text{D} \text{U} \text{A} \text{U} \text{P} \circ \circ \text{j} \dots \text{C} \text{ - } \text{j} \text{A}$ $\text{AE} \text{A} \circ \text{D} \frac{1}{4} \text{y} \pm \text{O} \text{D} \frac{3}{4} \circ$.</p> <p>$\pm \text{O} \circ \text{D} \dots \text{C} \text{p}^{\circ} \frac{1}{2} \circ \text{D} \circ \text{j} \circ$ $\text{- O} \text{A} \text{j} \text{i} \frac{3}{4} \circ$.</p>	<p>$\text{j} \circ \text{E} \epsilon \text{C} \text{y} \text{A} \frac{1}{4}$ $\ll \text{O}^{\circ} \frac{1}{4} \text{U}$</p> <p>$\circ \text{j} \circ \ll \text{O}^{\circ} \frac{1}{4}$</p> <p>$\text{A} \text{n} \frac{1}{2} \circ \frac{3}{4} \text{D} \text{I} \text{A} \frac{3}{4} \text{U}$</p> <p>$\text{z} \text{D} \text{A} \text{j} \text{E} \text{A} \frac{1}{4}$</p> <p>$\ll \text{O}^{\circ} \frac{1}{4} \text{U}$</p>

மாதம்	பாடவேளை	பாடத்தலைப்பு	எதிர்பார்க்கப்படும் கற்றல் விளைவுகள்	மதிப்பீடு	துணைக்கருவிகள்
டிசம்பர்	24	மீள்பார்வை	<p>±0òÐ ÿ Ç ÿ Å ÅÉÅòÐ¼ý ±0¼ò ÅÅü°ç « Ç0¼ø.</p> <p>À¼í ÿ Çò Àì÷òÐ °ü ÿ Ç ±0¼í °ø¼ø.</p> <p>À¼¼ø ÿ Ç ÿ Å Åö0¼ý À¼í °ø¼ø.</p> <p>À¼ò Å ÿ ÅòÐ Åñ ½ò ¼Ðí ¼ø. ±0òÐ ÿ Ç0ò, °ü ÿ Ç0ò ÿ Å ÿ Åö0¼ý ÅÉí ÿ Åò¼ø.</p>		
ஜனவரி	16	1 ஏலோலோ ஐலசா... வா மழையே வா	<p>பார்த்தறிதல்: À¼í ÿ Çò Àì÷òÐ ÅÅ÷ ÿ Çì ÛÛ¼ø.</p> <p>கேட்டல்: µ° ç ÅÅü Åó ¼ò À¼¼ø ÿ Çì \$, ò¼ø.</p> <p>பேசுதல்: ÿ ¼ ÛÛ¼ø.</p> <p>படித்தல்: À¼ò ¼ò Àì÷òÐ Àì÷òÐ ÅÅ÷ °ü ò¼ø, « É0¼ ±0òÐ ÿ Ç « ÿ ¼ÅìÇòÅí òÐ¼ø.</p> <p>எழுதுதல்: 0üÇç ÿ Ç p ÿ ½òÐ ±0Ð¼ø. °ü ÿ Ç °ü Åì \$, ò¼ ±0Ð¼ø.</p> <p>படைப்பாற்றல்: ÿ Å0ò ÿ Åñ ½0ò</p> <p>சொல்லாட்சித் திறன்: °ü Çì °Åò Å0ì ¼ø.</p>	<p>À¼í ÿ Çò Àì÷òÐ «¼ý ÅÅ÷ ÿ Ç Àì÷òÐ ÅÅü ÛÛ¼ø.</p> <p>±ÇÅ, Åç ÅÅü Åó ¼ò À¼¼ø ÿ Çì °ü ÿ Û¼ý Àì ¼ø.</p> <p>À¼í ÿ Çò Àì÷òÐ ÿ Å ÿ ÉÅì ÿ ¼ ÛÛ¼ø.</p> <p>±0òÐì ÿ Ç ÿ Å÷ ÅòÐì òÉì òó ¼ ÿ Ç Åü °ø¼ø.</p> <p>0üÇç ÿ Ç p ÿ ½òÐ Åç ÅüÉç ±0Ð¼ø.</p> <p>ü ò Éç Åç ¼ ÿ Çì ÿ ÿ ÿ ÿ 0¼Å ÅÅí ÿ Ç ÿ ÅÅì ¼ø. À¼òÅì ¼Åü ÿ Ç ÅÅü°ç ÿ Ç °ø¼ø</p>	<p> °ü « ò ¼, Å ÿ ÅÅ¼ « ò ¼, À¼ « ò ¼, ü ò Éç Åç ¼ ÿ Ç</p>

மாதம்	பாடவேளை	பாடத்தலைப்பு	எதிர்பார்க்கப்படும் கற்றல் விளைவுகள்	மதிப்பீடு	துணைக்கருவிகள்
ஜனவரி		புதிய ஆத்திசுடி	<p>கேட்டல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>படைப்பாற்றல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>சொல்லாட்சித் திறன்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p>	$\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$	$\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$
பிப்ரவரி	28	வெளவாலே! வெளவாலே!	<p>பார்த்தறிதல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>கேட்டல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>பேசுதல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>படித்தல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>எழுதுதல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>படைப்பாற்றல்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p> <p>சொல்லாட்சித் திறன்: $\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$</p>	$\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$	$\frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4} \frac{1}{2} \frac{1}{4}$

ENGLISH

English

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
June	7	School Readiness Programme	<p>Audio/Video cassettes of rhymes will be more effective to develop the competency of listening.</p> <p>The teacher will narrate minimum one story in simple language. The teacher can use flash cards/ pictures for telling the stories.</p> <p>Stories can also be narrated by making pictures of main characters and putting it on flannel board according to situation.</p> <p>Role playing and casting children in different roles. Helps in making story telling more interesting.</p> <p>Visuals / Pictures of words shown to the children and encourage for say / read the letters.</p> <p>Clay modeling.</p> <p>Playing with blocks.</p> <p>Activity sheets to join dots and pattern making.</p> <p>Colouring the given picture.</p> <p>Children will copy standing, sleeping and slant lines from the blackboard.</p>	<p>The child will learn to listen and enjoy simple, familiar and popular rhymes.</p> <p>The child will read a to z (from simple mono / di-syllabic words) through Picture cards / Visuals / CD's</p> <p>Develops eye-hand coordination.</p> <p>Learns to write basic strokes.</p>	<p>*Visuals</p> <p>*Picture Cards</p> <p>*CD's</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
June	20	<p align="center">Unit: 1 A Happy Child (Poem)</p>	<p>The teacher will recite the poem aloud with appropriate actions and gestures in rhythm.</p> <p>The teacher recites some more poems related to home.</p> <p>A Power Point presentation of different types of houses can be shown.</p> <p>The knowledgware CD of animals and their young ones can be shown to them.</p> <p>Show them various smileys with emotions happy and sad.</p> <p>Show them pictures of various situations which makes them happy or sad.</p> <p>Children will read the poem with apt gestures and voice modulation.</p> <p>Model reading by teacher.</p> <p>Learn to write basic strokes in their notebooks.</p>	<p>Listens and enjoys the poem.</p> <p>Develops oral and aural skills.</p> <p>Speaks about different types of houses.</p> <p>Knows about animals and their young ones.</p> <p>Recognize and speaks about emotions like happy and sad.</p> <p>Reads the poem with proper pronunciation and intonation.</p> <p>Develops pronunciation.</p> <p>Learns to hold the pencil firmly and properly.</p>	<p>*CD's</p> <p>*Power Point Preparation types of houses.</p> <p>*Knowledge ware CD</p> <p>*Picture cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
June	10	<p align="center">Unit:1 Three Little Pigs (Prose)</p>	<p>The teacher will narrate the story of the three pigs in her own words with appropriate gestures and actions.</p> <p>Role play and dramatization of story.</p> <p>Encourage children to make sounds of different animals.</p> <p>The teacher reads the story aloud to children with emphasis on clear speech and correct pauses at commas and full stops.</p> <p>Reading by children in small groups.</p> <p>Make visual cards of three letter words and use it as sight words by pinning them on the flannel board.</p> <p>Drilling of spellings related to the lesson like And Bad Big, Pig etc. BAD-SAD BED-RED BIG-DIG COT-HOT BUN-SUN</p> <p>Activity sheet with pictures of pig, house, tree etc.</p>	<p>Listens to the story attentively and understands the story.</p> <p>Speaks small sentences with guidance.</p> <p>Knows about animals with their habitats.</p> <p>Develops pronunciation.</p> <p>Learns to pronounce vowel sounds.</p> <p>Enrichment of Vocabulary</p>	<p>*Knowledge ware CD</p> <p>*CD's – sounds of Animals.</p> <p>*Visual Cards of right words.</p> <p>*Pictures.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
July	12	Unit: 2 After a bath (Poem)	<p>The teacher will read the poem aloud to children with proper rhythm and intonation.</p> <p>Shows them appropriate actions to make meaning of each line clear.</p> <p>Teacher will ask them, “Do you like to have a bath?”, “Can you bathe yourself?”, “Do you dry the wet towel after wiping your body?”.</p> <p>Children will read the poem with the teacher.</p> <p>They practice reading the poem by repeating it again and again with the teacher.</p>	<p>Listens and enjoys the poem.</p> <p>Follows the questions and answers in small sentences.</p> <p>Speaks about personal hygiene.</p> <p>Learns to keep things in proper places.</p> <p>Recites the poem with proper pronunciation and rhythm.</p>	<p>*Picture cards.</p> <p>*CD’s.</p>
July	18	Unit:2 The Bubble, The Straw and the shoe (Prose)	<p>The teacher will narrate the story in her own words with appropriate gestures and actions.</p> <p>Teacher will ask simple questions related to story like, “How many friends are there?“, “Who are they?”.</p> <p>Role play and dramatization. Teacher helps them and guides them to dramatize the story.</p>	<p>Listens and enjoys the story.</p> <p>Understands the story and is able to answer questions.</p> <p>Learns to speak small sentences.</p> <p>Identifies the objects that sink or float in water and is able to speak about them.</p>	<p>*Story sequence cards.</p> <p>*Masks/Puppets.</p> <p>*Real objects that Float and sink in water.</p> <p>*Soap solution</p> <p>*Visual cards.</p> <p>* Activity sheets</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
July (Contd.)			<p>The teacher will demonstrate that some objects float in water while others sink.</p> <p>Make bubbles with the help of water and soap solution using straw.</p> <p>The teacher will read the story with emphasis on new words and proper pronunciation.</p> <p>Individual reading by children.</p> <p>The teacher will make visual cards of words like Draw-Straw, Hen-Pen, Pit-Wit, Dog-Log, and Blue-Glue. Reads them and says aloud with children.</p> <p>The teacher can give them some activity sheets to trace the letters in a cursive way.</p> <p>Activity sheets with pictures of objects that float in water will be given to children to colour.</p> <p>Teacher will gradually lead children to proper formation of letters in cursive handwriting.</p>	<p>Learns to read with correct pronunciation and pauses.</p> <p>Develops pronunciation.</p> <p>Develops writing skills and fine motor coordination.</p> <p>Learns to write in cursive way.</p>	

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
August	10	Unit: 3 One little Kitten (Poem)	<p>The teacher will recite the poem aloud with appropriate actions and gestures in rhythm.</p> <p>The teacher recites some more poems related to pet animals.</p> <p>The teacher shows them flash cards of pet animals and talks about them.</p> <p>Model recitation by teacher.</p> <p>Small group recitation by children.</p>	<p>Listens and learns to recite the poem and enjoy the rhythm of rhyme in words.</p> <p>Speaks about pet animals.</p> <p>Reads and recites the poem with correct pronunciation and intonation.</p>	<p>*CD's on rhymes/ poems.</p> <p>* Flash cards.</p> <p>*Number Cards with picture cards.</p>
	18	Unit:3 Lalu and Peelu (Prose)	<p>Oral exercise for vowel sounds with visual cards.</p> <p>Narrate the story with picture sequence.</p> <p>Ask children to name food items of different colours.</p> <p>Power Point presentation of the story can be made.</p> <p>Model reading by teacher.</p> <p>Reading in small groups.</p>	<p>Listens to the story with understanding.</p> <p>Identifies colours.</p> <p>Classifies good and bad food.</p> <p>Reads the story with understanding.</p> <p>Develops pronunciation.</p>	<p>*Visual cards.</p> <p>*Story/ Picture sequence cards.</p> <p>*Power Point Presentation of the story.</p> <p>*Masks/Puppets.</p> <p>*Activity sheets for colouring.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
August		Mother Hen and the Chicks (Story)	<p>Individual reading.</p> <p>Drill words with vowel sounds.</p> <p>Children will colour activity sheets with red and yellow food items.</p> <p>Practice of writing two letter words in a cursive way.</p> <p>Drilling of words related to the lesson.</p> <p>Complete the word with vowel like H—n,P—n.</p> <p>The teacher will narrate the story in her own words with appropriate gestures and actions.</p> <p>Dramatization and role play.</p> <p>Ask children to name various objects in the classroom.</p>	<p>Learns writing skills and learns to write vowels (a, e, i, o, u).</p> <p>Learns to write in cursive writing.</p> <p>Enrichment of Vocabulary.</p> <p>Listens to the story with understanding and interest.</p> <p>Listens to the story with understanding and interest.</p> <p>Carries out simple conversation. Learns to use dialogues.</p> <p>Identifies naming words.</p> <p>Develops Pronunciation.</p>	<p>*Masks.</p> <p>*Puppets.</p> <p>*Flash cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
			<p>Read the words written on the flash cards related to lesson.</p> <p>Teacher will read the lesson aloud and children will follow her.</p> <p>Write three letter words having the vowel in the middle of it.</p> <p>Fill a, e, i, o, u and complete the words – H_t,b_t (a) B_d,r_d (e) P_n,b_n (i)</p>	<p>Learns to read with proper pronunciation and pauses.</p> <p>Writes 3 letter words.</p>	
September	8	<p>Unit: 4 Once I saw a Little Bird (Poem)</p>	<p>Practice cursive writing of 3 letter words.</p> <p>The teacher will recite the poem with proper pronunciation and intonation.</p> <p>Show them the flash cards of different birds and ask their names and colours.</p> <p>Ask the children to make sounds of different birds.</p>	<p>Learns to listen, recite and understand.</p> <p>Learns to identify the birds and speak about them.</p>	<p>*Flash cards.</p> <p>* CD's of sounds of birds.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
September	15	Unit:4 Mittu and the Yellow Mango (Prose)	<p>The teacher will narrate the story in her own words with appropriate gestures and actions.</p> <p>Enacting the story through role play.</p> <p>Sequence card for the story will be shown and children are asked to tell the correct sequence.</p> <p>Children will read the lesson with teacher's guidance.</p> <p>Display sight words in the classroom and let children read those.</p> <p>Write the names of fruits.</p> <p>Activity sheets with pictures of birds. Children are asked to name them and colour them.</p> <p>Practice writing three letter words in a cursive way.</p>	<p>Dialogues while enacting the story.</p> <p>Reads the lesson with proper pronunciation and pauses.</p> <p>Develops pronunciation.</p> <p>Identifies and writes the names of foods.</p> <p>Writes three letter words in cursive way.</p> <p>Listens and learns to recite the poem with actions and gestures.</p>	<p>*Story sequence cards.</p> <p>*Visual cards.</p> <p>*Activity sheets of pictures of birds.</p> <p>*Masks and puppets.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
October	8	Unit: 5 Merry go round (Poem)	<p>The teacher will recite the poem with proper pronunciation and intonation.</p> <p>Ask them about their visit to a fair and about their different rides in the fair.</p> <p>Model recitation by teacher.</p> <p>Recitation in small groups.</p> <p>Repeat the words having same sound like Around-bound.</p>	<p>Listens and learns to recite the poem with actions and gestures.</p> <p>Learns to converse in small sentences.</p> <p>Learns to read with proper pronunciation and pauses.</p> <p>Develops pronunciation.</p> <p>Listens to the story.</p>	<p>*CD's.</p> <p>*Visual cards.</p> <p>*Flash cards.</p>
October	16	Unit:5 Circle (Prose)	<p>The teacher will narrate the story in her own words with appropriate gestures and actions.</p> <p>OHP presentation can be made to develop the story and shown to children.</p> <p>Ask the children to draw and name the things they can make with a circle.</p> <p>Display sight words and let children read them loud like Circle-line-oval-square-triangle.</p> <p>Model reading by teacher.</p> <p>Reading in small groups.</p> <p>Individual reading.</p>	<p>Answers in small sentences.</p> <p>Learns to read with proper pronunciation and pauses.</p> <p>Learns to use the prepositions up, down, under etc.</p> <p>Enrichment of vocabulary.</p>	<p>*OHP presentation.</p> <p>*Activity sheets for drawings based on Circles.</p> <p>*Pictures for prepositions.</p> <p>*Pictures of animals.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
		Circle (Continued)	<p>Teacher will write some words related to the lesson on the blackboard and read them aloud with children.</p> <p>By showing picture cards, bring out the meaning of in, on, under.</p> <p>Activity sheets with pictures, fill ups of in, on, under.</p> <p>Drilling of new words like Ball-blue-circle-lines etc.</p> <p>Activity sheets with picture of animals. Complete the words- D ____ , O ____</p>		
November	10	Unit: 6 If I were an Apple (Poem)	<p>The teacher will recite the poem with proper pronunciation and intonation.</p> <p>Teacher will ask them simple questions like, "Do you like apples?"</p> <p>Model recitation by teacher.</p> <p>Recitation in small groups.</p> <p>Crossword puzzles with names of Fruits</p>	<p>Listens to poem and enjoys.</p> <p>Understands that fruits grow on trees.</p> <p>Learns to read with proper pronunciation and pauses.</p> <p>Enrichment of Vocabulary</p>	*Picture cards.

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
November	17	<p>Unit: 6 Our Tree (Prose)</p> <p>Murali's Mango Tree (Story)</p>	<p>The teacher will develop the lesson with the help of OHP.</p> <p>Teacher will ask small questions like, "Where is the fruit ?", "Where does the fruit fall ?".</p> <p>Oral drilling of new and difficult words.</p> <p>The teacher will read the text aloud and children will follow her.</p> <p>Individual reading by children.</p> <p>Drilling of the words related to the lesson. Reading sight words from visual cards.</p> <p>The teacher can take them to the garden and ask how trees are useful to us.</p> <p>Draw in colour a tree and write the names of its different parts.</p> <p>Activity–Make words.</p> <p>Dictation test.</p> <p>Practice to write in cursive way</p> <p>The Teacher will narrate the story in her own words with appropriate gestures and actions.</p> <p>Dramatization and role play</p>	<p>Listens to the story with understanding. Speaks small sentences. Learns to read the text with proper pronunciation.</p> <p>Develops pronunciation.</p> <p>Learns the importance of trees.</p> <p>Identifies and writes the names of various parts of trees.</p> <p>Enrichment of vocabulary.</p> <p>Able to write in cursive way.</p> <p>Listens to the story with understanding and enjoying.</p> <p>Carries out simple conversation learns to use dialogues.</p>	<p>*OHP sheets</p> <p>*Flash cards</p> <p>*Activity sheet of a tree.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
December	8	Unit: 7 A Kite (Poem)	<p>Teacher recites the poem with proper pronunciation and intonation.</p> <p>Speaks about things associated with flying of kite like roller and glue etc.</p> <p>Paste the pictures of different things that fly in the sky and speak about them.</p> <p>The children will recite the poem in rhythm and voice modulation.</p> <p>Read the poem with correct pronunciation. The sight words written on the visual cards. Door Tree Window</p> <p>Read aloud the words having same ending sound like Ride- Side, Chance-Dance, Fly-Sky.</p>	<p>Listens to the poem and enjoys.</p> <p>Identifies and speaks about things that fly in the sky.</p> <p>Reads the poem with correct pronunciation.</p> <p>Develops Pronunciation.</p>	<p>*Picture cards, *Visual cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
December	16	Unit: 7 Sundari (Prose)	<p>Develop the story with picture sequence cards.</p> <p>Ask questions related to the story. Show them how to make a kite. Take the children out in the ground for flying kite.</p> <p>Learn the names of materials used for kites.</p> <p>The teacher will read the story with correct pronunciation and children will follow her.</p> <p>Draws and names the things used for kite making.</p> <p>Revise strokes, practice writing words.</p>	<p>Listens to story with interest.</p> <p>Learns to converse in simple sentences.</p> <p>Read the poem with proper pronunciation and pauses.</p> <p>Enrichment of vocabulary.</p>	<p>*Picture sequence cards.</p> <p>*Visuals of making kites.</p> <p>*Activity sheets for strokes and words.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
January	6	Unit: 8 A little Turtle (Poem)	<p>Model recitation by teacher.</p> <p>Show them the picture of turtle and tortoise.</p> <p>Tell them the story of hare and tortoise.</p> <p>Children read the poem with correct pronunciation and intonation.</p> <p>Recitation in groups.</p> <p>Individual reading. Reading of words from the text starting with same sound.</p> <p>By showing flash cards and pictures.</p> <p>Show some object and ask to write two sentences on it. For example–It is a bag. Its colour is black.</p> <p>Complete the word.</p> <p>Dictation test.</p> <p>Practice of cursive way of handwriting.</p>	<p>Child listens to poem and enjoys.</p> <p>Speaks about shelled animals.</p> <p>Reads the poem with proper pronunciation and intonation.</p> <p>Develops Pronunciation.</p> <p>Is able to write new words and small sentences.</p> <p>Enrichment of vocabulary.</p>	<p>*Story chart.</p> <p>*Picture crads.</p> <p>*Flash cards.</p> <p>*Objects.</p> <p>*Activity Sheets.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
January	10	<p style="text-align: center;">Unit: 8 The Tiger and Mosquito (Prose)</p>	<p>The teacher narrates the story with proper pronunciation.</p> <p>After listening to the story, the child answers the questions related to the story.</p> <p>Describe how tiger and mosquito are different from each other.</p> <p>Model reading by teacher. Individual reading by children. Read the word given in text.</p> <p>Fill in the blanks. Small sentences on tiger.</p> <p>Missing letter. Dictation test.</p>	<p>Listens to story and understands.</p> <p>Speaks in correct sentences.</p> <p>Reads effectively.</p> <p>Writes simple sentences and words.</p> <p>Enrichment of Vocabulary.</p>	<p>*CD's</p> <p>*Picture cards.</p> <p>*Story sequence cards.</p> <p>*Words/Flash cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
February	10	<p align="center">Unit: 9 Clouds (Poem)</p>	<p>The teacher will recite the poem with proper pronunciation and intonation.</p> <p>Take children outdoors and talk about clouds, sky and rainbow.</p> <p>Using picture cards show them various seasons and discuss things that are used in different seasons.</p> <p>Show them flash cards of various actions and ask them what action is being performed.</p> <p>Mime action words.</p> <p>Model recitation by teacher.</p> <p>Practice reciting in small groups by teacher.</p> <p>Individual reciting.</p> <p>Reads words aloud from the text.</p> <p>Guided composition on myself.</p> <p>Practice handwriting.</p>	<p>Child listens to poem and enjoys.</p> <p>Speaks about nature.</p> <p>Learns action words.</p> <p>Reads and recites the poem.</p> <p>Develops pronunciation.</p> <p>Writes on myself.</p>	<p>*CD's</p> <p>*Picture cards.</p> <p>*Words/Flash cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
February	18	Unit: 9 Anandi's Rainbow (Prose)	<p>The teacher will narrate the story aloud with appropriate actions and gestures in rhythm.</p> <p>Draw a rainbow and colour.</p> <p>Take them outdoors and show them flowers of vibrant colours.</p> <p>Tell them the names of different flowers. Ask them to draw shapes of clouds.</p> <p>Model reading by teacher.</p> <p>Individual reading.</p> <p>Picking up odd one out.</p> <p>Match alphabet with picture.</p> <p>Guided composition on a dog and a cat.</p> <p>Jumbled words.</p> <p>Missing letters.</p> <p>Practice of handwriting.</p>	<p>Listens and enjoys the story. Develops imaginative power.</p> <p>Identifies various colours of the rainbow.</p> <p>Reads independently.</p> <p>Is able to write small sentences independently.</p> <p>Enrichment of vocabulary.</p> <p>Is able to write sentences in cursive handwriting.</p>	<p>*Activity sheets.</p> <p>*Visuals of flowers with its names.</p> <p>*Picture cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
March	12	<p align="center">Unit: 10 Flying Man (Poem)</p>	<p>Recitation of the poem by the teacher.</p> <p>Children are encouraged to speak about various comic and cartoon characters. Teacher will discuss various professions and ask them what they want to become.</p> <p>Model reading by teacher.</p> <p>Individual reading. Reading the words from the text aloud.</p> <p>Ask children to pick out rhyming words from the poem.</p> <p>Paste the pictures of various professions and write what one does.</p> <p>Practice handwriting.</p>	<p>Listening and enjoys the poem.</p> <p>Speaks with confidence.</p> <p>Reads the poem.</p> <p>Develops pronunciation</p> <p>Identifies and writes rhyming words.</p>	<p>*CD's.</p> <p>*Picture cards.</p> <p>*Flash cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
March	18	Unit: 10 The Tailor and his friends (Prose)	<p>The teacher will narrate the story in her own words.</p> <p>Encourage students to narrate few stories.</p> <p>Model reading by teacher.</p> <p>Individual reading.</p> <p>Silent reading.</p> <p>The teacher will write the sentences in jumbled form and students will write it in correct order.</p> <p>Guided composition on an elephant.</p> <p>Dictation of new words.</p> <p>Make words from jumbled form.</p> <p>Make simple sentences.</p> <p>Teacher gives them sufficient practice of handwriting.</p>	<p>Listens to the story and understand it.</p> <p>Is able to tell a story.</p> <p>Is able to read independently.</p> <p>Is able to frame and write small sentences correctly.</p> <p>Enrichment of vocabulary.</p> <p>Is able to write sentences correctly in cursive way.</p> <p>Starts the sentences with capital letters.</p> <p>Recognizes full stops and question marks.</p>	<p>*CD's based on stories.</p> <p>*Flash cards.</p> <p>*Picture of an elephant.</p> <p>*Sentence cards.</p> <p>*Masks/puppets.</p>
April	16	Revision			

MATHEMATICS

Maths

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
June	25	<p style="text-align: center;">Lesson – 1 Shapes And Space</p> <p><u>Concept:</u></p> <p>* Comparison of Size of the objects.</p> <p>* Comparison of location of the objects.</p> <p>* Visual recognition of 2D and 3D shapes.</p>	<ul style="list-style-type: none"> • Organise small learning games and activities where children can use the objects like 2D – 3D. • Create more situations where the words (inside – outside, bigger – smaller, biggest – smallest, top-bottom, nearer – farther, above-below, on-under) are used. • Allow the children to discuss with each other and encourage talking. • Collect locally available objects of different shapes like marbles, beads, caps, match sticks etc., and encourage the children to sort out the objects. • Sort the objects on the basis of their movements (that will roll or slide) • Read the story “wise grandmother” to children and talk about it, give chance to imagine different situations. • Use the shape – kit given at the back of the book to make figures. • Sort the shapes in the shape-kit and match similar shape. 	<ul style="list-style-type: none"> ➤ Compares the size of the objects (bigger-smaller, biggest-smallest) ➤ Compares the location of the objects (inside-outside, nearer-farther, nearest-farthest, above-below, on-under) ➤ Identifies 2D and 3D shapes. ➤ Identifies / sorting the similar shapes. ➤ Creates shapes through paper cutting. 	<p>Locally available objects.</p> <p>(matchstick, beads, marbles, bottles, caps, buttons, empty match boxes, funnels, bangles, etc.,)</p> <p>2D – Picture charts.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
July	27	<p style="text-align: center;">Lesson - 2: NUMBERS FROM ONE TO NINE</p> <p><u>Concept:</u></p> <p>* Knows and understands the vocabulary as many as, more, less, the same.</p> <p>* Counting from one to nine.</p> <p>* Match the numbers with the pictures.</p> <p>* Writes the numerals from 1 to 9.</p> <p>* Understands the meaning of zero.</p> <p>* Ordering of numbers.</p>	<ul style="list-style-type: none"> • Practical activities in the classroom that involve matching, sorting, classifying, ordering concrete objects. • Place two collection before a child and ask to match the objects of one collection to the other collection. Ask questions like which has more objects etc. <p>In this activity, the following vocabulary has to develop (as many as, more, less, the same number)</p> <ul style="list-style-type: none"> • Use number cards to introduce numerals 1-9, before working on Pg. no.27. • Make children to count diferent objects remember that before the children attempt to read and write numerals 1-9. • Count and match the pictures with dominos/pictures with numbers. • Joining the dots in correct order. • Introducing the idea of zero as a number, that signifies nothing in a collection. 	<ul style="list-style-type: none"> ➤ Tells the number names in correct order. ➤ Tells the correct number of objects from a collection. ➤ Counting the number of objects. ➤ Ordering of numbers. ➤ Writes the numerals from 1-9. ➤ Reads and writes the numbers in figures and in words. ➤ Understands the concept of Zero. ➤ Able to identify the objects which are as many as, more, less, the same. ➤ 	<p>Flashcards of numbers, Bundle of sticks, Domino cards, Real objects.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
August	15	<p>Lesson: 3 ADDITION</p> <p><u>Concept:</u></p> <p>* Addition of single digit numbers. * Understands the commutative property of Addition. * Solving verbal problems.</p>	<ul style="list-style-type: none"> Using objects like leaves, pebbles, seeds, etc., ask a child to tell how many objects are there altogether in the two collections. The activity can be repeated with two cards having pictures of different number of objects, dominos. Help children to learn the commutative aspect of addition using concrete objects. i.e. $4+2=2+4$ Present problems orally and ask him/her to answer. 	<ul style="list-style-type: none"> Adds two numbers using concrete objects/pictures. Then adds two numbers without using concrete objects/pictures. Appreciate the commutativity of addition. 	Dominos, Picture cards, number cards, Real objects.
	10	<p>Lesson: 4 SUBTRACTION</p> <p><u>Concept:</u></p> <p>* Understands the concept of “take away”/ comparison / complementary addition. * Subtraction of single digit numbers. * Solving verbal problems.</p>	<ul style="list-style-type: none"> Using leaves, pebbles etc., ask the students – how many are there. Take out some of the objects from the collection, ask them how many are left. The activity can be repeated with two cards having pictures of different numbers of objects, dominos. Help the children to learn the following aspects of subtraction. (Taken away, comparison, complementary addition). Present problems orally and ask him / her to answer. 	<ul style="list-style-type: none"> Subtracts two numbers using concrete objects / pictures. And then subtracts the two numbers without using concrete objects/ pictures. Answers the verbal problems. 	Dominos, Picture cards, Real objects.

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
September	15	<p>Lesson: 5 NUMBERS FROM TEN TO TWENTY</p> <p><u>Concept:</u> * Counting upto 20. * Make a group of 10. * Comparison of objects (more / less) * Ordering the numbers from 11 – 20. * Writing the numbers from 10 to 20. * Comparison of numbers (Bigger-smaller, biggest – smallest) * Adds and subtracts using the numbers from 0 to 20. * Solving verbal problem.</p>	<ul style="list-style-type: none"> • By variety of activities and practical experiences and use of concrete objects teach the children counting upto 20. • Practise in making groups of 10. • Explains the concept of place and place value with the help of bundles of sticks and loose sticks. • Compares the numbers using real objects. • Join the dots in right order. • Adds and subtracts the numbers using 1-20 numbers. • Allow the children to use the bundle sticks to figures out exercise in the book. 	<ul style="list-style-type: none"> ➤ Recites the number names till 20. ➤ Counts the numbers from 10 to 20. ➤ Knows the concepts of places. (Tens, ones) ➤ Compares the numbers. (biggest, smallest) ➤ Writes numbers from 10-20. ➤ Solve the problems of addition and subtraction using the numbers from 11 to 20. 	<p>Bundles of sticks.</p> <p>Picture cards.</p> <p>Number cards.</p>
	5	<p>Lesson: 6 TIME</p> <p><u>Concept:</u> * Numbering the daily routine activities in sequence. * Narrates the sequence of events in a day. * Understands the terms - earlier, later.</p>	<ul style="list-style-type: none"> • Ask the students to narrate the sequence of events in a day. • Children need to be made aware that how long it takes to do different types of activities. • Make a simple time measuring device like a pendulum. It can be used to keep track of duration of activities. 	<ul style="list-style-type: none"> ➤ Get acquainted with the sequence of daily routine that the students follow. ➤ Understands the terms like earlier – later. 	<p>Time clock</p> <p>Wall clock</p> <p>Table clock</p> <p>Real / Model clocks.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
October	21	<p>Lesson: 7 MEASUREMENT</p> <p><u>Concept:</u> * Comparison of two objects according to - length, - height, - size, - weight.</p> <p>* Measure the objects with non-standard measurement like span, feet, etc.</p>	<ul style="list-style-type: none"> Introduces the following vocabulary using varying objects. (Longer-shorter, taller-shorter, thinner-thicker) Give conservation experiences regarding to equivalence. Eg. "as long as" must be introduced through experience. Introduce the comparative, superlative forms using 2/3 objects respectively. Place before the children objects differing in weight, give them the basic vocabulary – heavy, light. Measure the objects with non-standard measurements. (hand-span, feet) 	<ul style="list-style-type: none"> Comparison of objects by length. Have conservation experiences in long, short, lighter, heavier. Ordering objects according to length. Comparison of objects by weight. Ordering three or more objects by weight / length. 	<p>Objects from class situation.</p> <p>Flash cards.</p>
November	24	<p>Lesson: 8 NUMBERS FROM TWENTY ONE TO FIFTY</p> <p><u>Concept:</u> * Counting the numbers upto 50. * Writes the numerals from 21 to 50. * Ordering of numbers from 21 to 50.</p>	<ul style="list-style-type: none"> Using sticks (bundles of tens and ones) introducing the numbers from 21 to 50. Build their understanding skill of number system. Give a good practise to children in giving sticks, asking for a certain number. Drawing bundles and sticks on the blackboard. Writing / reading numerals. Gives experinces of using sticks to learn independently and with peer. 	<ul style="list-style-type: none"> Tells the numbers from 21 to 50. Ordering of numbers. Writes numerals. Understands number system through a first hand experience of construction numbers. 	<p>Bundles of sticks.</p> <p>Number cards.</p> <p>Pebbles</p> <p>Real objects like seeds, stones, etc.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
December	21	<p>Lesson: 9 DATA HANDLING</p> <p><u>Concept:</u> *Identify and grouping the object* Able to comprehend the data given in the picture.</p>	<ul style="list-style-type: none"> • Collection of objects and grouping them. • Count the number of boys and girls in the class. • Compares the data with given information. 	<ul style="list-style-type: none"> ➤ Illustrates or express given information using pictures. ➤ Counts the number of similar objects. ➤ Answer the questions based on pictorial representation. 	<p>Pictograph</p> <p>Real objects with different parts.</p>
January	14	<p>Lesson: 10 PATTERNS</p> <p><u>Concept:</u> * Observe & understand the pattern/ completing the pattern. * Recognise the patterns of given sequence and complete the pattern.</p>	<ul style="list-style-type: none"> • Extends the given sequence. • Continues the pattern by observation. • Patterns consisting of shapes, alphabets, numbers can be given to the students to observe them and complete them. 	<ul style="list-style-type: none"> ➤ Identifies patterns in the surroundings. ➤ Realises the role of creating a pattern. ➤ Integration with Art & craft. ➤ Nurtures the mathematical thinking. 	<p>Flash cards of numbers.</p> <p>Different geometrical shapes.</p>
February	24	<p>Lesson: 11 NUMBERS</p> <p><u>Concept:</u> * Counting the numbers upto 100. * Writes the numerals from 51 – 100. * Ordering of numbers. * Understands the number system.</p>	<ul style="list-style-type: none"> • Introducing the numbers from 51 to 100 using sticks. (bundles of tens and ones) • Build their understanding ability of number system. • Give a good practise to children in giving sticks, asking for a certain number. • Drawing bundles and sticks on the blackboard. • Writing / reading numerals. • Gives experience of using sticks to learn independently and with peer. 	<ul style="list-style-type: none"> ➤ Tells the numbers from 51 to 100. ➤ Ordering of numbers. ➤ Writes numerals. ➤ Understands the number system. 	<p>Bundles of sticks.</p> <p>Number cards.</p>

Month	No. of Periods	Title of the Lesson	Suggested Activities	Expected Learning Outcomes	TLM
March	18	<p align="center">Lesson: 12 MONEY</p> <p><u>Concept:</u> * Knows the coins and currency notes used currently in our country. * Make the given amount using different combination of coins. * Guess the price of given objects.</p>	<ul style="list-style-type: none"> • Introduce coins and currency notes through day-to-day activities. • Sorting a particular coin from a given collection, say 50 paise from the collection. • Read the price-tag on the empty covers/wrappers of objects/ pick-up the amount from the collection of coins for which the said object can be bought. • Give them some coins and ask them to find the total value. • Make the given amount using different combination of coins. 	<ul style="list-style-type: none"> ➤ Understands denominations. ➤ Knows the coins and notes used in our country. ➤ Guess the price. 	Currency notes and coins.
	8	<p align="center">Lesson: 13 HOW MANY?</p> <p><u>Concept:</u> * Count and write the number of objects. * Comparing the numbers. * Develop a story on the picture b using number concepts.</p>	<ul style="list-style-type: none"> • Count the sticks / beads / marbles / seeds and write the numerals. • Ask the questions like, “how many tens are there in 24? How much will the bananas cost?” • Finding the bigger number using flash cards of number. • Develop a story on the picture and narrate in the class. 	<ul style="list-style-type: none"> ➤ Counts and writes the numerals. ➤ Answers the verbal questions. ➤ Compares the numbers. 	<p>Sticks</p> <p>Beads</p> <p>Flash cards of numbers.</p>

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Acknowledgement	:	Thanks to Sarva Siksha Abhiyan, Puducherry	