



सत्यमेव जयते

Government of Arunachal Pradesh
District Administration::Changlang

TEACHER'S HANDBOOK

October 2022- January 2022



**INDIA FOUNDATION
FOR
EDUCATION TRANSFORMATION**



Pratham

Every Child in School & Learning Well



PARTNERED NGO PROFILE

Registration details:

Reg. No: BNS-4-00142-2021-22 | Trust registered under Indian Trusts Act, 1882

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Profile:

India Foundation For Education Transformation (IFET) is a registered non-for-profit educational organisation formed with a core idea that socio-economic transformation of deprived and marginalised children living in the remote-hilly areas of India is possible through education. Currently, we are working in Arunachal Pradesh and have partnered with the District Administration of Changlang to implement NIPUN Bharat's aligned program "Foundational Literacy and Numeracy" with strong focus on school transformation in about 100 Government Primary schools in a mission mode in a phased manner over a period of three years from 2021-2022 to 2023-2024. In the initial 2 years, the program will be implemented only in 30 schools in Diyun Circle with a plan to scale to 100 schools in the 3rd year.

SCHOOL LISTS

GUPS Modoi
GUPS Balupather
GUPS Jyotsnapur
GUPS Dumpani
GUPS Jyotipur - I
GPS Jyotipur - II
GUPS Haripur
GUPS Moitripur
GUPS Modoidweep
GPS Shantipur - II

GPS Manabhum
GPS Kamakhyapur
GPS Shantipur - I
GPS Dimapur
GPS Srirampur
GPS Udoipur - II
GUPS Udoipur - I
GPS Udoipur - III
GPS Rajnagar
GPS Dumba Mossang

GPS Jyotsnapur - II
GPS Sompoi - II
GPS Avoipur
GPS Dumpather - II
GPS Modoidweep
GPS Innaopother
GPS Kumchaika
GPS Innao Khampti
GPS Innao Singpho
GPS Innao Sengmai

TEACHER'S OUTCOMES

Print Rich Classroom (30-40 Charts)		Classroom Set Up	Students Well Dressed	Joyful Classroom Culture	Lesson Planning	Effective Lesson Execution
Posters displaying Classroom Cultures	Posters Displaying Trackers	Fixed period for RC, S&L, RF and writing	All students wearing neat & Clean shirts and pants	Class rules	Teacher using a lesson plan	Clear Lesson Objective
Posters Displaying Charts for S&L	Posters Displaying Charts for Maths	One Teacher taking atleast the English & Maths herself	All students wearing shoes	Procedures	Teacher knows what to teach for the day	Conduct INM
Posters Displaying Charts for RC	Posters Displaying Charts for RF	Grouping of students based on Baseline Data	All students wearing neck ties	Energisers (Attention Graber)	Teacher uses TLM	Conduct guided Practice
Posters Displaying Charts for RC	Posters Displaying Charts for RF	All students wearing neat & Clean shirts and pants	All students having water bottles	Rewards & Consequences system	Teacher has an assessment ready	Allot time for independent practice
Posters Displaying Charts for RF	Posters Displaying Charts for RF	All students wearing shoes	All students having School Bags	Clear Behaviour expectation	Conduct Assessment to check objective mastery	Fill mastery data in Public Tracker
Fixed period for RC, S&L, RF and writing	One Teacher taking atleast the English & Maths herself	All students wearing neat & Clean shirts and pants	Class rules	Teacher using a lesson plan	Teacher knows what to teach for the day	Clear Lesson Objective
One Teacher taking atleast the English & Maths herself	Grouping of students based on Baseline Data	All students wearing shoes	Procedures	Teacher uses TLM	Teacher has an assessment ready	Conduct INM
Grouping of students based on Baseline Data	All students wearing neat & Clean shirts and pants	All students wearing neck ties	Energisers (Attention Graber)	Teacher has an assessment ready	Conduct Assessment to check objective mastery	Conduct guided Practice
All students wearing neat & Clean shirts and pants	All students wearing shoes	All students having water bottles	Rewards & Consequences system	Allot time for independent practice	Fill mastery data in Public Tracker	Conduct Assessment to check objective mastery
All students wearing neck ties	All students having School Bags	Class rules	Clear Behaviour expectation	Clear Lesson Objective		
All students having water bottles	Class rules	Procedures	Teacher using a lesson plan	Conduct INM		
All students having School Bags	Energisers (Attention Graber)	Energisers (Attention Graber)	Teacher knows what to teach for the day	Conduct guided Practice		
Class rules	Rewards & Consequences system	Rewards & Consequences system	Teacher has an assessment ready	Allot time for independent practice		
Procedures	Clear Behaviour expectation	Clear Behaviour expectation	Conduct Assessment to check objective mastery	Fill mastery data in Public Tracker		
Energisers (Attention Graber)	Teacher using a lesson plan	Teacher using a lesson plan				
Rewards & Consequences system	Teacher knows what to teach for the day	Teacher knows what to teach for the day				
Clear Behaviour expectation	Teacher uses TLM	Teacher uses TLM				
Teacher using a lesson plan	Teacher has an assessment ready	Teacher has an assessment ready				
Teacher knows what to teach for the day	Conduct INM	Conduct INM				
Teacher uses TLM	Conduct guided Practice	Conduct guided Practice				
Teacher has an assessment ready	Allot time for independent practice	Allot time for independent practice				
Clear Lesson Objective	Conduct Assessment to check objective mastery	Conduct Assessment to check objective mastery				
Conduct INM	Fill mastery data in Public Tracker	Fill mastery data in Public Tracker				
Conduct guided Practice						
Allot time for independent practice						
Conduct Assessment to check objective mastery						
Fill mastery data in Public Tracker						

LEARNING OUTCOMES: LITERACY

BASELINE LEARNING LEVEL: BEGINNERS, LETTERS & WORDS

SPEAKING & LISTENING	SL1. Follow and/or respond to simple classroom commands or questions	SL2. Name and describe people, actions and objects from the immediate environment/ things around me (Classroom vocabulary)	SL3. Talk about yourself and your family	SL4. Asking questions to each other- Myself and my family	SL5. Show and tell about things around me in simple sentences such as This is... that is... I like...	SL6. Make simple Request	SL7. Recite rhymes/poems/songs with action, individually and group		
READING FLUENCY	RF1. Read A-Z	RF2. Read a-z	RF3. Identify phonic sound of all the consonant letters	RF4. Identify and name the sound of all the vowel letters (Short sound, long sound and medium sound)	RF5. Reads simple words (CVC words) comprising of at least 2 to 3 alphabets.	RF6. Read simple sentences fluently consisting of at least 8-10 simple words in an age appropriate level text.	RF7. Read and understand the meaning of all the sight words (Pre-primary, Primary and Grade 1)	RF8. Read sentences and paragraphs compost mostly of sight words with fluency.	
READING COMPREHENSION	RC1. Understand and Name different parts of an authentic text- story books, Poems etc. (Front Cover, back Cover, Title, Author, Illustrator)		RC2. Identify characters, setting and main events in a story read aloud to them	RC3. Describe characters, setting and events	RC4. On a story read aloud - Make text to self connections Make predictions based on illustrations Visualise a story	RC5. Retell a story with major events in sequence	RC6. State simple connections to characters and events in the story and their own life	RC7. Identify beginning and end of stories	RC8. Mastery of basic vocabulary and sentence construction (With the given vocabulary and sentences)
WRITING	W1. Writes , draws, and/or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws picture that are recognisable objects/ people		W2. Write short/simple sentences correctly to express oneself.		W3. Recognises naming words, actions words and punctuation marks.	W4. Write a simple paragraph (4-5 sentences) on a familiar topic.			

LEARNING OUTCOMES: NUMERACY

BASELINE LEARNING LEVEL: BEGINNERS, 1DIGIT, 2DIGIT

M1. Read and write number upto 99	M2. Count objects upto 99	M3. Compares two groups in terms of number of objects and uses words like more than, less than, equal to etc.	M4. Arranges numbers/objects/shapes/occurances of events in a sequence
M5. Classifies objects based on their observable chacraterstics and communicate the criteria of classification.		M6. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than, etc in the context of different objects around them.	M7. Uses addition and subtraction of number upto 99, sum not exceeding 99 in daily life situation.
M8. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables), 2, 3 and 4x		M9. Identifies and describes 2D shapes like rectangle, triangle, circle, oval etc.	M10. Uses spatial vocabulary like far, near, in, out, above, below, left, right, front, behind, top, bottom etc.

LEARNING OUTCOMES: LITERACY

BASELINE LEARNING LEVEL: PARAGRAPH & STORY

SPEAKING & LISTENING	SL1. Follow and/or respond to simple classroom commands or questions	SL2. Name and describe people, actions and objects from the immediate environment/ things around me (Classroom vocabulary)	SL3. Talk about yourself and your family	SL4. Asking questions to each other- Myself and my family	SL5. Show and tell about things around me in simple sentences such as This is... that is... I like...	SL6. Make simple Request	SL7. Recite rhymes/poems/ songs with action, individually and group		
READING FLUENCY	RF1. Read A-Z	RF2. Read a-z	RF3. Identify, recognise and distinguish phonic sound of all the consonant letters	RF4. Identify, recognise and distinguish and name the sound of all the vowel letters	RF5. Reads age appropriate authentic story (LEVEL 3) containing 10-20 sentences with sufficient accuracy and fluency to support comprehension	RF6. Read with meaning at least 60 words per minute and with correct pronunciation	RF7. Read and understand the meaning of all the sight words (Pre-primary, Primary and Grade 1, Grade 2 and Grade 3)		
READING COMPREHENSION	RC1. Understand and Name different parts of an authentic text-story books, Poems etc. (Front Cover, back Cover, Title, Author, Illustrator)		RC2. Identify characters, setting and main events in a story read aloud to them	RC3. Describe characters, setting and events	RC4. On a story read aloud - Make text to self connections Make predictions based on illustrations Visualise a story	RC5. Retell a story with major events in sequence	RC6. State simple connections to characters and events in the story and their own life	RC7. Identify beginning and end of stories	RC8. Mastery of basic vocabulary and sentence construction (With the given vocabulary and sentences)
WRITING	W1. Writes , draws, and/or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws picture that are recognisable objects/people		W2. Write short/simple sentences correctly to express oneself.		W3. Recognises naming words, actions words and punctuation marks.	W4. Write a simple paragraph (4-5 sentences) on a familiar topic.			

LEARNING OUTCOMES: NUMERACY

BASELINE LEARNING LEVEL: SUBTRACTION & DIVISION

M1. Read and write number upto 9999	M2. Compares two groups in terms of number of objects and uses words like more than, less than, equal to etc.	M3. Arranges numbers/objects/shapes/occurrences of events in a sequence	M4. Classifies objects based on their observable characteristics and communicate the criteria of classification.
M5. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than, etc in the context of different objects around them.		M6. Uses addition and subtraction of number upto 9999	M7. Solve simple multiplication problems
M9. Estimate and measures length, distance, weight and capacity using standard units like M, KM, KG, G, Litres etc.		M10. Identifies a particular date and corresponding date and corresponding day on a calendar; reads time on a clock in hours and half hours	M8. Solve simple division problems
			M11. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects

SUGGESTIVE DAILY STRUCTURE

Table: Suggestive Class Time Table

TIME	MINS	PERIOD	Description
9:15AM - 9:30 AM	15 Mins	School Assembly	
9:30AM - 09:50AM	20 Mins	Speaking & Listening (Morning Meeting)	This 20 minutes should be used to build speaking and listening skills in the students. The teacher should choose new topic everyday and ensure that every student get a chance to speak in his turn.
9:50AM -10:00AM	10 Mins	Sight Words	Sight Words Charts have to be hanged on the Class Wall and 10 minutes everyday should be used to read Sight Words. In a day the teacher can select 10 words to read. Start with the Pre-Primer Sight Word list first. Once all the students master the Pre-Primer Sight Words, the teacher can then start teaching Primary Grade Sight words, then Grade 1 sight words and so on.
10:00AM - 10:30AM	30 Mins	Phonic PPA Fluency	A separate period for Reading Fluency have to be allotted in the time table. Choose a daily objective according to the Literacy progression plan and teach for 30 minutes daily. Start with the Letters first, once you are sure that the students know all the English letters, you can start teaching phonics and word families. The objective of this period is to teach how to read.
10:30AM - 11:00AM	30 Mins	Writing	A separate Writing class for 30 minutes to teach Writing Skills in students. The Writing class can be taken on alternative days or regular according to the teacher convenient. The teacher can pick the daily objectives from the objectives lists.
11:00AM - 11:10AM	10 Mins	Break	
11:10AM - 11:20PM	20 Mins	Explicit Vocabulary	This period is mainly to accelerate reading in students so that its easier for them to pick up reading strategies taught in RC class. In this period the teacher will have to teach only 6 words in a day. The plan is provided in the respective section.
11:20PM - 12:00PM	30 Mins	Maths	A 30- 40 minutes Math class to teach Foundational Numeracy. The daily objectives for each of the Learning Outcomes are given in the Maths Section.
12:00PM - 12:30PM	30 Mins	Reading Comprehension	30 minutes everyday for story reading and to teach Reading Comprehension skills have to be taken separately. In this class you will pick one or two literally elements and one comprehension strategy. The daily objectives and plan have been created for the teacher in the RC section.
12:30PM - 01:00PM	30 Mins	Hindi Social Science	This is an open period where a different teacher or the same teacher can take this period either to teach Hindi or Social Science.

SUGGESTIVE WEEKLY PLAN

TIME	MINS	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:15AM - 9:30 AM	15 Mins	School Assembly						
9:30AM - 09:50AM	20 Mins	Speaking & Listening (Morning Meeting)	Some classroom rules & commands	Some classroom rules & commands	I am... (Myself vocabulary) I like...			
9:50AM -10:00AM	10 Mins	Sight Words	Pre-Primer Sight Words					
10:00AM - 10:30AM	30 Mins	Phonic PPA Fluency	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter (c, a, t, s) SWBAT blend and segment letters (c, a, t, s) and form simple cvs words.	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter (c, a, t, s) SWBAT blend and segment letters (c, a, t, s) and form simple cvs words.	SWBAT match spoken words to print and track as the teacher reads SWBAT identify that letters form words and words form sentences	SWBAT match spoken words to print and track as the teacher reads SWBAT identify that letters form words and words form sentences	Review	Assess
10:30AM - 11:00AM	30 Mins	Writing	SWBAT draw a recognizable picture.			SWBAT imitate writing.		
11:00AM - 11:10AM	10 Mins	Break						
11:10AM - 11:20PM	20 Mins	Explicit Vocabulary	Teach 6 words a day : The, A, Boy, Girl, Run, Eat Students should be able to independently read these words Students should know the meanings of the words (except a, the etc)	RECAP & REVISE	Teach 6 words a day : In, to, Cat, dog Sit, read Students should be able to independently read these words Students should know the meanings of the words (except a, the etc)	RECAP & REVISE	Teach 6 words a day : And, on, House, tree Go, Students should be able to independently read these words Students should know the meanings of the words (except a, the etc)	RECAP & REVISE
11:20PM - 12:00PM	30 Mins	Maths	SWBAT match and sort objects	SWBAT compare and order objects based on size and weight.	SWBAT make rules to sort objects	Revision	Assesment	Revise
12:00PM - 12:30PM	30 Mins	Reading Comprehension	Follow words from left to right and top to bottom of a page	Identify front cover, back cover, and title of the book, name of author, page number What is the title of the story? Who is the author? Who has written this story?	SWBAT identify characters Who is in the story?	SWBAT identify character actions What is ____ doing?	Revise and Assessment	
12:30PM - 01:00PM	30 Mins	Hindi Social Science						

Students acquire knowledge and skills most effectively through the “I do, we do, you do” approach. This means that teachers first show or model for students what they need to know or be able to do (“I do”). Then students are given adequate time to practice together with assistance of their teacher and peers (“We do”), followed by a period where they attempt to demonstrate mastery of the knowledge and skills on their own (“You do”). This “I do, we do, you do” framework serves as the basis for one of the most common lesson structures - the Five-Step Lesson Plan.

The Components of the Five-Step Lesson Plan

STEP 1: The Opening - What Students Will Learn and Why It Is Important:

- Communicate to students **WHAT** they are going to learn.
- Communicate to students **WHY IT IS IMPORTANT** to learn this material.
- Communicate to students **HOW IT RELATES** to what has been done previously.
- Communicate to students **HOW** the learning will occur.
- Engage students and **CAPTURE THEIR INTEREST**.
- Provide and model **CLEAR, HIGH EXPECTATIONS OF BEHAVIOUR** (as to materials and activities).
- Check for understanding by asking students to **SUMMARISE EXPECTATIONS** and **ASK CLARIFYING QUESTIONS**

STEP 2: Introduction to New Material - The Explicit Explanation:

- What information will you convey? Emphasise and reiterate key points without glossing over ideas or drowning students in detail.
- How will you convey the information? Use multiple approaches when presenting new information.
- What will students be doing? Children do not learn as passive agents, so build in activities that allow students to “take in” the information.
- How will you know that your students understand? Target potential misunderstandings.
- How will you know that your students understand? Check for understanding.

STEP 3: Guided Practice:

- Be clear about and model behavioural expectations.
- Ensure that all students have an opportunity to practice.
- Use multiple opportunities for practice.
- Scaffold practice exercises from easy to hard.
- Be clear how an activity aligns to the objective.
- Monitor and correct student performance.

STEP 4: Independent Practice:

- Be clear about and model behavioural expectations.
- The activity should focus on the achievement of the objective.
- All students should have to master the skill or knowledge independently.

STEP 5: The Closing - Stressing Connections and Checking for Understanding:

- Reemphasises and clarifies the objective that the students have learned.
- Reemphasises the significance of that objective.
- Assesses students’ mastery of—or progress toward—that objective.

Sl. No	Learning Outcomes	TLM/Posters	Descriptions
1	Students wearing complete uniform with shoes, tie, having a school bag and a water bottle	A poster showing ideal complete uniform wearing by a student.	One chart paper showing a boy/girl in complete perfect uniform to be hanged on the classrom wall.
2	Positive classroom culture with defined class rule, procedures, rewards and consequences system, clear behaviour expectation	Classroom rule displayed on a chart	Every class will create classroom rules for which there will be reward and consequences. Clear Class rule will be publicly displayed.
		Behaviour Tracker	Every students behaviour will be tracked publicly. Points or marking will be given for behaviour. This will be track on a chart paper where students name against their behaviour will be tracked.
3	SL1. Follow and/or respond to simple classroom commands or questions	Posters depicting all the classroom commands such as sit down, stand up, write etc.	This TLM will show photos with actions of all the classroom commands.
4	SL2. Name and describe people, actions and objects from the immediate environment/ things around me (Classroom vocabulary)	Poster showing people from different profession describing themselves, actions and objects.	This TLM will help students to get idea how different people from different profession describe themselves, talk about objects and their actions.
	SL3. Talk about yourself and your family	Family Relationship card	This TLM will show the different types of relationships with pictures.
5	SL4. Asking questions to each other- Myself and my family	Family/relationship	This family relationship chart will help students to learn relationship vocabulary.
6	SL5. Show and tell about things around me in simple sentences such as This is... that is... I like...	Asking question to each other myself and my family	The display of this TLM will help students memorize commonly used conversational question words and sentences in daily life.
	SL6. Make simple Request	Make simple request	This TLM will help students learn how and when to make requests through visual poster.
7	SL7. Recite rhymes/poems/songs with action, individually and group	Action verbs chart paper	Actions words poster will help students to different meaning of actions showing in the pictures.
8	RF1. Read A-Z	Alphabets Poster	Teachers will keep displaying Alphabets chart papers in all the classes.
	RF2. Read a-z	CVC word chart paper	CVC words posters will help students learn the sound of the individual letters.
9	RF3. Identify phonic sound of all the consonant letters	Phonic Word Sound of Consonant Letters Poster	Consonant Sound Poster will help children learn consonant letter-sound relationships because English uses letters in the alphabet to represent sounds. Phonics help children learn how to read and learn the sounds that each letter makes, and how a change in the order of letters changes a word's meaning.

Sl. No	Learning Outcomes	TLM/Posters	Descriptions
10	RF4. Identify and name the sound of all the vowel letters (Short sound, long sound and medium sound)	Long Vowel Sound Poster	This TLM will help students to know how to decode vowels to help them to understand the words accurately.
	RF5. Reads simple words (CVC words) comprising of at least 2 to 3 alphabets.	Short vowel sound Poster	This TLM will help students to know how to decode vowels to help them to understand the words accurately.
11	RF7. Read and understand the meaning of all the sight words (Pre-primary, Primary and Grade 1)	Pre-Primary Sight Word Poster	This TLM Sight Word will help students to recognize instantly without sounding them out. Recognizing words by sight helps kids become faster, more fluent readers.
		Primary Sight Word Poster	This TLM Sight Word will help students to recognize instantly without sounding them out. Recognizing words by sight helps kids become faster, more fluent readers.
		Grade 1 Sight Word Poster	This TLM Sight Word will help students to recognize instantly without sounding them out. Recognizing words by sight helps kids become faster, more fluent readers.
12	RF8. Read sentences and paragraphs composed mostly of sight words with fluency.	Sight words paragraph poster	This TLM will give students idea how sight words can be used in sentences and paragraphs.
	RF1. Read (A-Z) and (a-z)	Capital & Small Letter poster	TLM will help students learning to recognize, memorize and distinguish of both capital and small letters.
	RF7. Read and understand the meaning of all the sight words (Pre-primary, Primary and Grade 1, Grade 2 and Grade 3)	Posters with sight words and their meanings.	These TLMs will help students learn to read sight words and their meanings.
15	RC1. Understand and Name different parts of an authentic text- story books, Poems etc. (Front Cover, back Cover, Title, Author, Illustrator)	Book with covers (front, back, author, title)	This TLM will help students learn different coomponents (front cover, back cover, writer/ author, title and illustrator) of book, story or rhymes and author.
16	RC2. Identify characters, setting and main events in a story read aloud to them	Posters with Characters, setting and events of story,	This TLM will help students to understand and know different components such as characters, setting, events, plots of a story.
17	RC4. On a story read aloud - Make text to self connections Make predictions based on illustrations Visualise a story	Poster showing how to self-connect with texts of the story.	This TLM will give idea to students on how to self-connect with the texts of the story.
18	RC5. Retell a story with major events in sequence	Poster showing how to take out major events out of a story.	This TLM will help students to learn how to take out major events out of any story they read.
19	RC7. Identify beginning and end of stories	Poster showing beginning and ending part of story.	This TLM will help students to understand the beginning and ending part of a story.
21	W2. Write short/simple sentences correctly to express oneself.	Poster with self-expression using simple sentences.	This TLM will give idea to students how to self-express using simple sentences.

Sl. No	Learning Outcomes	TLM/Posters	Descriptions
22	W3. Recognises naming words, actions words and punctuation marks.	Poster with words-categories (naming & action words) and punctuations.	This TLM will give the idea of words-categorization to students. They will also learn correct usage of punctuation.
23	M1. Read and write number upto 99	Number chart 1-100	This TLM will help students to learn counting easily.
24	M2. Count objects upto 99	Number flash cards	This TLM will help students to learn counting playfully.
	M3. Compares two groups in terms of number of objects and uses words like more than, less than, equal to etc.	Poster showing comparison between objects using symbols or signs.	This TLM will help students to understand and learn concept of comparison between objects using different symbols.
25	M4. Arranges numbers/objects/shapes/ occurrences of events in a sequence	Posters for even, odd, increased or decreased order of numbers and objects arranged based on shapes such as square, circle, triangular, rectangular etc.	These TLMs will help students to learn concept of arranging numbers and objects based on specific pattern, shapes and sequence.
26	M5. Classifies objects based on their observable characteristics and communicate the criteria of classification.	Poster showing units of masses.	This TLM will help students learn various units of masses.
	M6. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than, etc in the context of different objects around them.	Poster displaying concept of weight, length and height.	This TLM will give clear understanding of concept of comparison and teach related terms and vocabularies.
27	M7. Uses addition and subtraction of number upto 99, sum not exceeding 99 in daily life situation.	Poster showing concept of addition, subtraction.	This TLM will help students to learn the concept of addition and subtraction of numbers.
28	M8. Performs multiplication as repeated addition and division as equal distribution/ sharing and constructs multiplication facts (tables), 2, 3 and 4x	Poster showing multiplication chart	This TLM will help students to learn easy method for multiplication.
29	M10. Uses spatial vocabulary like far, near, in, out, above, below, left, right, front, behind, top, bottom etc.	Poster for showing specific positions of persons or objects.	This TLM will give idea to students about different positions and vocabularies used for describing them.
30	M1. Read and write number upto 9999	Poster displaying number up to 9999	This TLM will help students for easy learning of numbers up to 9999.
	M8. Solve simple division problems	Poster for displaying the concept of division.	This TLM will teach the concept of division using vocabularies such as dividend, divisor, quotient and remainder.
36	M10. Identifies a particular date and corresponding date and corresponding day on a calendar; reads time on a clock in hours and half hours	Poster showing concept of months, date and time.	This poster will help students to identify date, time and months which is related with our daily real life.
	M11. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects	Poster with object showing different shapes and angles.	This TLM will help students to identify and recognise different shape of the objects we make size in different forms.

LESSON PLAN TEMPLATE

Subject-	Grade-	Learning Outcome:	Duration-
1. What are we going to learn and why is it important?			
Lesson Objective-			
Purpose:			
2. How will we show what we have learned?			
Assessment:			
Exemplar Student Response/Evaluation Criteria:			
3. Key points			
<u>Knowledge we will learn:</u>			
<u>Skills we will practice:</u>			
<u>Steps to build skill (steps that students should follow from the assessment question to the exemplar student response):</u>			
<u>Way we will connect this back to ourselves and the world:</u>			
4. Lesson Method: How will we learn in a way that is fun, fast effective and joyful?			
Opening: Students explore what we will learn and why (time)			
INM: Students engage with new information (time)			
Guided Practice: Students practice, identify misconceptions, give and get feedback (time)			
Independent Practice/Assessment: Students show & evaluate learning independently (time)			
Closing Circle: Students summarize takeaways and make connections (time)			
Learning Beyond Class: Projects and home work to continue learning outside of class (time)			

SPEAKING & LISTENING AND VOCABULARY BUILDING

SPEAKING & LISTENING

Topic	Vocabulary	Topic	Vocabulary	Topic	Vocabulary
Myself - nouns	Hand	Myself - verbs	Sit	Conversational words	Yes
	Foot		Stand		No
	Nose		Walk		Hello
	Mouth		Come		Goodbye
	Eyes		Go		Me
			Stop		
			Open		
			Close		
			In		
			Out		
Classroom Commands	Go/come/follow	Classroom commands	Write	Classroom commands	Pass
	Hit/fight		Sing		Get
	Put (away)		Wash		Stand
	Draw		Eat		Share
	Read		Clean		Erase
	Speak/tell/say		Take (out your_____)		Track/Look/watch
	Repeat		Raise (your hand)		Work
	Listen		Give		Circle/underline
					Point/Find
Classroom/School - nouns	Bench	Classroom/School - nouns	Book	Classroom/School - nouns	Hallway/Corridor
	Chair		Paper		Principal/HM
	Board		Teacher		worksheet
	Classroom		Student		picture
	School		Partner		Notebook
	Fan		Pencil		Dustbin
	Window		Sharpener		clock chair
	Door		Eraser, Rubber		Chair
	Chalk		Water bottle		Chart
	Duster		Cabinet		Friend

SPEAKING & LISTENING	
WEEK 1	I am... (Myself vocabulary) I like... Some classroom rules & commands
WEEK 2	This is.. that is... (classroom vocabulary) Some classroom rules & commands
WEEK 3	Things around me - This is.. that is.. I like.. Show & Tell
WEEK 4	Personal experiences - My Family He is... She is... They are...
WEEK 5	Asking questions to each other - myself & my family
WEEK 6	Talk about yourself and your family (using new vocabulary words)

ACTIVITY 1: Simon Says

Learning Outcome:	SL1. Follow and/or respond to simple classroom commands or questions
Instructions	All students will play together-standing
<p>Process:</p> <ol style="list-style-type: none"> 1. Call out some instructions and instruct learners to enact only those instructions that begin with the phrase 'Simon says',"Jump and clap"; 2. If the learner performs an action that Simon did not call out, he/she will be asked to sit down. The last learner standing will be the winner. 	

ACTIVITY 2: Name Some

Learning Outcome:	SL2. Name and describe people, actions and objects from the immediate environment/ things around me (Classroom vocabulary)
Instructions	All students will play together- standing
<p>Process:</p> <ol style="list-style-type: none"> 1. Instruct learners to take turns and name/write 1-2 things in English that (call out any one of the following statements): <ul style="list-style-type: none"> • Begin with the letter 'p' (or any other letter) • Are red in colour (or any other colour, shape, etc.) • Are present at home (or school, market, etc.) • Are names of fruits (or vegetables, animals, birds, etc.) 	

ACTIVITY 3: Pictionary

Learning Outcome:	SL2. Name and describe people, actions and objects from the immediate environment/ things around me (Classroom vocabulary)
Instructions	All students will play together-standing
<p>Process:</p> <ol style="list-style-type: none"> 1. Organize learners into small groups. 2. Select some words, draw their pictures on the board (one at a time) and ask each group to guess and call out each picture's name in English. 3. The group that is able to guess each pictures' name in English first, wins. 	

ACTIVITY 3: Pictionary-1

Learning Outcome:	SL4. Asking questions to each other- Myself and my family
Instructions	Role Play- Two student in a group
<p>Process:</p> <ol style="list-style-type: none"> 1. The teacher will show demo with one student and will ask questions in English such as What is your father name, how many brothers and sisters. And the student will answer. 2. The students will make a group of two and choose a place to role play. First one student will ask question and other will answer. 3. The teacher may then ask students share in a larger group. 	

This is a small 20 - 40 minute slot which integrates sight words, phonics, vocabulary, comprehension. It helps emergent and beginning students build their reading skills by scaffolding and spiralling the words and sentences. We teach few words, use those same words to form sentences and same words to form a comprehension passage. This is mainly to accelerate reading in students so that its easier for them to pick up reading strategies taught in RC class. This by itself is not RC. Students confidence dramatically improves after day 1, since after learning 6 words they can read and comprehend sentences. Hence it is a great way to build investment and confidence for ELL students.

PROGRESSION

1. **Teach 6 words a day (from the table 1) - 10mins**
 - Students should be able to independently read these words
 - Students should know the meanings of the words (except a, the etc)
2. **Teach the sentences (from table 2) - 10mins**
 - Students should be able to independently read the sentences (after you model 1)
 - Students should be to act the meaning
3. **Draw a picture which shows the sentence - 10mins**
 - Picture should contain mainly the words and sentences that have already been taught
 - SWBAT label the picture
 - SWBAT form sentences (looking at the words taught)
 - SWBAT answer oral questions (who, what, where)
4. **Students practice - 10mins**
 - SWBAT read simple sentences independently and answer questions

TABLE 1

Week	Day	Sight Words	Picture Nouns	Action words
Week 1	1	The , a	Boy, girl	Run, eat
	2	RECAP + REVISE		
	3	In, to	Cat, dog	Sit, read
	4	RECAP + REVISE		
	5	And, on	House, tree	Go,
Week 2	1	It, big	Book, apple	Drink, walk
	2	RECAP + REVISE		
	3	Can, you	ball, bird	come, play
	4	RECAP + REVISE		
	5	I, we	Sun, man	Hit, talk
Week 3	1	Not, is	Car, bus	Sing, dance
	2	RECAP + REVISE		
	3	Red, blue	Door, bag	Jump, write
	4	RECAP + REVISE		
	5	For, see	Table, pencil	sleep

Week	Day	Sight Words	Picture Nouns	Action words
Week 4	1	who, yellow	Chair, fish	look, cry,
	2	RECAP + REVISE		
	3	Where, little	Flower, garden	Find, help
	4	RECAP + REVISE		
	5	What, me	School, boat	Make, wash
Week 5	1	Up, down	road, water	Think, like
	2	RECAP + REVISE		
	3	My, said	Brother, sister	Give, take
	4	RECAP + REVISE		
	5	At, do	Train, plane	Love, fight
Week 6	1	He, she	Mother, father	Ask, clean
	2	RECAP + REVISE		
	3	Yes, no	Horse, elephant	Cook, work
	4	RECAP + REVISE		
	5	This, that	Children, milk	Laugh, carry

WEEK 1

Day 1 & 2 : (the, a, boy, girl, run, eat)

A boy	The boy
A girl	The girl
A boy runs	A boy eats.
A girl runs	The girl runs.

Day 3 & 4: (in, to, cat, dog, sit, read the, a, boy, girl, run, eat)

A cat	The dog
A cat runs	A dog eats
A boy sits	The girl reads
The cat sits	The dog runs

Day 5: (and, on, house, tree, go, in, to , cat, dog, sit, read the, a, boy, girl, run, eat)

The house	A tree.
The boy eats	The girl reads
The cats run	The dogs sit
The boy and girl.	The cat and dog
The boy and girl go	The cat and dog go.
The boy runs to the tree	The cat sits in the house
A girl reads in the house	A dog eats in the house
The boys go to the house	The cats run to the tree.
The girls go to the house	The cat and dog go to the tree
The boy and girl go to the house	The cat and dog run in the house
The cat sits on the house.	

WEEK 2

Day 1& 2: (it, big, book, apple, drink, walk in, to , cat, dog, sit, read the, a, boy, girl, run, eat, and, on, house, tree, go)

The big book	A big apple
The big tree	
The big boy	A big house
A big dog runs.	A big boy reads.
The cat eats apple.	A boy reads a book
The girl eats apples.	A big girl drinks.
The girl walks in the house	A boy reads in the house
The boy eats apples in the house	A girl reads a book in the house.

Day 3 & 4 (can, you, ball, bird, come, play, it, big, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, a, boy, girl, run, eat)

I can run	You can read
It is a ball	The birds fly
The boy plays	You can come
I can eat	The dog can run
A girl runs to house	The boy reads book
The bird sits on the tree	A girl plays ball
The cat sits on the tree	A girl eats an apple
It is a big house	I can walk

Day 5 & 6 (I, we, sun, man, hit, talk, can, you, ball, bird, come, play, it, big, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, a, boy, girl, run, eat)

I eat apple	we can play
The man reads book	A boy hits the dog
The girl talks	We can run and play
The man talks to the girl	The man walk to the house
I can play ball	The girl hits the bird
I can read books	A big man drinks
The big sun	It is a big ball

WEEK 3

Day 1 & 2 (not, is, car, bus, sing, dance, we, sun, man, hit, talk, can, you, ball, bird, come, play, it, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, boy, girl, run, eat

The bird can not run	The girl can dance
The boy sings	The bus hit the man
The sun is big	The man sits on the bus
The bird sings on the tree	A big car is in the house
It is a big tree	The boy sits in the bus
The man can sing and dance	The bus is big
A boy eats an apple in the car	The girl can not play ball

Day 3 & 4: (red, blue, door, bag, jump, write, not, is, car, bus, sing, dance, we, sun, man, hit, talk, can, you, ball, bird, come, play, it, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, boy, girl, run, eat

The apple is red	A blue bag
The boy jumps	The girl read and write
A girl jumps	The boy can writes
The house door is blue	The man hits the door
The house is red	It is a big bag
It is a big red car	The girl eat the red apple
The man jump	The ball is blue

Day 5 & 6

(for, see, table, pencil, sleep, red, blue, door, bag, jump, write, not, is, car, bus, sing, dance, we, sun, man, hit, talk, can, you, ball, bird, come, play, it, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, boy, girl, run, eat)

The boy sleeps in the house	The birds sleeps on the tree
I see a girl dancing	The book is in the table
It is a pencil	The boy jumps for the pencil
I see a red apple	The boy sing for the girl
The cat sit on the table	The pencil is on the table

WEEK 4**Day 1 & 2**

(who, yellow, chair, fish, look, cry , for, see, table, pencil, sleep, red, blue, door, bag, jump, write, not, is, car, bus, sing, dance, we, sun, man, hit, talk, can, you, ball, bird, come, play, it, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, boy, girl, run, eat)

It is a chair	Who is the boy
The fish look big	The cat jumps to eat the fish
It is a yellow table	The boy cry for an apple
The girl sits in the chair	The yellow bird sit on the tree
Who jump on the table	A man sit on the chair
The cat sit on the yellow bus	The dog cry

Day 3 & 4

(where, little, flower, garden, find, help, who, yellow, chair, fish, look, cry , for, see, table, pencil, sleep, red, blue, door, bag, jump, write, not, is, car, bus, sing, dance, we, sun, man, hit, talk, can, you,ball, bird, come, play, it, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, boy, girl, run, eat)

The little boy runs	where is the dog
The girl play in the garden	The car hit the little cat
The flower is red	The boy run to help the cat
Can you help the man	Can you find the dog
The man walk in the garden	A litter girl cry

Day 5 & 6

(what, me, school, boat, make, wash, where, little, flower, garden, find, help, who, yellow, chair, fish, look, cry , for, see, table, pencil, sleep, red, blue, door, bag, jump, write, not, is, car, bus, sing, dance, we, sun, man, hit, talk, can, you,ball, bird, come, play, it, book, apple, drink, walk, and, on, house, tree, go, in, to, cat, dog, sit, read, the, boy, girl, run, eat)

The school bus is yellow	I go to school
It is a big boat	I can wash my bag
The boy wash the car	What can i do
A boy makes the chair	Can i go to school
The girl helps me to write	The boy sits on the boat
Look at me	What a big house

WEEK 5

Day 1 & 2

I like to sing and dance	The girl looks up to the sun
The girl drinks water	I like to eat fish
I find the cat on the road	The dog jump in to the water
The bus run on the road	Can i sit down
The boy drinks water	I think you can do it

Day 3 & 4

My little sister reads the book	The girl takes the dog to walk
It looks like a dog	Give me my bag
My brother jump in the water	The man said it is a big flower garden
My brother likes to play	Can i give you a flower
The boy give me a pencil	My brother take me to the walk
The boy said to a girl to run	My sister said me to read and write

Day 5 & 6

You can do it	The train runs
I love my school	The girl love to sing and dance
I love my brother and sister	we fight for pencil and bag
Do you like fish	The dog jump at the girl
I see a plane	Do i come to the house
What to do	Look at the car

WEEK 6

Day 1 & 2

He is my brother	I love my father and mother
She is my sister	You can ask me for help
The girl clean the house	The boy cleans the garden
The boy ask me to clean the car	Ask to open the door
She loves to sit on the boat	He loves to sleep
She think to dance	He comes to play

Day 3 & 4

Yes i can do it	The elephant is big
She loves to cook	The boy sits on the elephant
The horse runs	No i can not jump
The litter girl sits on the horse	I said No
Mother and father like to talk	The girl cook fish at the house
No i can not fight	Father work s at the flower garden

Day 5 & 6

You can carry the school bag	The boy love to drink milk
The childrens loves to eat apple	She laughs at me
Is that a dog	That is a big elephant
This is a horse	Brother and sister fight for milk
The girl laugh at my school bag	The litter boy laughs at his mother
The man make the children laugh	The girl said that she can carry the school bag

WRITING	
WEEK 1	SWBAT draw a recognizable picture. SWBAT imitate writing.
WEEK 2	SWBAT write letters in print script. SWBAT write his/her own name.
WEEK 3	SWBAT recall and write known sight words. SWBAT imitate the spellings of words by using known letters. SWBAT write about something that happened to you using pictures and words.
WEEK 4	SWBAT write from left to right and top to bottom. SWBAT write simple CVC words. SWBAT write about something that happened to you using pictures and words.
WEEK 5	SWBAT label familiar objects or pictures SWBAT write and draw about their family
WEEK 6	SWBAT incorporate vowels when attempting the spellings of words. SWBAT include space between words. SWBAT draw about a personal experience and write a story using pictures, new words and labels for your pictures

SIGHT WORD AND READING FLUENCY

To succeed in school, a child needs to be able to read 220 vitally important, high-frequency words---words like I, and, go, what, are, etc., which are "connecting" words that give sentences their meaning.

These 220 words were identified by Edward William Dolch PhD. in 1948. Dr. Dolch's theory was that if children could read these words rapidly and without conscious effort, they would be well on their way to becoming good readers

For example, the red words in the following sentence are all "Dolch" words:

The dog ran after the cat, but the cat got away.

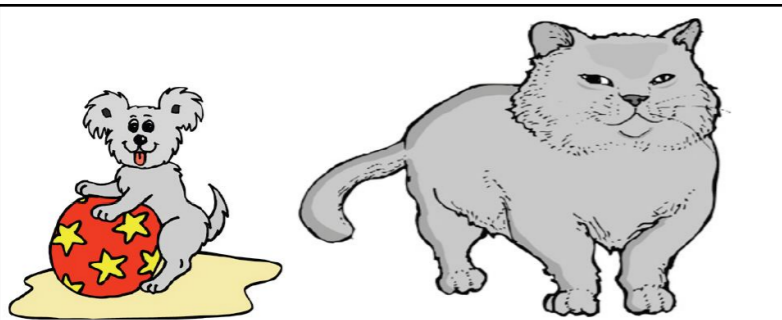
Dolch words constitute 50--80% of the words in ALL materials written in the English language.

The goal is , by the end of this unit, a child should not only know every single word on the Dolch list, but how to say it, spell it and what it means in context.

INSTRUCTION FOR TEACHING: Teach 5-10 words a day using the Sight Word Chart Paper. First you read and students will read along with you. Then let the student read individually and in group. They should know the spelling and meaning of the words.

Pre-primer		Primer		First		Second		Third	
a	look	all	out	after	let	always	or	about	laugh
and	make	am	please	again	live	around	pull	better	light
away	me	are	pretty	an	may	because	read	bring	long
big	my	at	ran	any	of	been	right	carry	much
blue	not	ate	ride	as	old	before	sing	clean	myself
can	one	be	saw	ask	once	best	sit	cut	never
come	play	black	say	by	open	both	sleep	done	only
down	red	brown	she	could	over	buy	tell	draw	own
find	run	but	so	every	put	call	their	drink	pick
for	said	came	soon	fly	round	cold	these	eight	seven
funny	see	did	that	from	some	does	those	fall	shall
go	the	do	there	give	stop	don't	upon	far	show
help	three	eat	they	going	take	fast	us	full	six
here	to	four	this	had	thank	first	use	got	small
I	two	get	too	has	them	five	very	grow	start
in	up	good	under	her	then	found	wash	hold	ten
is	we	have	want	him	think	gave	which	hot	today
it	where	he	was	his	walk	goes	why	hurt	together
jump	yellow	into	well	how	were	green	wish	if	try
little	you	like	went	just	when	its	work	keep	warm
		must	what	know		made	would	kind	
		new	white			many	write		
		no	who			off	your		
		now	will						
		on	with						
		our	yes						

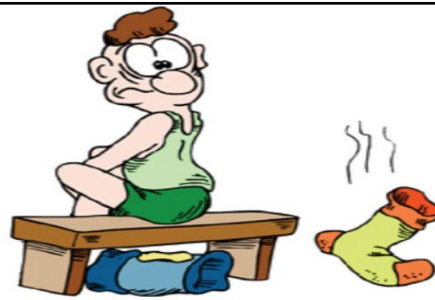
1. Select a sight word sentence the below sentences that needs to be discussed with learners.
2. Organise learners in a circle and read the sentence written on the sentence strip with fluency, expressions and correct pronunciation for 2-3 times (or as many times as required by learners). Show and discuss the illustration(s) for one or more words on the strip (if applicable) and discuss its meaning with learners.
3. Discuss the meaning of the sentence read with learners.
4. Ask learners to read the same sentence, one learner at a time.



Little Dog will help Big Cat find the red ball.



Come down and see me make this bug go away.



My yellow sock is lost. I have one sock now.



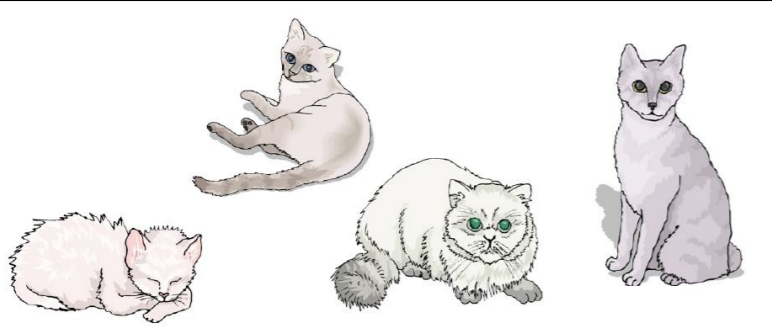
The two funny frogs jump into the blue pool.



Can we run up a hill and play? I said.



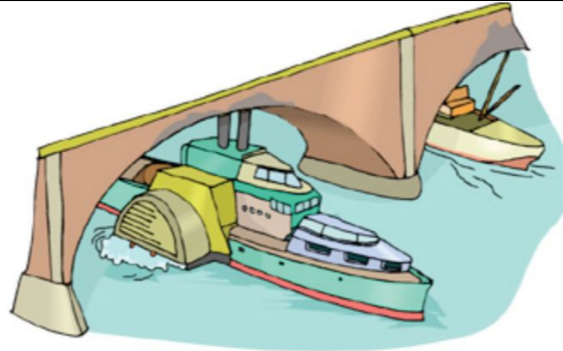
Where is it? Look here! I see it!



Did you like the four white cats? Well, yes.



Bob ate what was on his dish.



He will ride with me under the new bridge.



She saw that cake and now she wants to eat it.



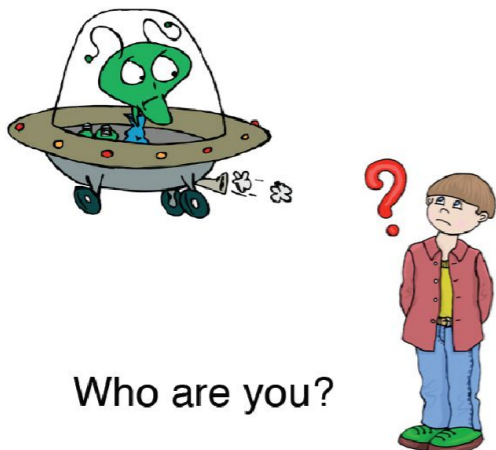
We have three big hugs for you.



They all went out into the blackness.



The brown bear must have too much honey.



Who are you?



Just stop and ask her to let you walk.



Could you put them over by the open can?



We ran there but he came to get us soon.



I am pretty pleased with this good job.



We will call around to buy five wishes.



We wash fast first then sit upon the chair.



These would work if you pull off the green frogs.



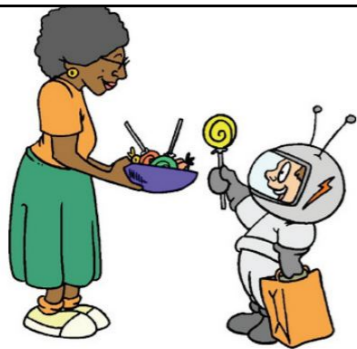
Always sing right before you go to sleep.



How pretty you look in that red dress.



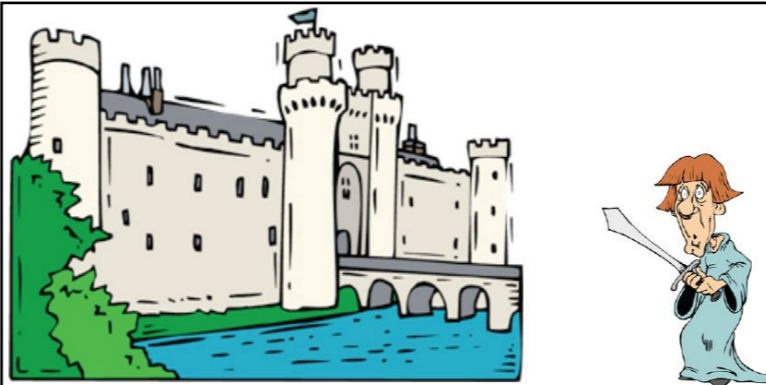
Write your best story because you are going to read it.



Say thank you for any candy you take from her.



As you eat, have an apple, then some milk.



I think once he had to live there.



My old dog ate the round frisbee again.



How do you know when the birds fly south?



Were you going to give him some of his cake?



I got hurt when I took a fall and now I have a cut.



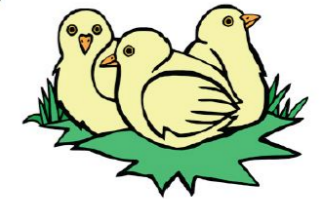
I never go far on my own, only together with a friend.



Ten kind kids made my coin bucket full.



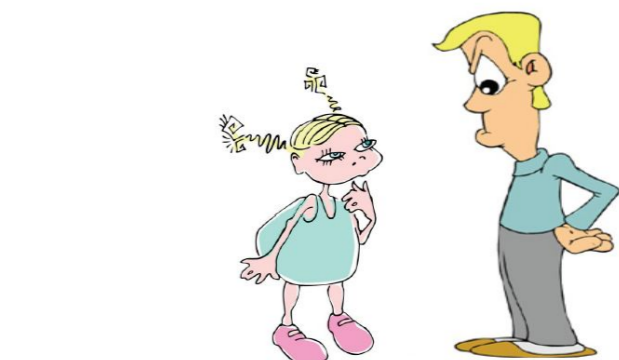
About how long will it take for seven flowers to grow?



If I keep the light on them, the chicks will stay warm.



Their car goes ZOOM!



Does she tell him where she has been?



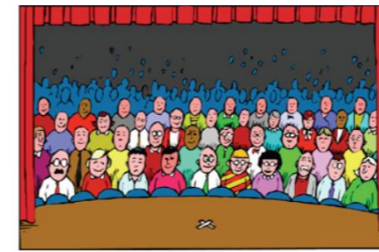
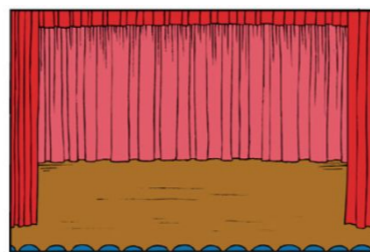
She will bring a hot drink to you and I'll hold a cold one for myself.



I will try to draw much better.

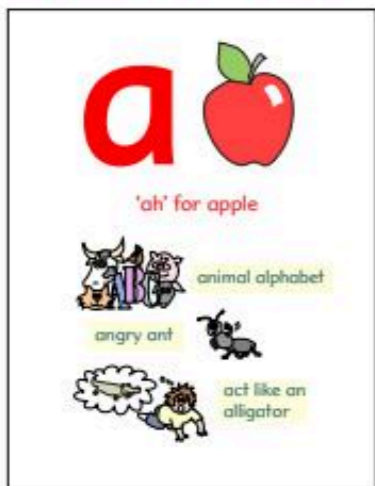


Today, the six of us shall pick and clean all the small apples we can carry.



We will start the show at eight and when it is done, everyone will laugh.

Alphabet "Wall"



Alphabet Review:

- Letters **c,a,t,s**

Word Wall (or flash cards):

at, cat, sat

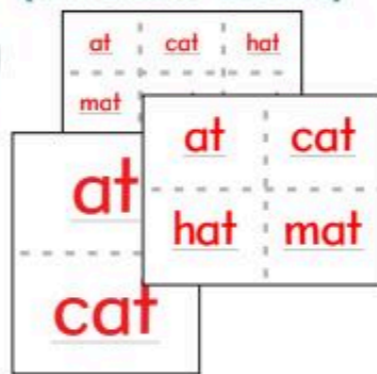
Reading:

- Look At My Cat
- The Cat In The Window

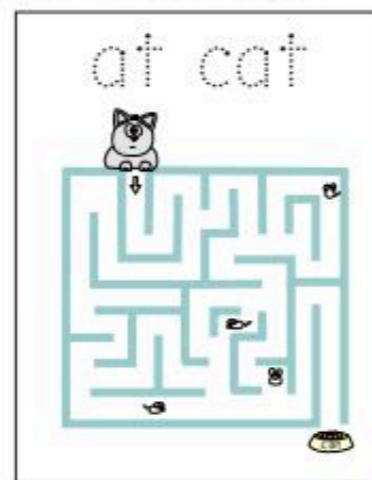
Activities:

Activity Sheets 1 & 2

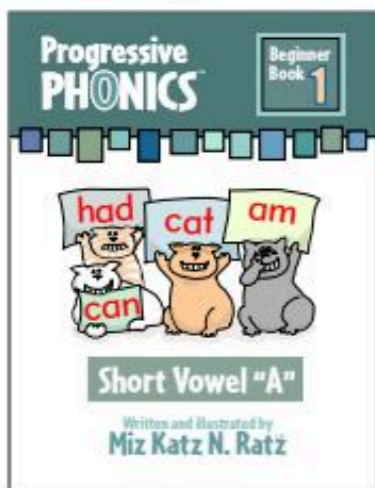
Word "Wall"
(or flash cards)



Activity Pages



Reading



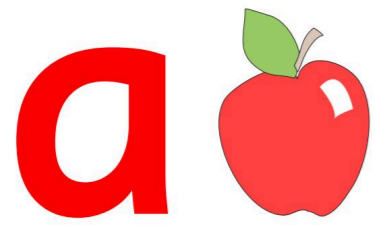
INSTRUCTION FOR DAILY CLASS

1. Every Reading Fluency class will include 4 components: The sound of the letters, Bending, Decoding and Encoding CVC words, Reading a story book containing all the CVC words and doing a completing an activity worksheet.
2. Every week the teacher will focus only on few letters and corresponding words blended by those letters.
3. The daily lesson objectives are already provided aligned to the Learning Goals in the next few pages.
4. The Teacher have to pick one objective for a day and teach accordingly.
5. The Reading Books and the Activity pages will be provided separately and are not included in this handbook.

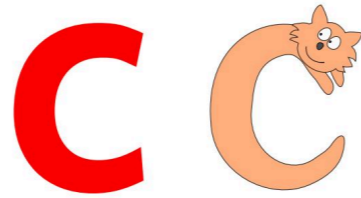
week 1	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter (c, a, t, s)
	SWBAT hear and identify the sounds of c, a, t, s in the beginning, middle and end of a spoken word.
	SWBAT blend and segment letters (c, a, t, s) and form simple cvs words.
	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter (m, r, h), Suggested revision of letters (c, a, t, s)
	SWBAT hear and identify the sounds of m, r, h in the beginning, middle and end of a spoken word. (Suggested revision of c, a, t, s).
	SWBAT blend and segment letters (m, r, h) with vowel "a" and form simple cvs words.
	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter (n & d). (Suggested revision of letters c, a, t, s, m, r, h).
	SWBAT hear and identify the sounds of n & d in the beginning, middle and end of a spoken word. (Suggested revision of c, a, t, s, m, r, h,)
week 2	SWBAT blend and segment letters n, d, and form simple words with vowel 'a'.
	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter 'e' and revise all other letters so far.
	SWBAT hear and identify the sounds of 'e' in the beginning, middle and end of a spoken word.
	SWBAT blend and segment letters with 'e' and form simple words.
	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letter 'b' and revise all other letters so far.
	SWBAT hear and identify the sounds of 'b' in the beginning and end of a spoken word.
	SWBAT blend and segment letters with 'b' and form simple words using vowel 'e'.
	SWBAT review all the letters learnt so far.
	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letters 'i' and 'g' and revise all other letters so far.
	SWBAT review all the letters learnt so far.
	SWBAT review all the letters learnt so far.
	SWBAT name the letter and the sound, name an object starting with that letter/sound, write the letters 'v' and 'w' and revise all other letters so far.
	SWBAT blend and segment letters with 'v' & 'w' and form simple words using vowel 'e'.
	SWBAT name the letter and the sound, name an object starting with that letter/sound. Write the letter, 'y'.
	SWBAT review all the letters learnt so far.

Week-3	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'i'. ('i' in small letter & capital letter).
	SWBAT blend and segment letters with 'i'.
	SWBAT name the letter and sound, name an object starting with that letter/sound, 'K' and blend and segment with 'i'.
	SWBAT name the letter and sound, name an object starting with that letter/sound, 't' & 'f'.
	SWBAT revise t, f, b, and all other letters so far.
	SWBAT revise i, l, f, t, and all other letters so far.
	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'x'.
	SWBAT revise 'x', and all other letters so far.
	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'b, d, p, g.
	SWBAT blend and segment letters with 'b, d, p, g' using vowel.
Week 4	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'w'.
	SWBAT blend and segment letters with 'w' using vowel.
	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'z'.
	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'o'.
	SWBAT blend and segment letters with 'o'.
	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'L' & 't'..
	SWBAT blend and segment letters with 'L' & 't'.
	SWBAT name the letter and sound, name an object starting with that letter/sound. Write the letter 'g'.
	SWBAT blend and segment letters with 'g' using vowel.
	SWBAT name the letter and sound, name an object starting with that letter/sound of 'p' vs 'g' & 'h' vs 'n'.
	SWBAT revise all other letters so far.
	SWBAT name the letter and sound, name an object starting with that letter/sound of 'j'
	SWBAT blend and segment letters with 'j' using vowel.

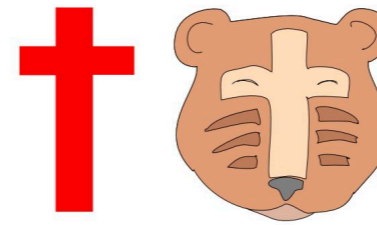
LETTERS TO BE TAUGHT IN THIS WEEK



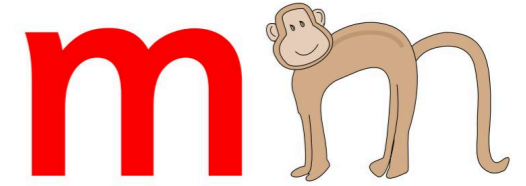
'ah' for apple



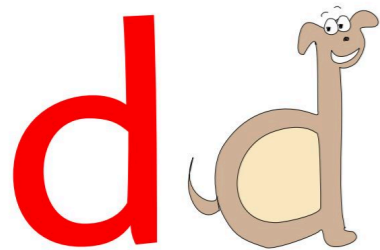
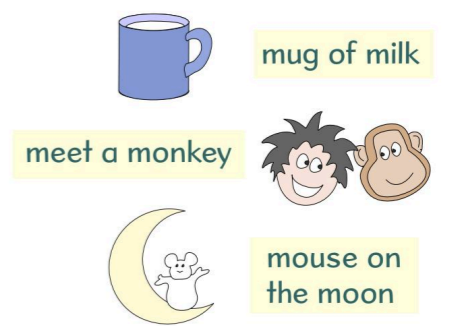
'kuh' for cat



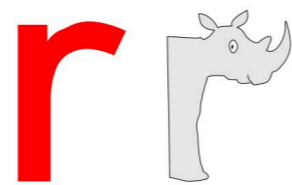
'tuh' for tiger



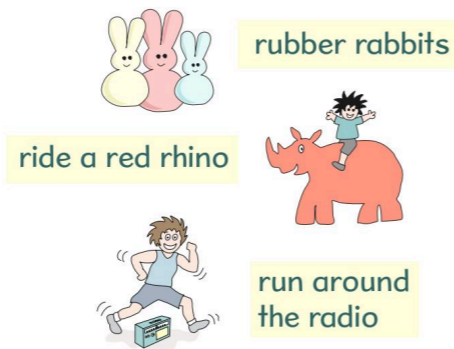
'mm' for monkey



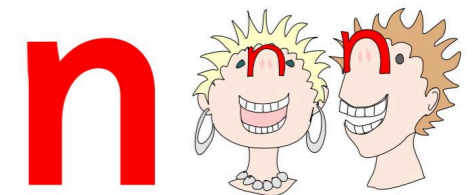
'duh' for dog



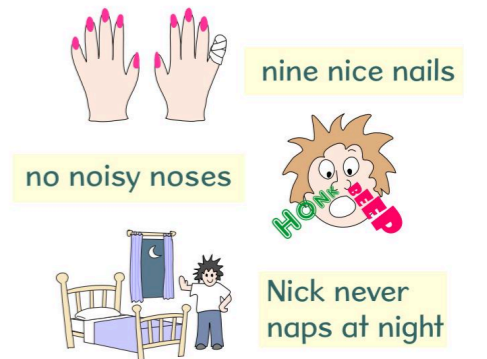
'ruh' for rhino



'sss' for snake



'nn' for nose



Lesson 1

Alphabet Review:
- Letters **c,a,t,s**

Word Wall (or flash cards):
at, cat, sat

Read These Stories:
- Look At My Cat
- The Cat In The Window

Activities:
Activity Sheets 1 & 2

Lesson 2

Alphabet Review:
- Letters **c,a,t,s,m,r,h**

Word Wall (or flash cards):
mat, rat, hat

Read These Stories:
- Three Cats And A Mat
- The Rat's Hat

Activities:
Activity Sheets 3 & 4

Lesson 3

Alphabet Review:
- Letter **c,a,t,s,m,r,h,n**

Word Wall (or flash cards):
can

Read These Stories:
- Can I?
- Can Of Corn

Activities:
Activity Sheets 5 & 6

Lesson 4

Alphabet Review:
- Letters **c,a,t,s,m,r,h,n**

Word Wall (or flash cards):
can, man, ran, nan

Read These Stories:
- A Man Ran
- My Nan

Activities:
Activity Sheets 7 & 8

Lesson 5

Alphabet Review:
- Letters **c,a,t,s,m,r,h,n,d**

Word Wall (or flash cards):
had

Reading:
- Had
- Had To

Activities:
Activity Sheets 9 & 10

Lesson 6

Alphabet Review:
- Letters **c,a,t,s,m,r,h,d**

Word Wall (or flash cards):
had, dad, sad

Reading:
- Dad Shoes
- Sad Song

Activities:
Activity Sheets 11 & 12

Lesson 7

Alphabet Review:
- Letters **c,a,t,s,m,r,h,n,d**

Word Wall (or flash cards):
am, Sam

Reading:
- I Am Tall
- I Am Sam

Activities:
Activity Sheets 13 & 14

Lesson 8

Alphabet Review:
- Letters **c,a,t,s,m,r,h,n,d**

Word Wall (or flash cards):
am, Sam, ram

Reading:
- Rat Race

Activities:
Activity Sheets 15 & 16

Lesson 9

Alphabet Review:
- Letters **c,a,t,s,m,r,h,n,d**

Review "at" words:
at, cat, sat, mat, rat, hat

Reading:
- Re-read the stories in the 'at' words section (p. 6-26)

Activities:
Activity Sheets 17 & 18

Lesson 10

Alphabet Review:
- Letters **c,a,t,s,m,r,h,d**

Review "an" words":
can, man, ran, nan

Reading:
- Re-read the stories in the 'an' words section (p. 27-38)

Activities:
Activity Sheets 19 & 20

Lesson 11

Alphabet Review:
- Letters **c,a,t,s,m,r,h,n,d**

Review "ad" words:
had, dad, sad

Reading:
- Re-read the stories in the 'ad' words section (p. 39-48)

Activities:
Activity Sheets 21 & 22

Lesson 12

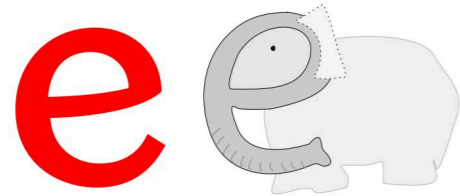
Alphabet Review:
- Letters **c,a,t,s,m,r,h,n,d**

Word Wall (or flash cards):
am, Sam, ram

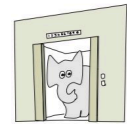
Reading:
- Re-read the stories in the 'am' words section (p. 49-60)

Activities:
Activity Sheets 23 & 24

LETTERS TO BE TAUGHT IN THE 2ND WEEK

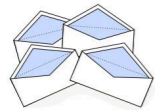
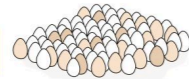


'eh' for elephant

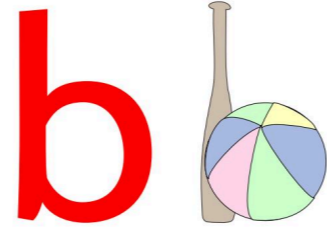


elephant elevator

endless eggs



empty envelopes



'buh' for ball

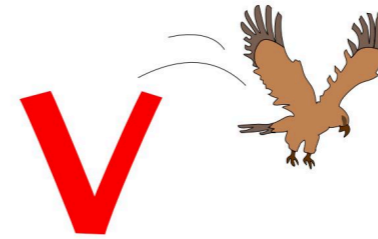


bye-bye baby bee

a big, bad banana



Betty bit a bit of butter



'vuh' for vulture

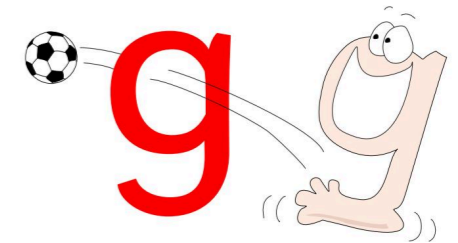


the vet vacuumed his van

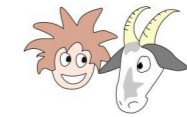
vile, vanilla vinegar



Vic is very vocal

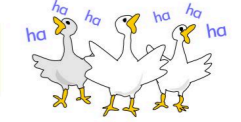


'guh' for goal

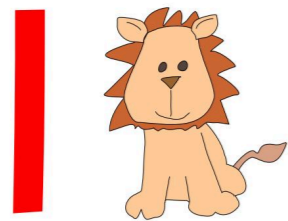


Gordon got a goat

a gaggle of giggling geese



go, go, gorilla



'leh' for lion



little lambs leap a lot

lovely lemon lollipops



I like lazy lions



'wuh' for water

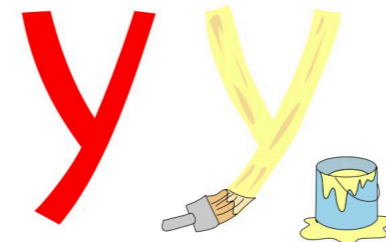


a wet, wiggly whale

whistle while you work



Wanda wants a watch



'yuh' for yellow



Yoko yawned for a year

yummy, yellow yogurt



the young yak yodeled

WORDS WALL

hen, men, ten,
bad, bed, red, leg,
let, get, hen, men,
ten, bad, bed, red,
leg, let, get, van,
vet, wet, yet, yes

Day 1

Alphabet Review:
- Review all letters so far & introduce letter 'e'

Word Wall (or flash cards):
ten, hen, men

Reading:
- I Am Ten
- Three Men And A Hen

Activities:
Activity Sheets 1, 2, 3 & 4

Day 2

Alphabet Review:
- Introduce letter 'b'

Word Wall (or flash cards):
bed, bad

Reading:
- Betty's Bed
- Bad Food

Activities:
Activity Sheets 5 & 6

Day 3

Alphabet Review:
- Review all letters so far

Word Wall (or flash cards):
red + other words at random

Reading:
- I Like Red
- Red Nose

Activities:
Activity Sheets 7 & 8

Day 4

Alphabet Review:
- introduce letters 'l' and 'g'

Word Wall (or flash cards):
leg + other words at random

Reading:
- One Leg In The Water
- I Can Stand On One Leg

Activities:
Activity Sheets 9 & 10

Day 5

Alphabet Review:
- all letters so far

Word Wall (or flash cards):
get + other words at random

Reading:
- For My Birthday
- Purple Pill

Activities:
Activity Sheets 11 & 12

Day 6

Alphabet Review:
- all letters so far

Word Wall (or flash cards):
let + other words at random

Reading:
- Let Me Wear Your Hat
- I Let My Fish

Activities:
Activity Sheets 13 & 14

Day 7

Alphabet Review:
- Intro letters 'v' and 'w'

Word Wall (or flash cards):
vet, van, wet

Reading:
- The Vet's Van
- Wet Vet

Activities:
Activity Sheets 15 & 16

Day 8

Alphabet Review:
- introduce letter 'y'

Word Wall (or flash cards):
yet, yes

Reading:
- Not Yet
- Where Is My Cake?

Activities:
Activity Sheets 17 & 18

Day 9

Alphabet Review:
- all letters so far

Word Wall (or flash cards):
ten, men, hen, bed, red, leg

Reading:
Review the "en," "ed" & "eg" word family sections

Activities:
Activity Sheets 19, 20, 21 & 22

Day 10

Alphabet Review:
- all letters so far

Word Wall (or flash cards):
get, let, vet, wet, yet, yes

Reading:
Review the "et" & "es" word family sections

Activities:
Activity Sheets 23 & 24

LETTERS TO BE TAUGHT IN THE 3RD WEEK

i



'ih' for iguana

icky, itchy
itch



Izzy
iguana
is ill

invisible
insects



I

Capital 'I'

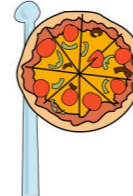
When we
talk about
ourselves.



First letter
of a sentence.

If it fit.

p

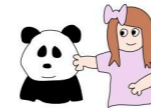


'puh' for pizza on a pole



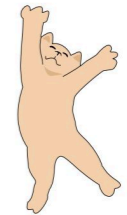
purple pens
and pencils

Penny pets
a panda



a pack of
pickle people

k



'kuh' for kitten



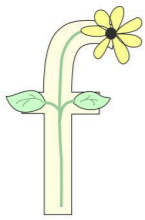
the kind king
kissed a kitten

Kenny keeps
koalas



ketchup in
the kitchen

f

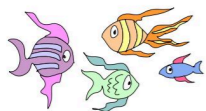
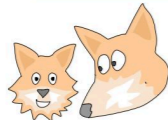


'ffff' for flower



five funny
feet

father of
the fox



four fabulous
fish

z z

'zzz' for zipper



a zillion
zebras at
the zoo

zooming
zucchini



zig zag
zipper

x



'x' for x-ray



extra x-rays

ox in
a box



a wax ax
for Max

WORDS WALL

in, win, I, did, hid,
kid, bit, fit, sit,

it, if, fix, mix, six,
big, pig, wig, sip,

zip, tip, lip, him

Lesson 1

Alphabet Review:
- Introduce letter 'i'

Word Wall (or flash cards):
in

Reading:
- Letter 'i' intro
- A Cat In A Hat
- Getting Dressed

Activities:
Activity Sheets 1, 2, 3 & 4

Lesson 2

Alphabet Review:
- Capital letter 'I'

Word Wall (or flash cards):
in, win

Reading:
- Capital 'I' explained
- The Race
- In The Bath

Activities:
Activity Sheets 5, 6, 7 & 8

Lesson 3

Alphabet Review:
- Review letter 'k'

Word Wall (or flash cards):
kid, hid, did

Reading:
- The Kids
- Hiding
- Who Spilled The Milk?

Activities:
Activity Sheets 9, 10 11 & 12

Lesson 4

Alphabet Review:
- Review letters 't' and 'f'

Word Wall (or flash cards):
it, fit

Reading:
- A Riddle
- How Many Elephants?

Activities:
Activity Sheets 13 & 14

Lesson 5

Alphabet Review:
- t, f, b & all letters so far

Word Wall (or flash cards):
it, fit, sit, bit

Reading:
- Waiting For My Song
- The Bug That Bit Me

Activities:
Activity Sheets 15 & 16

Lesson 6

Alphabet Review:
- i, I, f, t

TODAY DO THE Word Wall
AFTER THE READING LESSON
if, If, I

Reading:
- Worms
- Capitals at start of sentence
- Fishy Wishy

Lesson 7

Alphabet Review:
- Intro letter 'x'

Word Wall (or flash cards):
fix, six, mix

Reading:
- Fix It
- Mix A Cake

Activities:
Activity Sheets 19 & 20

Lesson 8

Alphabet Review:
- all letters (especially 'x')

Word Wall (or flash cards):
him, fix, six, mix

Reading:
- Tongue Twister
- My Tiny, Little Dog

Activities:
Activity Sheets 21 & 22

Lesson 9

Alphabet Review:
- b, d, p, g

Word Wall (or flash cards):
bed, pig

Reading:
- 'b' & 'd' and 'p' & 'g'
- Pig-jamas

Activities:
Activity Sheets 23 & 24

Lesson 10

Alphabet Review:
- b, d, p, g

Word Wall (or flash cards):
bed, pig, big,

Reading:
- Big Toys
- If A Big Pig Hid

Activities:
Activity Sheets 25 & 26

Lesson 11

Alphabet Review:
-Review letter 'w'

Word Wall (or flash cards):
wet, wig, big, pig

Reading:
- Pig Wig
- Wet Wig

Activities:
Activity Sheets 27 & 28

Lesson 12


Alphabet Review:
- Introduce letter 'z'

Word Wall (or flash cards):
sip, zip

Reading:
- Just A Sip
- Difference between 's' & 'z'
- Stuck Zip
- Zip Your Lip

Activities:
Activity Sheets 29 & 30

LETTERS & LESSON PLAN TO BE TAUGHT IN THIS WEEK

o 

'-o-' for orange

otter on ox

otter off ox

Officer Ostrich


Lesson 1

Alphabet Review:
- Review letter 'o'

Word Wall (or flash cards):
on, in

Reading:
- Peas And Cheese
- Turn On The Light

Activities:
Activity Sheets 1, 2, 3, 4

j 

'juh' for jellyfish

Jack jumps

jam in a jar

jug of juice

Lesson 2

Alphabet Review:
- Review letters 'L' and 'J'

Word Wall (or flash cards):
lot, not

Reading:
- I Like Books A Lot
- We Did Not Say No

Activities:
Activity Sheets 5 & 6

Lesson 3

Alphabet Review:
- Review letter 'g'

Word Wall (or flash cards):
got

Reading:
- Who Got The Ball?
- I Got Cheese
- When I Was A Baby

Activities:
Activity Sheets 7 & 8

Lesson 4

Alphabet Review:
- letters p vs. g & h vs. n

Word Wall (or flash cards):
got, pot, hot, not

Reading:
- Hot Pot Of Soup
- Riddle

Activities:
Activity Sheets 9 & 10

Lesson 5

Alphabet Review:
- letters at random

Word Wall (or flash cards):
pop, top

Reading:
- Balloons
- On Top Of The World

Activities:
Activity Sheets 11 & 12

Lesson 6

Alphabet Review:
- letters at random

Word Wall (or flash cards):
mop, hop

Reading:
- Mop Hop
- Tom The Top Cat

Activities:
Activity Sheets 13 & 14

Lesson 7

Alphabet Review:
- b, d, p, g

Word Wall (or flash cards):
dog

Reading:
- My Dog
- Hot Dog

Activities:
Activity Sheets 15 & 16

Lesson 8

Alphabet Review:
- Introduce letter j

Word Wall (or flash cards):
job, got, dog

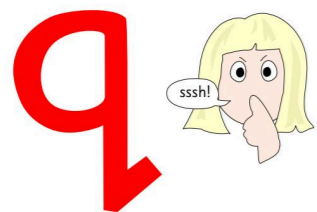
Reading:
- My Job
- Pop Popcorn

Activities:
Activity Sheets 17, 18, 19 & 20

WORDS WALL

on, lot, not, got, hot, pot, pop, top, hop, mop, dog, job, ox, fox, job

LETTERS & LESSON PLAN TO BE TAUGHT IN THIS WEEK



'kwuh' for quiet!

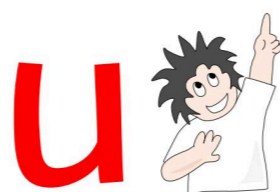


a question for the queen

the quick quail quacked like a duck



quarter of a quilt



'-u-' for up

up, up, up and away



Uncle Dunkle's underwear

under an ugly umbrella



Lesson 1

Alphabet Review:
- Review letter 'u'

Word Wall (or flash cards):
up, cup

Reading:
- Balloon
- Cat Cloud
- Cup Of Water

Activities:
Activity Sheets 1, 2, 3, 4

Lesson 2

Alphabet Review:
- Letters at random

Word Wall (or flash cards):
us, bus

Reading:
- Eat With Us
- The Bus

Activities:
Activity Sheets 5 & 6

Lesson 3

Alphabet Review:
- Letters at random

Word Wall (or flash cards):
fun, run, sun

Reading:
- Sun
- Run
- Fun

Activities:
Activity Sheets 7 & 8

Lesson 4

Alphabet Review:
- Letters at random

Word Wall (or flash cards):
but, cut, nut

Reading:
- My Shoes
- Nut

Activities:
Activity Sheets 9 & 10

Lesson 5

Alphabet Review:
-Letters at random

Word Wall (or flash cards):
tub, bed

Reading:
- Bath Tub
- Bath Bed

Activities:
Activity Sheets 11 & 12

Lesson 6

Alphabet Review:
- Focus on letter 'y'

Word Wall (or flash cards):
gum, yum, mud

Reading:
- Yummy Gum
- Mud

Activities:
Activity Sheets 13 & 14

WORDS WALL

up, cup, us, bus, run, fun, sun, but, cut, nut, tub, mud, gum, yum, bug, hug, jug, rug

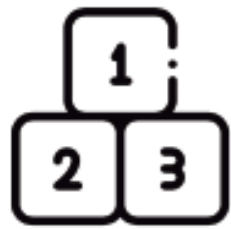
READING COMPREHENSION

DAILY CLASS OBJECTIVES	ANCHOR QUESTIONS
Follow words from left to right and top to bottom of a page	Drawings, Oral responses (with teacher support), Visual cues, labelling, matching, MCQ
Identify front cover, back cover, and title of the book, name of author, page number	What is the title of the story? Who is the author? Who has written this story?
SWBAT identify characters	Who is in the story?
SWBAT identify character actions	What is ____ doing?
SWBAT identify character feelings	What is _____ feeling? / How is _____ feeling?
SWBAT identify character's traits	How is _____? Is ____ good or bad?
SWBAT describe character feelings	Who is the main person/character in the story?
SWBAT identify the setting	Where is the story happening? Where are the characters?
SWBAT identify events in the story	What is happening in the story?
SWBAT make connections with characters	Do you do what _____ is doing? Do you feel how _____ is feeling? What will you do if you were _____?
SWBAT make connections to events in the story	Has this happened to you? When has this happened to you? What will you do if this happened to you?
SWBAT retell the story with major events in the story	What is happening first in the story? What is happening next in the story? What is happening last in the story? Tell me 2-4 main events happening in the story.
SWBAT predict events/character actions in the story	What do you think ____ will do next? What do you think will happen next ?
SWBAT identify main idea	What is this story about?
Strategies to be used :	
Asking Questions	These strategies will be taught and used through all the texts and be used specifically for some objectives.
Make predictions based on illustrations	
Make text to self connections with the characters	
Visualize	

DAILY CLASS OBJECTIVES	ANCHOR QUESTIONS
Retell a story with the beginning, middle and end	What is happening first in the story? What happens next? What happens at the end? Describe the main events happening in the beginning, middle and end of the story. What was _____ doing on _____?
SWBAT describe characters and give textual evidence to support	How is _____? Why do you think so? How is _____? Which lines in the story tell you so?
SWBAT describe settings and give textual evidence to support	Where is the story happening? Which lines describe this? Where does _____ take place?/Where do _____ go? How do you know?
SWBAT describe main events in the story and give textual evidence to support	Fill in the blanks : First _____ happened.
SWBAT describe events in the story	What is happening in the story?
SWBAT describe and anticipate events in the story	What do you think will happen next in the story?
SWBAT use prior knowledge to understand events in the story	Why do you think _____ happened?
SWBAT use prior knowledge to understand actions in the story	Why do you think _____ did _____? After reading this story, what do you think of _____?
SWBAT identify and state simple comments about preferences and similarities with one's own prior experiences	What would you do if this happened to you? How would you feel if you were in _____'s place/the character? Would you like if _____ happened? Explain why or why not.
Strategies to be used :	
Asking Questions for deeper understanding during reading	These strategies will be taught and used through all the texts and be used specifically for some objectives.
Make inferences to predict and find relationships between different events	
Make text to self and text to world connections	
Visualize	
Synthesize main ideas (Summarize)	

MATHS | FOUNDATIONAL NUMERACY

- A separate book containing the Lesson Plan will be provided to each of the teacher.
- Every Day for 30 -40 minutes teacher will teach one Lesson Plan for the books which will cover the Learning Outcomes on Number Sense and Number Operations.



NUMBER SENSE

45 LESSONS → **15** WEEKS

In this domain, students understand what numbers mean. It focuses on using numbers in different ways to make calculations easier and gain confidence in problem solving.

STUDENTS WILL LEARN TO

- Understands pre-number concepts: matching, sorting, classification
- Counts, reads and writes numbers from 1 to 100
- Identifies and completed simple number patterns
- Skip counts numbers forward by 1s and 10s
- Understand place values of a 2-digit number



NUMBER OPERATIONS

26 LESSONS → **9** WEEKS

In this domain, students develop a conceptual understanding of mathematical operations. They practice and develop comfort and fluency to add and subtract.

STUDENTS WILL LEARN TO

- Understands the concepts and symbols of addition and subtraction
- Add numbers within 20
- Subtract numbers within 20
- Understands the concept of zero
- Completes simple addition and subtraction facts

91 LESSON PLANS → **33** WEEKS

The 5P approach is used to make the lesson plans easy to understand, easy to implement in a classroom and effective in driving student learning through practice.



WEEKLY ACTIVITES



LESSON PLANS

Execute 3 lesson plans in a week

3 lesson plans need not be on three consecutive days.

Give time for students to complete the relevant worksheet from the student workbook for each lesson plan.

Assess the worksheets to figure out topics that need more reinforcement.



REMEDIAL/ PRACTICE

Use 2 days for practice and reinforcement of lesson plans.

Conduct a remedial to fill students learning gaps post a milestone assessment.

In case of 6 working days in a week, use the 6th day for remedial and practice.

To identify the numbers from 0 to 9, do the following activities:

Listen:

- The teacher will narrate a 4-5 line story/poem about the number that is to be introduced.

Speak:

- We heard a story of a particular number. Which things around us are as much as that number? For example, how many two things can be found here?

Do:

- Count as many sticks as the number we discussed. Ask 2-3 other children to do this in a similar way. Use number cards to recognize and build association with symbols related to the number being discussed.

Read:

- Now, ask children to find the number in the number chart and read it aloud.

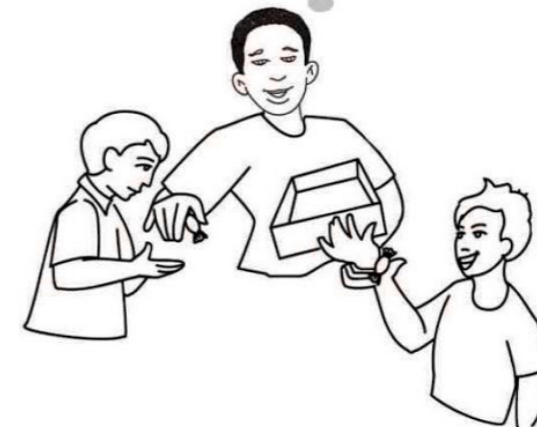
Write:

- The children should be asked to also write the number in their notebooks.

Recognition of zero ("0"): In this way:

- Pick up 9 sticks. Ask children how many sticks are they holding? After they answer, place all the sticks on the ground. Now ask them, how many sticks do I have now? None means Zero (0). Discuss the concept of zero with children in the following manner. Show zero (0) on the number card and ask children to write it in their notebooks.
- Ask children about things that are not around them. For example: How many televisions, beds in the classroom? How many radios? Etc.
- Show the zero (0) flash card and ask children to write it in their notebook.

Mother gave me 2 kwacha.
I bought 2 chocolates.
I met 2 friends in schools.
I gave 2 chocolates to
my 2 friends.



2



One, Two



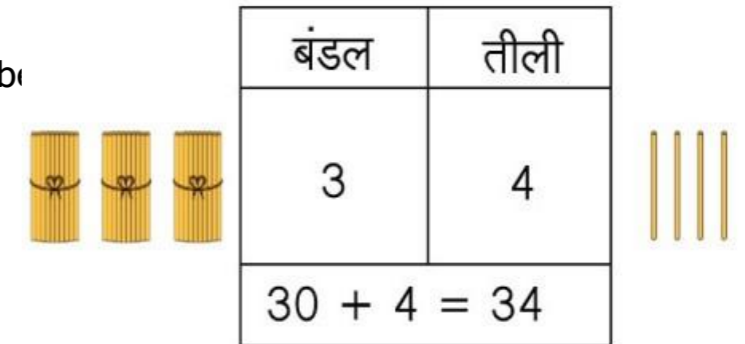
1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100

Working with Bundles

The teacher will pick up a fist full of sticks and count them. Introduce a rule to the children: Count 10 sticks, tie them with a rubber band and make a bundle.

Here the teacher will say “We will make our rule that 10 sticks make a bundle, which would mean that one bundle has 10 sticks.”

- Make a bundle out of the remaining sticks if possible. If a bundle can't be made, ask why?
- After bundles are made from the sticks that were picked up, ask how many bundles and how many sticks are there.
- Draw a frame for the bundles and sticks. Place bundles in the bundle column and sticks in the stick column and write the number.
- Divide children in small groups with 3-4 children in one group and distribute a number of sticks, rubber bands and a number chart card to every group and ask them to do the above mentioned activity.



Comparison

- Call 2 children, ask one of them to pick 34 sticks and the other to pick 25 sticks.
- Ask both of them - How many bundles and sticks do you have?
- Ask them to write the number of bundles and sticks consecutively and form a double-digit number.
- Ask the children, which number of the two is larger? Follow this up by asking why is the selected number larger? Have a discussion on it. (Here, more bundles have to be created to form the number 34. Hence 34 is greater than 25. It can be written as $34 > 25$)
- If the numbers of bundles are equivalent, then compare the number of sticks used for both the numbers. Example – Ask children whether 49 is greater than 45 and if yes, then why is that the case.
- If the number of sticks are equivalent, then compare the number of bundles to one another. Example – use 25 and 45 and ask children which is greater. Here 45 is greater than 25 i.e., $45 > 25$.
- If the number of bundles and sticks are the same, then the numbers are equal. Example 45 is equal to 45 ($45=45$).



Note: During the classroom discussion, it is important to emphasize that sticks are in one's place and bundles are in ten's place. This will help children gain clarity on place values as well.



Addition with Bundles

- In a whole group, ask 2-3 oral word problems of addition and subtraction. Discuss every problem with children and ask why they chose addition or subtraction? What operation do we choose when things increase in number? What operation do we choose when things decrease in number?
- Teachers will speak and simultaneously write the addition word problem on the board. Ask the above mentioned questions and discuss the problem and solve it.
- Teachers will draw a frame on the floor or blackboard and invite Nangtim or James to solve it with the help of bundles and sticks.

Nangtim has 26 pineapples. James give her 15 more pineapples. Now tell us how many pineapples does Nangtim have?



Rule: 10 sticks make one bundle

- As Nangtim has 26 pineapples, we will pick 26 sticks.
- Now discuss with the children if 2 bundles can be made with those sticks? Sticks also then place the bundles in the bundle column and sticks in the stick column.
- Similarly take 15 sticks and ask James to make a bundle. Place bundles in the bundle column and sticks in the stick column.

Rule: The teacher will say, "This is our addition rule. We will first add loose sticks" and then introduce the addition symbol (+) and write it to the left of the sum.

- After James gives all his sticks to Nangtim, 6 and 5 sticks will be added and it will make one bundle and one stick will remain. Write it in the ten's carry over column and place the stick in the stick column and write 1.
- Now if we add 2 bundles plus 1 bundle plus 1 bundle from the carry over column, it will be equal to 4 bundles. So now, Nangtim has 4 bundles and 1 stick. Ask children what number is formed with 4 bundles and 1 stick ?

Now the teacher will place her/her finger and read in the following way- 26 plus 15 is 41. Use this answer to answer the question and answer in one sentence- Now Nangtim has 41 pineapples.

Diagram 1: Shows 2 bundles and 6 sticks. A child says, "Twenty six".

Bundles	Sticks
2	6

Diagram 2: Shows 2 bundles and 6 sticks plus 1 bundle and 5 sticks. A plus sign is added to the left. A child says, "+".

Bundles	Sticks
2	6
1	5

Diagram 3: Shows the addition of 6 and 5 sticks resulting in 1 bundle and 1 stick. A child says, "seven, eight, nine, ten, eleven".

Bundles	Sticks
2	6
1	5
	1

Diagram 4: Shows the carry-over of 1 bundle to the tens column. A child says, "one bundle and one stick in eleven".

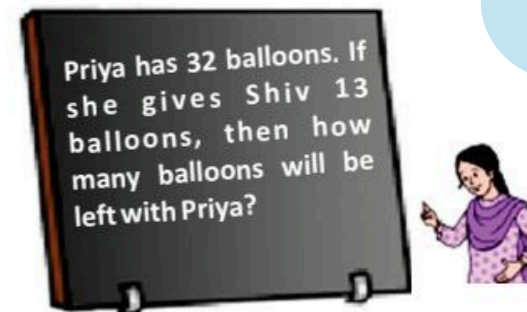
Bundles	Sticks
1	
2	6
1	5
	1

Diagram 5: Shows the final sum of 4 bundles and 1 stick. A child says, "four bundles and one stick".

Bundles	Sticks
1	
2	6
1	5
4	1

Subtraction using Bundle and Sticks

- Initially ask 2-3 word problems of addition and subtraction. Discuss every problem with children and ask why they chose addition or subtraction? What operation do we choose when things increase in number? What do we choose when things decrease in number?
- The teacher will speak and simultaneously write the subtraction word problem on the board. Ask the above mentioned questions and discuss the problem and solve it.
- The teacher will draw a frame on the floor or blackboard and invite Priya or Shiv to solve it with the help of bundles and sticks.



Rule: 10 sticks make one bundle

- Priya has 32 balloons so she will pick 32 sticks.
- Ask Priya if she can make bundles out of 32 sticks? Then ask them to place bundles in the bundle column and sticks in the stick column and write the number.
- Shiv has to take 13 sticks from Priya. So, how many bundles can be made with 13 sticks. How many sticks will remain? Write that number only in bundle and stick columns.

Bundles	Sticks
3	2

Thirty two

Bundles	Sticks
3	2
1	3

Thirteen

Rule : When you solve addition and subtraction problems, always begin with sticks. Introduce the subtraction symbol and write it on the left side.(-)

- We have to first subtract 3 sticks from 2 sticks. We cannot subtract 3 sticks from 2. So we pick up a bundle from the bundle column and when the bundle is placed in the stick column it converts in to sticks. Also, when 1 bundle is picked out of 3 bundles, 2 bundles remain in the bundle column.

Bundles	Sticks
3	2
1	3

Can Priya give 3 stick to Shiv?

Rule: When a bundle is placed in the stick column, it is converted to sticks

- Now if 3 sticks are subtracted from 12 sticks, 9 sticks remain and 1 bundle is subtracted from the bundles column, so 1 bundle remains. So 1 bundle and 9 sticks remain with Priya.

Bundles	Sticks
2	12
3	3
1	9

In the bundle place put 3 sticks and write 9.

Now the teacher has to place his/her finger and read in the following manner: When 13 is subtracted from 32, we get 19. Use the answer to answer the word problem and write it in a sentence. Now Priya has 19 balloons left with her.

Note: After demonstrating subtraction, give small groups some subtraction word problems and ask them to solve the problems together through discussion. Give all the small groups both addition and subtraction problems when the children are clear and understand the algorithm of both the operations.

Bundles	Sticks
2	12
3	3
1	9

USING STICKS

- Divide children into small groups with 4-5 children in each group.
- Give 12 sticks to each group. The children have to arrange the sticks in a vertical pattern. Every group has to have the same number of sticks.
- Ask how many patterns were made and how many sticks were used in each group?
- The teacher will explain that when a number is added to itself a certain number of times, a relation is denoted by multiplying and its sign is (X).

For example: 4 times 3 3 times 4 6 times 2.

- Take many examples that have 0 and ask them to see a pattern in it. Draw an inference. When you multiply a number with 0 you multiply all numbers other than the zero. Then you write the answer and count all zeros and add them to the right of the answer.

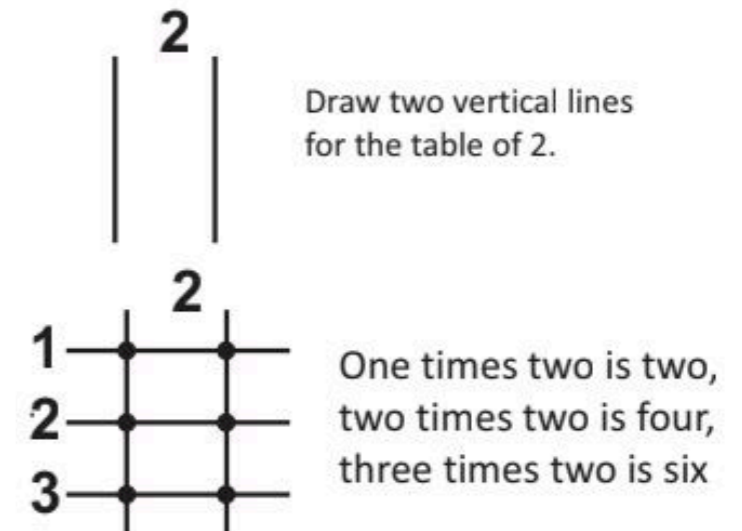
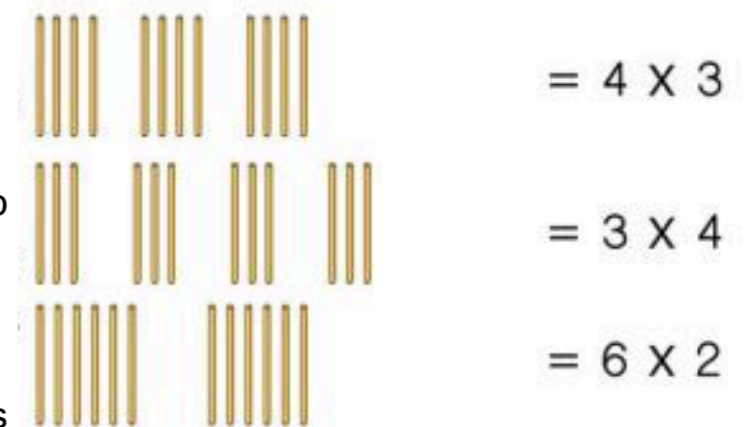
For example: $20 \times 3 = 60$ $340 \times 20 = 6800$

LADDER METHOD

- When we have to say the table of 2, 3 times, draw 2 vertical lines and 3 horizontal lines across them and count the points where they intersect.
- Ask children to prepare different tables. For example table of 3 and 4

Reading the Table Chart

- The teacher should place her/his finger on any one table and read it loudly and clearly.
- Teacher: Who will read like me? Invite 2-3 children and give each one of them a chance to read.
- Divide the children into small groups and ask each group to read in the above mentioned manner.



X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Once children understand the meaning of multiplication using the ladder system and sticks. They should practise finding patterns in different multiplication problems involving zero, patterns in different multiplications problems involving zero.

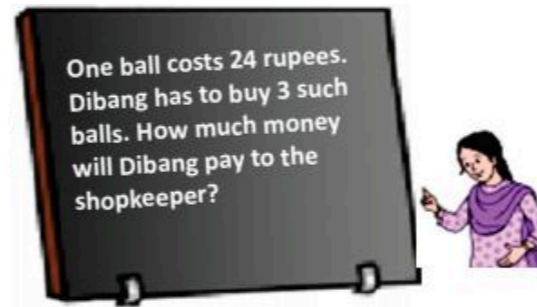
$10 + 10 + 10 + 10$	$=$	$40 = 10 \times 4$
$20 + 20 + 20 = 60$	$=$	$60 = 20 \times 3$
$30 + 30 + 30 + 30 + 30$	$=$	$150 = 30 \times 5$
$400 + 400 = 800$	$=$	$800 = 400 \times 2$

After finding the pattern, tell the children to multiply the numbers that are left (except for the zeroes). As a next step, they should add the zeroes left to the right of the multiplied number. side of the product.

Initially the teacher will talk about the concept of multiplication. Now write the multiplication problem and discuss it and solve it in the following way.

- As the teacher discusses the sum he/she will simultaneously draw a frame on the floor or the blackboard. Ask children, how many tens and ones are there in 24?
- Write 3 under 24 in the frame and introduce the multiplication (X) sign
- Now 4 multiplied by 3 is 12. 12 has one tens and 2 ones. So let us write 2 in the ones place and 1 in the tens place.
- Now let us multiply 3 with 2 (means with 20). 20 multiplied by 3 is 60 which has 6 tens and 0 ones. Now write 0 in ones place and 6 in the tens place.
- Now add ones with ones and tens with tens. 2 ones added to 0 ones is 2. So let us write 2 in the ones place. One tens plus 6 tens is 7 tens so we can write 7 in the tens place below.
- 7 tens and 2 ones make 72. 24 multiplied by 3 is 72. Now the teacher can write the answer.
- Also say it in the following way: Dibang will pay 72 rupees to the shopkeeper.

$$\begin{array}{r} 1 \\ 24 \\ \times 3 \\ \hline 72 \end{array}$$



Two tens and 4 ones

Bundles	Sticks
2	4

Let's Write 3 and the multiplication sign (X)

Bundles	Sticks
2	4
	3

Twelve

Bundles	Sticks
2	4
1	2

Six tens and zero ones

Bundles	Sticks
2	4
1	2
6	0

Seventy two

Bundles	Sticks
2	4
1	2
6	0
7	2

Seven tens and two ones is equal to seventy two

- Divide the children into small groups with 5-6 children in each group and distribute 18 sticks to each group.
- Instruct each group to distribute the sticks equally amongst a few children.
- Ask how many children were sticks given and how many sticks were given to each group.
- Now the teacher should explain that the process of equal distribution of sticks to the children and mention that division is denoted by the sign (\div).

For example -

Divide 18 equally among 3, $18 \div 3 = 6$

Divide 18 equally among 2, $18 \div 2 = 9$

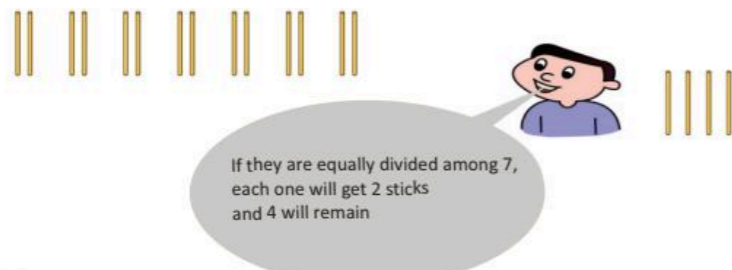
Divide 18 equally among 6, $18 \div 6 = 3$

Divide 18 equally among 9, $18 \div 9 = 2$

Things to Remember:

- Use examples that will also have a remainder.

For example, when 18 is divided by 7, everyone gets 2 and 4 will remain



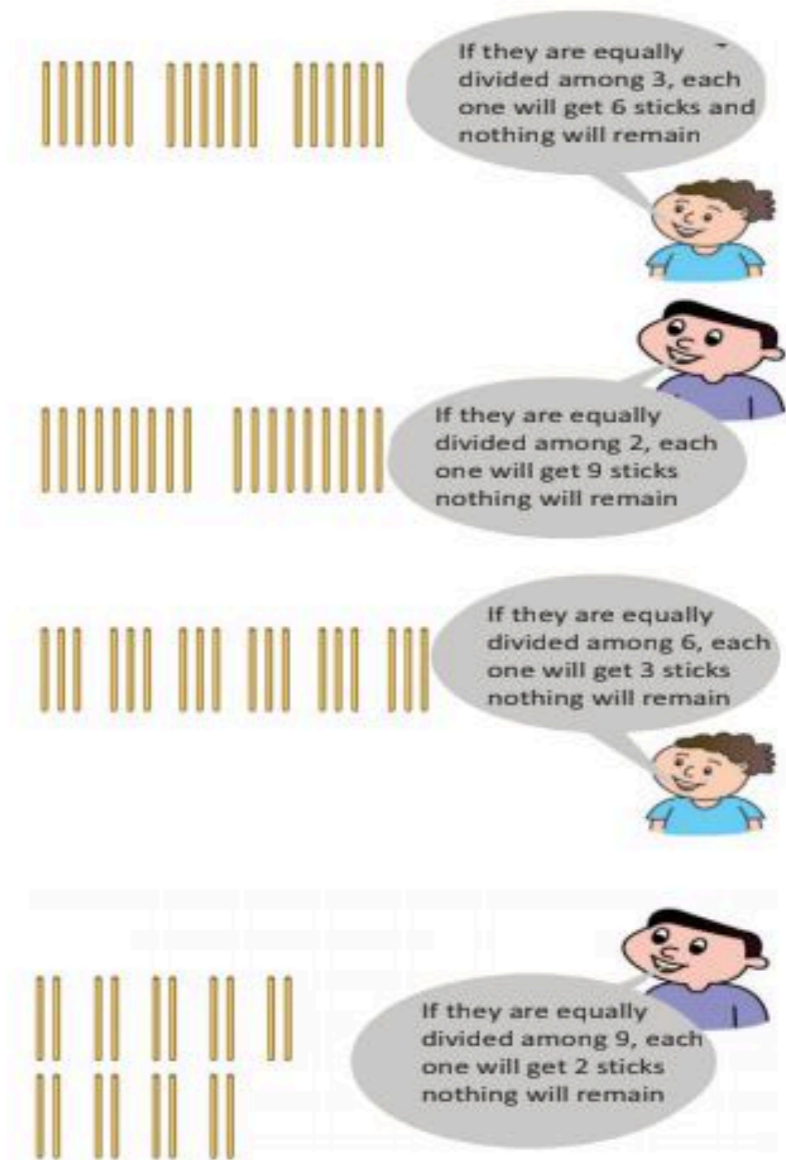
- Show how a division problem is done in a written form as well. Initially, do a one digit by one digit problem where for each step, discuss with children about how many items are going from your side and how many are being distributed per unit. Since, the items are going away, subtraction should be done.

Give an example like: Distribute 9 sticks among two children equally.

By giving one stick per child, each child will get only one stick but from my side, at one time, two sticks went.

So, two sticks in one time means, $2 \times 1 = 2$. Two sticks in two times would be, $2 \times 2 = 4$. Two sticks in three times would be, $2 \times 3 = 6$. Two sticks four times would be, $2 \times 4 = 8$. In this way, we see that at the end, each child got 4 sticks, I had to give out 4 sticks from my side and then, 1 stick was left.

$$\begin{array}{r} 4 \\ 2 \overline{) 9} \\ \underline{- 8} \\ 1 \end{array}$$





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FOR
EDUCATION TRANSFORMATION**

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