

KINDERGARTEN

MY LEARNING TRAIN

**WORLD
AROUND ME**
AN INTERACTIVE ACTIVITY-BASED COURSE

TEACHING GUIDE

Complimentary Copy—Not For Sale



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Note for the teachers

Please note that pages 2–9 are same throughout the teaching guides. Pages 10 onwards the content pertains to the relevant student’s book.

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INTRODUCTION

My Learning Train is a complete activity-based interactive pre-primary series comprising of 18 books across three levels—Pre-Nursery, Nursery, and Kindergarten with an inbuilt self-training programme for teachers and a comprehensive set of tools for the learners. This series has been designed to guide the children through their first steps of learning to make learning enjoyable through a variety of activities, and aid cognitive and overall development through a wide range of experiences and activities.

My Learning Train – Pre-Nursery, Nursery, and Kindergarten

- World of Letters: Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.

The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.

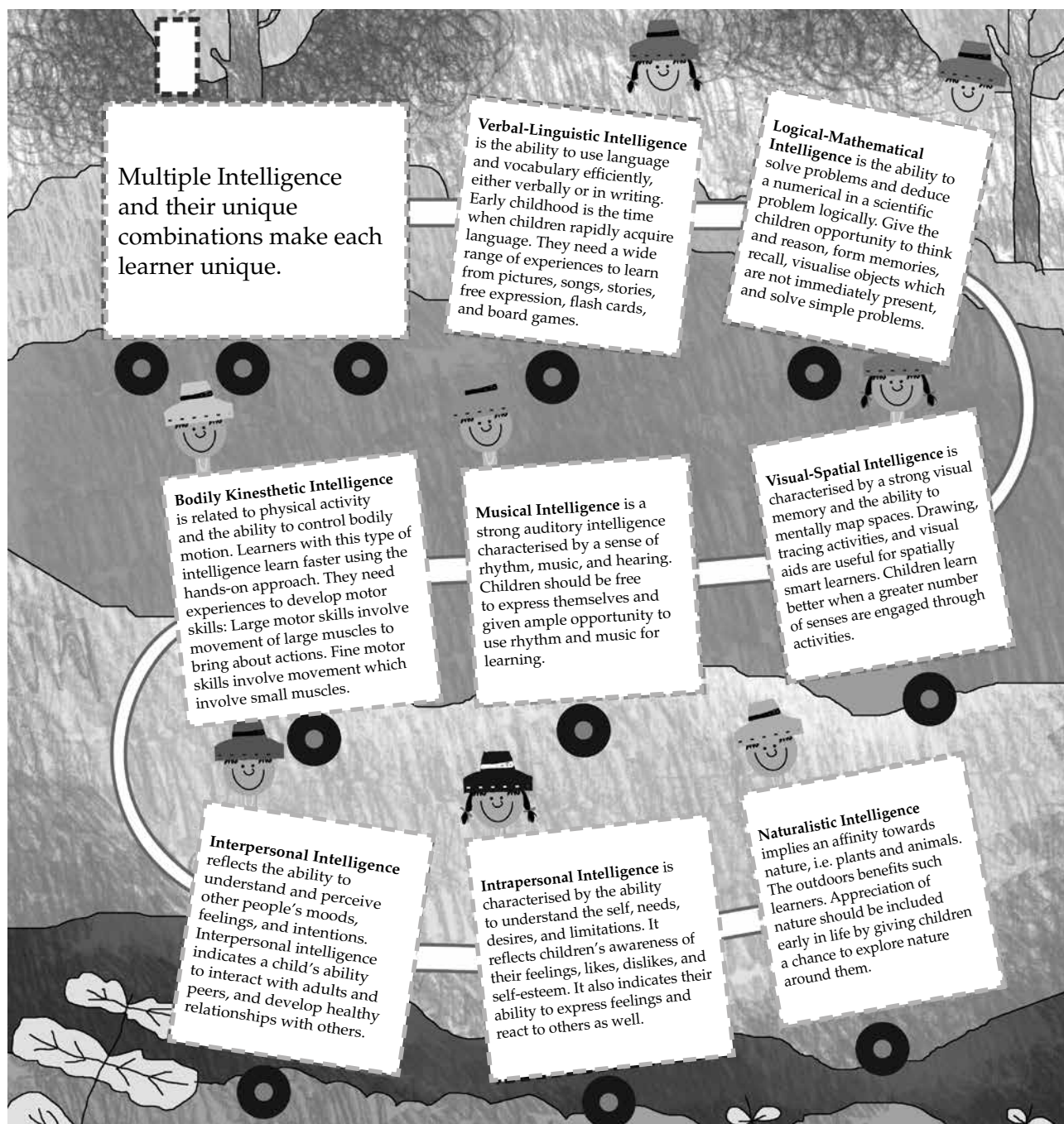
- World of Numbers: Supported by practice/assessment worksheets booklet and Activity Guide for Parents.
- **World Around Me:** Supported by an inbuilt comprehensive easy-to-do life skill activity list in the books itself, practice worksheets booklet, and Activity Guide for Parents.

Components of the Series


Student's Book	Teaching Guide
<ul style="list-style-type: none">• Detailed Table of Contents with activity suggestions for each lesson.• Flash cards and stickers• Practice exercises• Parents Activity Guide• Worksheets/Supplementary Readers	<ul style="list-style-type: none">• Suggestions for activity settings• Weekly planning guide• Activity map• Detailed activity guidelines

Multiple Intelligence and Learning

Each individual has a unique combination of intelligences and needs the opportunity to develop it through different experiences. Children have different styles, needs, and interests. They should be given the space to perform according to their individual abilities. Development generally follows a pattern and the stages are the same, though the rate of development varies from one child to another even within the same age group. To help teachers facilitate the children, a large bank of activities has been given to choose from. All activities are not mandatory.




Ideas for the Classroom




Why do children need activities for learning?


Children develop skills by social interaction.




Pair Working



Small Group Working











Team Working



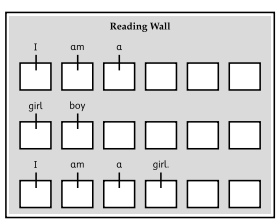
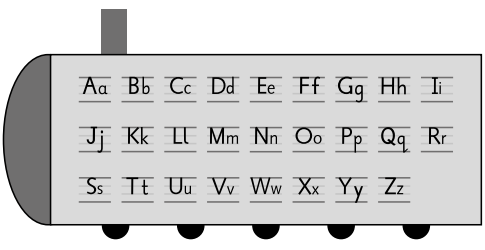



Large Group Working

Children learn through different kinds of experiences.

 <p>Play</p>	 <p>Sensorial and Tactile Activities</p>	 <p>Imitation and Practice</p>	 <p>Exploring and Experimenting</p>
 <p>Drawing, Painting, Colouring</p>	 <p>Learning through Different Mediums</p>	 <p>Responsibility and Discipline</p>	 <p>Citizenship and Environmental Awareness</p>

Children learn through different resources.

 <p>Flash cards</p>	 <p>Stories and Rhymes</p>	 <p>Reading Wall</p>
 <p>Alphabet Frieze</p>	<p>Stick puppets</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <div style="text-align: center;">s</div> <div style="text-align: center;">a</div> <div style="text-align: center;">t</div> <div style="text-align: center;">i</div> <div style="text-align: center;">p</div> <div style="text-align: center;">n</div> </div> <p>Pocket Train</p>	

GET SET GO! ON MY LEARNING TRAIN

Activity Based Environment—Checklist for Teachers and Coordinators

Planning Time for Activities

My Learning Train is designed as a series for children and as a tool for teachers.

- The books and resources help teachers to create an interactive activity based learning environment.
- The Activity Guide for Parents included in the supplementary readers/worksheets facilitate the parents to do the same at home. *My Learning Train* facilitates teachers in creating a student-centric classroom.

Get Yourself Ready—Learn, Practise, Prepare, Choose, Plan, and Execute






Tick off the tasks as you complete them.

TEAM HEADS AND TEACHERS GET READY!		I am ready!
1.	Know the books (design and content in detail)	
2.	Know the tools given in the student's books: Walk-through to understand how the book is designed (Table of Contents and flash cards).	
3.	Know the Teaching Guide (TG): Details of the activities given in the 'Contents and Activity Guide' pages of the student's books are mentioned here. You can plan accordingly. Refer to the 'Weekly Planning Guide' section in the TG.	
4.	Read the Table of Contents in detail: Choose the most suitable activities for your children from the given activity list.	
5.	Include activity time: Make sure to add introductory and conclusive activities as an essential part of the lesson planning.	
6.	Plan and prepare: Activities have to be planned and resources prepared well before.	
GET YOUR CLASSROOM READY!		I am ready!
1.	Get your health and safety arrangements ready: Safety of play area, identity cards, teaching aids, class first aid kit etc.	
2.	Get your activity kit ready: Have 10 cm x 10 cm card sheets and 10 cm x 20 cm card sheets cut and ready. Refer to section 'Activity Kit and Resource Center' in the TG.	
3.	Get the Pocket Trains ready and put them at a level where the children can reach with ease. Refer to section 'Creating Classroom Resources' in the TG.	
4.	Make pocket theme boards and use them with stick puppets to make them dynamic and activity based.	
5.	Get a duty chart ready with pockets where you can put the names, and picture puppets according to the classroom duties assigned to students. (You can follow the instructions of making a Learning Train to make a similar duty chart.)	
6.	Introduce a kindness chart in the beginning of the session. Put up names of children who do acts of kindness. Talk about the importance of being kind.	

7.	Make a 'Good Habits Bear'. Refer to section 'Creating Classroom Resources' in the <i>World Around Us</i> TG.	
8.	Get the Alphabet Frieze ready. Refer to section 'Creating Classroom Resources' in the <i>World of Letters</i> TG.	
9.	Pull out and number all the flash card sets from the books: Pull out from perforation and not the binding. (Number each complete set with a number. For example, set 1: all the flash cards will have number 1)	
10.	Plan and practise short simple instructions: Ask children to repeat the instruction with the speaking fingers where they make a fist and open one finger at a time repeating the instructions. Refer to the section 'Class Division/Settings for Activities' in the TG.	
11.	Talk about classroom rules with the children. They can be written on a chart and put up in the class. Refer to them regularly.	
GET READY FOR THE PARENTS!		I am ready!
1.	Send a note to the parents saying, 'Please cover the books with a transparent sheet, for books to be identifiable by their colours.'	
2.	Arrange an orientation session for parents where you explain to them why activities are important. Demonstrate a few activities from the book in front of the parents. Explain the importance of communication between parents and teachers.	
3.	Pull out the Activity Guide for Parents from the worksheets/readers booklets: Give parents the handout at the orientation session and explain how to use them.	
4.	Discuss health and safety norms with parents: Request them to respond to your queries and concerns at the earliest.	
5.	Hold regular Parent-Teacher Meetings (PTM) as per school schedule: A platform to share information not only about the children but the changes required and happening in the school system.	
6.	Invite the parents, with school administration's permission, to attend a few regular storytelling and activity lessons as participants.	
7.	Plan and organise a small presentation by the class for the parents in a few PTMs during the academic sessions.	
8.	Burn a CD of the songs/rhymes/storytelling by the children. Give it to the parents at the end of the year.	
9.	Develop and maintain students' profiles. Collect information about their habits, etc.	

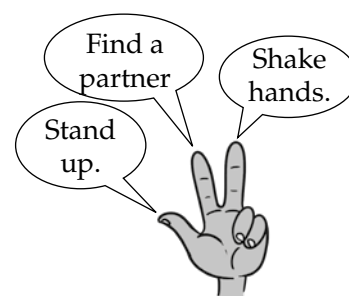
Class Division/Settings for Activities

In the classroom, teachers can interact with learners in different ways. Using the most appropriate interactive activity is a fundamental factor in the success of any lesson. Here are five suggested interactive strategies for various activities proposed in the book:

 <p>Large Group Activities</p>	<p>Children form part of a big group (in the shape of a circle/square/rectangle) with the teacher. The teacher can play the tambourine, ring a bell, or sing a song with the students for the class activity.</p>	 <p>Pair Activities</p>	<p>Here the learners work in pairs at their desks/ activity space.</p>
 <p>Small Group Activities</p>	<p>Children can be divided into groups of 4/6 depending on the activity, and all the groups are to carry out the activity simultaneously. The group starts the particular activity together and they are facilitated by the teacher. The teacher can use colour-coded cards or cut-outs to divide the class into groups.</p>		
 <p>Individual Activities</p>	<p>Here children work by themselves. Teachers should facilitate the students.</p>	 <p>Team Activities</p>	<p>Here the class is divided into two teams for activity time.</p>

Present below are a few suggestions for helping children understand the settings in which the activities need to be conducted.

- Plan the settings and instructions that you will tell children for each activity beforehand.
- Keep the instructions short and precise.
- Plan 2–3 instructions for Pre-Nursery and Nursery, and not more than 4–5 instructions at a time for Kindergarten.
- Talking Hand: Instead of teachers repeating the instructions, ask the children to listen and repeat the instructions by closing their left fist self-facing, opening one finger at a time, and repeating the instructions a few times before the activity.
- The Talking Hand will later be used for blending and segmenting sounds in words and counting syllables as the children progress.
- Rhymes such as ‘Good Morning’ from the student’s book, *World Around Me Kindergarten* (page 2) can be used for a pair activity where the children find a partner and say, ‘Good Morning’.



Activity Kit and Resource Centre

A simple hands-on Activity Kit can help the teachers conduct a large number of activities. Activities can mostly be made with 10 cm x 10 cm cards, stationery, and daily tools that are easily accessible to teachers. The following tools have been suggested after keeping in mind the general availability of material across regions and schools.

Essential Materials Required for the Activity Kit

Material required	Approx. Quantity	Material required	Approx. Quantity
Flash cards–5 different colours 10 cm x 10 cm	100 cards each colour	Scissors	2
Flash cards–White 10 cm x 20 cm	100 cards	Paper cutter	1
Ice cream sticks	500	Stationery—pencil, eraser, sharpener, short scale, long scale	1 each
Bowls	Minimum 10 per class	Poster colours and paintbrushes of different thickness	1 set
Bags for storing resources (Recycle and reuse as much as possible)	As per requirement	Crayons	1 set
Flat tipped, thick sketch pens (black, red, blue) (As they are more effective to use than the round tipped markers)	10 each	Lamination tape–Packing transparent tape–5 cm width	2 rolls
Normal sketch pens	1 set	Stapler and pins	1
Adhesive	2 refillable bottles	Hole punch	1
Small and medium sized rubber bands	As per requirement	Drawing pins	1 set
Sandpaper	6 sheets	Chart paper	As per requirement

Additional Resources for Resource Centre

❖ class library with books of short stories that have bright and big illustrations ❖ wooden letters ❖ jigsaw puzzles of capital and small case letters ❖ magnetic letters/numbers/shapes and magnetic board ❖ slates and chalk ❖ mini-whiteboards and whiteboard markers ❖ sandpaper letters ❖ flash cards of letters and pictures ❖ real or toy microphone ❖ a small makeshift stage ❖ audiovisual aids ❖ picture reading charts ❖ picture puppets ❖ letter puppets ❖ effective and interactive theme boards ❖ a print rich environment ❖ prop box containing hats, umbrellas, and so on which can be used for dramatisation ❖ mirrors

Resource Management

- List out all your resources and update the list regularly.
- Fill in the resource information list detailing all the resources you have created so that other teachers can share it too. Have a digital space assigned to easily conduct activities with digital resources to reduce use of attendance registers and paper.
- Always stock supplies in advance.
- Use even the smallest low-cost resource carefully and avoid any kind of wastage.
- Reuse and recycle everything you can.
- Have a place for everything and encourage children to keep everything in its place.
- Encourage proper handling by children of materials right from the beginning.
- Encourage active participation of students in class. Allot tasks to the children and encourage them to take on responsibility.

Frequently Asked Questions

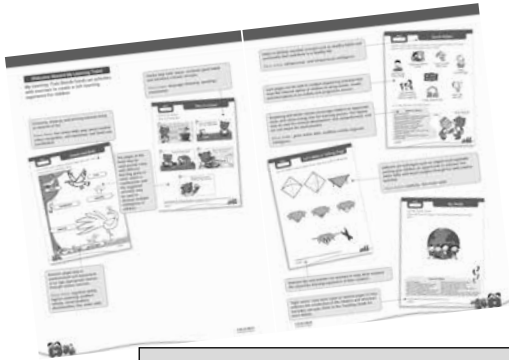
Q: How will we finish our syllabus if we conduct activities? What will the parents say? Activities and experiences are an integral part of the pre-primary syllabus. It is only after children do activities that we should guide them towards writing, following the cycle: Listening – Speaking – Reading – Writing. Activities will manifest in skills of the learners, who will be able to show parents how and what they have learnt. This series also includes activity suggestions for parents, which they can conduct at home to reinforce topics taught in schools.

Q: How can activities be conducted with a large class size? Activities can be conducted in varied settings and are designed to cater to average class sizes—very large class sizes in pre-primary must be avoided.

Q: How can we conduct all the activities within our lesson time? Doing all the activities is not mandatory. However, it should be noted that each activity suggested has been classroom tested and is designed to be short as per the attention spans of the children, so they can be easily applied in the classroom—they go hand-in-hand with the curriculum.

KNOW THE COURSE DESIGN AND RESOURCES

Resources of the Student's Books



WALK-THROUGH

Walks the teachers and parents through the features of the book with examples.



TABLE OF CONTENTS AND ACTIVITY GUIDE

Teachers can choose and plan from this list according to the needs of their classes.



STICKERS

Sticker activities can be sent home for one to one activity time with the parents.

ASSESSMENT STICKERS

Can be used on notebooks for the learning outcomes and observations.



Parents Activity Guide

A pull-out activity guide for parents is added within the *World of Letters*, *World of Numbers*, and *World Around Me* readers/worksheets.

It provides detailed activity suggestions for parents to easily follow at home to help develop their child's skills and reinforce topics taught in school.

Please Note: The Activity Map and the Weekly Planning Guide will help the teacher to plan and map activities in school.

These 4 pages can be pulled out and sent to the parents.

Activity Guide for Parents

Dear Parents,

Your child is aware, born with a special blend of talent, creativity, and intellect. Interacting with your child while teaching them, is seen to be a mutually rewarding experience for the child and you. Mathematics is not just about number symbols and their values, but also about developing memory, problem-solving skills, and cognition through experiences. Children at this stage usually learn by using their body, as their senses are not yet ready to understand symbols. The focus at this stage, should therefore, be on experiences, and activities with tangible objects which the children can feel, touch, and handle. Practice in worksheets must be preceded by engaging children in as many activities as possible, so let them experience and learn about their surroundings on their own. We have suggested various activities in the coursebook which can be done at school. However, here are a few suggestions which you can use to revisit the concepts at home. These will add to the children's learning experience and build a foundation for long-term learning.

The following rhymes and stories may be used for developing language and comprehension, as well as for concept-building.

Please note: rote learning and memorisation should not be encouraged as children will not be able to memorise all the stories or rhymes. Please use the rhymes to aid overall language and concept development, or simply to create rhythm and encourage movement and play among children.

Rhyme time

5 Little Ducks

5 little ducks were out to play,
Over the hills and far away,
Mother duck said, "Quack, quack, quack,"
4 little ducks came back, back, back!
4 little ducks were out to play,
Over the hills and far away,
Mother duck said, "Quack, quack, quack,"
3 little ducks came back, back, back!
3 little ducks were out to play,
Over the hills and far away,
Mother duck said, "Quack, quack, quack,"
2 little ducks came back, back, back!
2 little ducks were out to play,
Over the hills and far away,
Mother duck said, "Quack, quack, quack,"
1 little duck came back, back, back!

1 little duck came back, back, back!
1 little duck were out to play,
Over the hills and far away,
Mother duck said, "Quack, quack, quack,"
No little duck came back, back, back!
5 little ducks were out to play,
Over the hills and far away,
Father duck said, "Quack, quack, quack,"
All little ducks came back, back, back!

2 Little Dicky Birds

2 little dicky birds sitting on the wall,
1 named Peter and 1 named Paul,
Fly away Peter,
Fly away Paul,
Come back Peter,
Come back Paul.

10 Little Birds

10 little birds flew through the door,
And they came 1 more,
Count all the birds with me,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,
(11 birds we see
(Repeat for the other numbers.)

3 Little Monkeys

3 little monkeys jumping on a tree,
Teasing Mr Alligator,
"You can't catch me!"
Along came the alligator quietly,
And snatched 1 monkey from the tree,
2 little monkeys jumping on the tree,
Teasing Mr Alligator,
"You can't catch me!"
Along came the alligator quietly,
And snatched 1 monkey from the tree,
1 little monkey jumping on the tree,
Teasing Mr Alligator,
"You can't catch me!"
Along came the alligator quietly,
And snatched the monkey from the tree,
No more monkeys jumping on the tree,
Here is Mr Alligator sitting quietly!

ACTIVITY MAP

The following table maps the activities and the teaching guide page numbers to the pages of the student's book to help teachers see the activities at a glance and plan. All activities are not mandatory and teachers can choose from the list.

Chapter name and Student's Book page number	TG Page number	Activity name/number as seen in the Table of Contents of the Student's Book	Suggested interactive strategy and approximate time
My World (p. 1)	p. 27	Activity 1: Introduction	Pair activity (10 min)
	p. 27	Activity 2a: Photo Frame	Individual activity (30 min)
	p. 27	Activity 2b: Collage	Small group activity (25 min)
Meet Me (p. 2)	p. 28	Activity 3: All About Me	Individual activity (40 min)
	p. 28	Activity 4: Handprint Wall	Large group activity (25 min)
More About Me (p. 3)	p. 28	Activity 5: I Have Made A...	Individual activity (20 min)
	p. 29	Activity 6a: I Want To Be...	Individual activity (25 min)
	p. 29	Activity 6b: About Me	Individual activity (30 min)
I Feel (p. 4)	p. 30	Activity 7: I Feel	Large group activity (20 min)
	p. 30	Activity 8: How Do You Feel Today?	Large group activity (20 min)
	p. 31	Activity 9: Circle Time	Large group activity (10 min)
Good Habits (p. 5)	p. 31	Activity 10: On Time	Individual activity (30 min)
	p. 31	Activity 11: Hello!	Large group activity (20 min)
My Body Parts (p. 6)	p. 32	Activity 12a: My Body	Large group activity (30 min)
	p. 32	Activity 12b: My Body Parts	Large group activity (15 min)
I Can Match! (pp. 7–8)	p. 32	Activity 13: Parts of My Body	Large group activity (20 min)
	p. 33	Activity 14a: Functions of My Body Parts	Large group activity (20 min)
	p. 33	Activity 14b: Naming My Body Parts	Large group activity (20 min)
My Family (pp. 9–10)	p. 33	Activity 15: Greeting Cards	Individual activity (30 min)
	p. 34	Activity 16: My Family	Large group activity (20 min)
	p. 34	Activity 17: Family Tree	Individual activity (30 min)
	p. 35	Activity 18: Family Members	Large group activity (30 min)
The Sun and Its Family (p. 11)	p. 35	Activity 19: Solar System	Large group activity (20 min)
A House (pp. 12–14)	p. 35	Activity 20: Making a House	Individual activity (30 min)
	p. 36	Activity 21: About a House	Large group activity (15 min)
	p. 36	Activity 22: My Home	Large group activity (20 min)
	p. 36	Activity 23: Things in a House	Large group activity (20 min)
	p. 36	Activity 24: Parts of a House	Small group activity (40 min)
	p. 36	Activity 25: Activities in a House	Small group activity (25 min)

My Classroom (p. 17)	p. 37	Activity 26a: My School	Individual activity (30 min)
	p. 37	Activity 26b: My Classroom	Large group activity (25 min)
	p. 37	Activity 27: I Can Remember!	Large group activity (20 min)
Time to Listen! (A Colour Story) (p. 19)	p. 38	Activity 28: Colour Story	Large group activity (30 min)
	p. 38	Activity 29a: Colourful Balloons	Large group activity (20 min)
	p. 38	Activity 29b: Matching Colours	Large group activity (15 min)
	p. 38	Activity 29c: Coloured Beads	Individual activity (15 min)
I Can Match Colours! (p. 20)	p. 39	Activity 30: Colours	Large group activity (15 min)
Magic with Colours (pp. 21–22)	p. 39	Activity 31: Mixing Colours	Individual activity (30 min)
	p. 39	Activity 32: New Colours	Small group activity (30 min)
The Days of the Week (p. 23)	p. 40	Activity 33: Days of the Week	Large group activity (15 min)
	p. 40	Activity 34: Naming the Days	Large group activity (20 min)
The Weather (p. 24)	p. 40	Activity 35: The Weather	Individual activity (15 min)
	p. 41	Activity 36: Effects of the Weather	Small group activity (25 min)
Months and Seasons (pp. 25–26)	p. 41	Activity 37: Seasons	Large group activity (30 min)
	p. 41	Activity 38: Months of the Year	Large group activity (20 min)
Summer Season (pp. 27–28)	p. 42	Activity 39a: Summer	Small group activity (25 min)
	p. 42	Activity 39b: The Seasons	Small group activity (20 min)
	p. 43	Activity 40: Summer Holidays	Large group activity (25 min)
Rainy Season (p. 29)	p. 43	Activity 41: Monsoon	Large group activity (30 min)
Meet the Rainbow Fairy (p. 30)	p. 44	Activity 42a: Rainbow	Large group activity (30 min)
	p. 44	Activity 42b: Colours of the Rainbow	Pair activity (25 min)
	p. 44	Practice Activity: Winter	Large group activity (30 min)
	p. 45	Activity 42c: Painting a Tree	Small group activity (30 min)
Spring Season (p. 32)	p. 45	Activity 43: Spring	Individual activity (25 min)
	p. 46	Activity 44: Spring Flowers	Small group activity (20 min)
Let's Make a Talking Dog! (p. 33)	p. 46	Practice Activity: Origami Dog	Individual activity (20 min)
Clothes We Wear (p. 34)	p. 46	Activity 45: Clothes	Small group activity (25 min)
People Who Help Us (pp. 35–38)	p. 47	Activity 46: People Who Help Us	Large group activity (25 min)
Our Natural World (p. 39)	p. 47	Activity 47: Products from a Tree	Large group activity (20 min)
	p. 48	Activity 48: Planting a Tree	Small group activity (25 min)

Meet Some Fruits (pp. 40–41)	p. 48	Activity 49: My Fruits Booklet	Individual activity (30 min)
	p. 48	Activity 50: Naming Fruits	Large group activity (20 min)
	p. 49	Activity 51a: Fruits	Individual activity (20 min)
	p. 49	Activity 51b: Fruit Race	Large group activity (30 min)
Meet Some Vegetables (pp. 42–43)	p. 50	Practice Activity: Vegetable Puzzles	Pair activity (20 min)
	p. 50	Activity 52a: Sorting Fruits and Vegetables	Small group activity (30 min)
	p. 50	Activity 52b: Guess the Vegetable	Large group activity (20 min)
	p. 51	Activity 53: Collage	Large group activity (30 min)
	p. 51	Practice Activity: Fruits and Vegetables	Large group activity (25 min)
Healthy Food (pp. 44–45)	p. 52	Activity 54: Healthy Food	Individual activity (40 min)
Wild Animals (p. 48)	p. 52	Activity 55: Re-enact	Large group activity (40 min)
	p. 52	Practice Activity: Guess the Animal	Individual activity (40 min)
Homes of Wild Animals (p. 49)	p. 53	Activity 56a: Young Ones	Individual activity (40 min)
	p. 53	Activity 56b: Animal Sounds	Large group activity (25 min)
	p. 54	Activity 57a: Animal Habitats	Large group activity (20 min)
	p. 54	Activity 57b: My Zoo	Large group activity (25 min)
Pet Animals (pp. 50–51)	p. 55	Activity 58: Pets Puzzles	Small group activity (30 min)
Homes of Farm Animals (pp. 52–53)	p. 55	Activity 59a: Rhyme Time	Large group activity (30 min)
	p. 56	Activity 59b: Farm Animals	Small group activity (30 min)
Insects and Birds (pp. 54–55)	p. 56	Activity 60: Birds	Small group activity (30 min)
	p. 57	Activity 61: Insects	Pair activity (30 min)
Water Animals (p. 56)	p. 57	Activity 62: Water Animals	Individual activity (30 min)
Meet More Animals (p. 57)	p. 58	Activity 63: More Animals	Individual activity (30 min)
	p. 58	Activity 64: Animals Theme Board	Large group activity (15 min)
Our Animal Friends (p. 58)	p. 59	Activity 65: Animal Friends	Large group activity (15 min)
I Can Listen and Cross Out! (p. 59)	p. 59	Activity 66: The Lion Cub	Individual activity (30 min)
Happy Land (p. 60)	p. 59	Activity 67: Windsock	Large group activity (20 min)
Keep Our World Clean (p. 61)	p. 60	Activity 68: Recycling	Large group activity (15 min)
	p. 60	Activity 69: My Earth	Small group activity (25 min)
	p. 60	Activity 70: Air Pollution	Large group activity (20 min)

Means of Transport (pp. 62–64)	p. 61	Activity 71: Means of Transport	Small group activity (30 min)
	p. 61	Activity 72: Traffic Lights	Large group activity (15 min)
We Are One! (p. 65)	p. 62	Activity 73: Newspapers	Pair activity (20 min)
	p. 62	Activity 74: News Corner	Individual activity (25 min)
My Country (p. 66)	p. 63	Activity 75a: Pakistan	Large group activity (40 min)
	p. 63	Activity 75b: My Country	Small group activity (20 min)
Our Festivals (pp. 67–68)	p. 63	Activity 76: National Festivals	Small group activity (25 min)
	p. 64	Activity 77a: Cleanliness	Large group activity (20 min)
	p. 64	Activity 77b: Pakistan Day Collage	Large group activity (15 min)
	p. 65	Activity 78: Festivals	Large group activity (20 min)
	p. 65	Activity 79a: Eid	Small group activity (20 min)
	p. 65	Activity 79b: Places of Worship	Large group activity (15 min)

ACTIVITY SUGGESTIONS FOR STORIES

Please Note: Story time should be fun! Give the children enough opportunity to revisit and practise. The stories can be modified / shortened / lengthened according to the abilities of the children. The stories can be repeated in all three levels to both help the children revisit the stories to boost comprehension and the development of verbal skills. Children must not be forced to memorise or rote learn the stories without understanding them.

Mentioned below are the activities suggested for all the levels in both the *World of Numbers* and *World Around Me* books. The stories can be repeated, modified, and used in all levels and activities can be included to make them interesting.

Folk tales and storytelling: Pakistan has a large number of storytelling techniques from different parts of the country. We have compiled below a few for you to use with different stories.

<i>Nazm Kahani</i>	Tell a story using a rhythmic pattern. The voice modulation and rhythm helps the children to visualise the story and help in creative imagery.
Prop Bag	A cloth bag with objects, puppets, and dolls to narrate stories can be used for some of the stories.
Story Box	A cardboard box with different kinds of dupattas, <i>dumroo</i> , <i>dholak</i> , puppets, caps, etc. can be used to create a magic box for storytelling .
Making Scrolls	A scroll of paper with stories drawn on it can be rolled onto a stick and unrolled while narrating the story.
Making a Make-Shift Curtain	The staff (3–4 feet long) can have 3–4 feet strips of colourful cloth tied on one end. The strips can be knotted together and opened when required to make a curtain. The staff can be held horizontal and used as a backdrop or a curtain for the children to enact plays in the class or outdoors. Also, this can be used as a backdrop for recitation and individual storytelling by the children.
Dramatisation	Children can be asked to re-enact a given story. Teacher to facilitate the children.
Under the Tree	Storytelling outdoors under trees creates scope for children to be close to nature, to observe small changes, feel the breeze, and simply just be outside for a change of environment.

WEEKLY PLANNING GUIDE

Please Note: The below Weekly Planning Guide plan is just a guide and a broad outline, and can be modified to suit the learners pace and the classroom environment.

- The suggested design of the book is for 34–35 weeks of instruction time. Given below is a broad break-up of the syllabus, which can be modified according to the school’s timetable.
- Hands-on experiences lead the children to understand and learn life skills.

Week	Student’s Book Page Numbers	Week	Student’s Book Page Numbers
1	<p>Page 1: My World Page 2: Meet Me Page 18: Good Habits at School</p> <p>Introduce sight/high frequency words and encourage the children to use them in context while speaking (for example, ‘my’ and ‘look’).</p> <p>Make a class rules poster with the help of the children and nominate children for different duties through out the year.</p>	2	<p>Page 3: More About Me</p> <p>Introduce sight/high frequency words such as me, my, I, am, is, boy, girl.</p> <p>Page 4: I Feel</p> <p>Make stick puppets with expressions and spellings (happy, sad, scared, angry).</p> <p>Encourage children to talk about their favourite things.</p>
3	<p>Page 5: Good Habits</p> <p>Make a Good Habits Bear and a kindness wall where acts of kindness are marked with flowers regularly. (Refer to page 8 of the TG.)</p> <p>Page 17: My Classroom</p>	4	<p>Page 6: My Body Parts Pages 7–8: I Can Match! Page 23: The Days of the Week</p> <p>Introduce the calendar.</p> <p>Page 24: The Weather</p> <p>Make stick puppets of the days for the week and put them in the pocket train.</p> <p>Make a class weather chart. (Refer to activities relevant to the lesson in the section ‘Activity Bank’ of the TG.)</p>
5	<p>Page 9: My Family</p> <p>Ask parents to put up family photos with the relations—mother, father, uncle, sister, brother, and so on.</p> <p>Page 10: My Family (Photo Frame) Page 11: The Sun and Its Family</p> <p>Simply explain that the Sun has a family and the members (planets) have different names (e.g. mercury, mars). This can be built on as a concept as the children grow.</p>	6	<p>Pages 27–28: Summer Season</p> <p>Circle Time – Talk about summer fruits, holidays, grandparents’ homes, and so on.</p>

7	<p>Page 12: A House—Let’s Make a House Page 13: A House—A Room with a Maze Page 14: A House—Rooms in a House</p> <p>Circle Time: Talk about different kinds of homes and be sensitive to children whose homes may not have different rooms for different activities. You may choose to tell them that some homes have magic rooms that can be converted to a place to sleep, a place to eat, and so on.</p> <p>Ask parents to label things at home and encourage the children to read the labels.</p>	8	<p>Page 15: Good Habits at Home Page 16: Good Habits in Public Places</p> <p>During Circle Time, encourage children to talk about the things they can do to help their parents, take care of their own things, and respect their parents’ time and efforts. Encourage the children to thank the helpers at home.</p>
9	<p>Page 19: Time to Listen (A Colour Story) Make colour stick puppets and names puppets for matching and using on the theme boards.</p> <p>Page 20: I Can Match Colours! Incidental reading of colour names. This page can be revisited later for spelling. Parents are to do the same at home. Ask the children to read the names of colours and spot objects of the same colour.</p>	10	<p>Page 25: Months and Seasons Page 26: The Seasons’ Wheel</p> <p>Ask parents to put up a calendar in the children’s rooms and draw their attention to the month, day of the week, and the date.</p>
11	<p>Page 29: Rainy Season</p>		
<p>Observe the learning outcomes after 10–12 weeks to set pace for the next topics and activities based on the response of the children. Plan Circle Time and interaction regularly and focus on the development of the concepts for long term learning and assimilation. Use the given worksheets, flash cards, and activities to observe the children.</p>			
12	<p>Page 21: Magic with Colours Colour mixing activity (Allow enough time for this activity and let children enjoy the wonder of discovering new colours.) Page 22: I Can Mix and Match Colours</p>	13	<p>Page 30: Meet the Rainbow Fairy Page 33: Let’s Make a Talking Dog! Fold and Learn – Origami for the children</p>
14	<p>Pages 35–37: People Who Help Us Page 38: I Can Match!</p>	15	<p>Page 39: Our Natural World Circle Time: Talk to the children about nature and how it helps us.</p>
16	<p>Page 40: Meet Some Fruits Page 41: I Can Draw Fruits! Pages 42–43: Meet Some Vegetables</p>	17	<p>Pages 44–45: Healthy Food Page 46: Meet Little Mina Page 47: I Can Make a Collage!</p>
18	<p>Page 48: Wild Animals Page 49: Homes of Wild Animals</p>	19	<p>Page 50: Pet Animals Page 51: I Can Trace!</p>

20	<p>Page 52: Homes of Farm Animals Page 53: I Can Match! Revise: Wild and Pet Animals Circle Time: Talk about being kind to animals.</p>	21	<p>Pages 54–55: Insects and Birds Make stick puppets of birds and put them up in the learning train/theme board. Page 56: Water Animals</p>
22	<p>Page 57: Meet More Animals Page 58: Our Animal Friends Page 59: I Can Listen and Cross Out!</p>	23	<p>Page 61: Keep Our World Clean Page 65: We are One! Page 66: My Country</p>
24	<p>Page 60: Happy Land Pages 62–63: Means of Transport Page 64: I Can Draw!</p>	25	<p>Page 69: Time to Listen! (Uncle Ali's Plants) Pages 70–73: Let's Keep Our City Clean! and I Keep My City Clean</p>
26	<p>Page 74: Wake Up, Little Seed! Plant a few seeds with the children and encourage them to water them. Page 75: Let's Learn from Ants! Page 76: Spot the Differences</p>	27	<p>Page 77: I Can Recall! Odd one out Page 78: Topsy-Turvy World</p>
28	<p>Page 34: Clothes We Wear Recap seasons and the different types of clothes we wear during each season.</p>	29	<p>Page 31: Winter Season Page 32: Spring Season Recap other seasons – discuss the different ways the children feel in each season.</p>
30	<p>Page 79: I Can Recognise!</p>	31	<p>Pages 80–82: I Can Recall!</p>
32	<p>Page 83: Time to Listen! (Baby Bear)</p>	33	<p>Ask the children to revisit the student's book page by page and try to read as many words as they can. Mark the words they can read with small ticks to be able to keep track of how much they have learned.</p>
34	<p>Ask the children to revisit the student's book page by page and try to read as many words as they can. Mark the words they can read with small ticks to be able to keep track of how much they have learned.</p>	35	<p>Pages 67–68 can be done as the festivals fall in the year.</p>

Observe the learning outcomes using the given worksheets, flash cards, and activities to observe the children.

STORING AND MANAGING MATERIALS

Colour-Coding: Labels of various colours can be used to differentiate between the materials made by the teacher for different subjects. For example, an orange label can be pasted on a packet carrying material for an English activity, a purple label can be used for Maths, and a light blue label for General Knowledge.

Number-Coding: Each packet can be given its own particular alpha-numeric code to act as a reference. This way teachers can easily identify the resource later. For example, you can use 'E' to represent English, 'M' for Maths, and 'GK' for General Knowledge. Refer to the given image below to use as an example:

Sample (English):

E-1
Picture puppets
A to Z (2 sets)

E-2
Picture puppets
a to z (2 sets)

Recording in a Diary: The teaching resources created and used for activities should be noted down in the teacher's diary to create a database which the teacher can use in future.

The following format can be used to make entries in the teacher's diary. This will enable teachers to reuse resources easily in future.

Activity No.	Topic	Date	Aids Used
Activity 1	Picture puppets	26.3.2020	E1 A to Z (2 sets)

Saving, Reusing, and Modifying: If the materials are laminated and used carefully, they can be used in the next session.

Worksheets: Worksheets should be used together with activities mentioned in the student's books and teaching guides to reinforce topics taught at that level. Worksheets should be regularly sent to parents if children need to revisit the topic taught in school. This can be achieved if some of the worksheets are pasted in the children's notebooks.

Storing Flash Cards: Each book has been provided with a set of flash cards. This is how you can store them:

- Number the flash cards of each book (with a permanent marker) with the roll numbers of the children.
- Numbering the flash cards helps you to place the cards with the correct set if they get mixed up. Give children the opportunity to read them for a day or two as reading sheets before tearing them into flash cards.
- Get a set of transparent resealable bags to store the cards.
- You can also devise your own methods of storage as per your convenience.

CREATING CLASSROOM RESOURCES

Making 'My Learning Train' for the Classroom

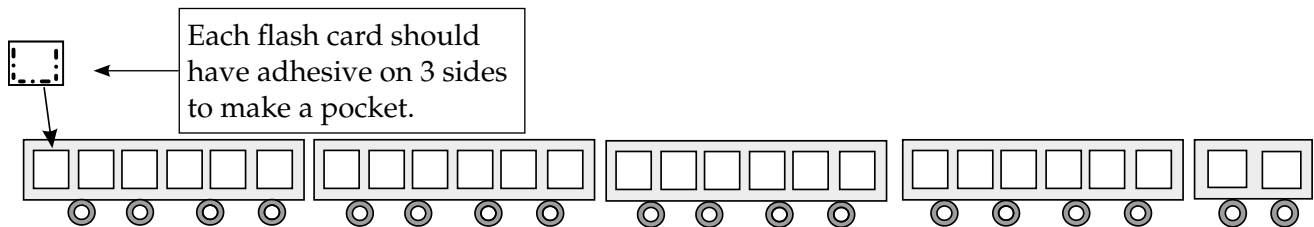
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

Materials Checklist:

- Four chart paper strips of dimensions 70 cm × 19 cm
- One chart paper strip of dimensions 19 cm × 20 cm
- Twenty-six 10 cm × 10 cm flash cards of different colours
- Circles of diameter 5 cm each
- Adhesive

Instructions:

1. Place the flash cards on the chart paper strips to get the spacing right.
2. Spread adhesive on three sides of the flash cards and paste them to make pockets.
3. Put them up in a single row to make the Learning Train. Refer to the image below to use as an example:



Stick Puppets

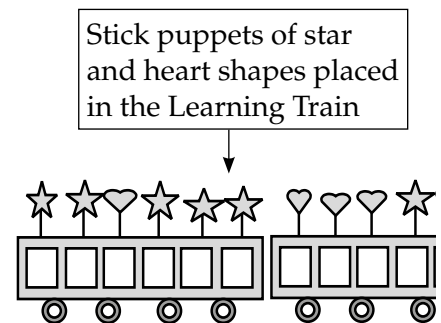
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. It can be used for display and also as an interactive resource for activities.

Materials Checklist:

- 10 cm × 10 cm cards and 10 cm × 20 cm cards
- Pictures relevant to each activity (fruits, toys, etc.)
- Transparent packing tape.
- Ice cream sticks
- Adhesive
- Recycled-reusable bags for storing resources.

Instructions:

1. You can write letters, words, numbers, or draw any illustration from the books on cards to make stick puppets.
2. Paste the cards on sticks and make sets of stick puppets for the children to use. Refer to the given image.
3. Laminate with tape if required—please note that the children will be holding the material with the sticks.
4. Store in bags and label neatly.



5. Add the name of the set and the teacher who made it in the diary/register used for record keeping so that all the teachers know it is there and can share, exchange, and reuse to optimise each resource.

Please Note: For word-building exercises, letters can be written on 5 cm x 10 cm cards.

Similarly, picture cards can be made by simply enlarging pictures from the student's books and pasting them on 5 cm x 10 cm cards. They can be laminated for long-term use.

Good Habits with Brownny Bear

The cut-out of Brownny Bear can be used to teach children about good habits.

Materials Checklist:

- One chart paper
- A4 sheets
- Marker

Instructions:

1. Draw the outline of a bear on the chart paper and cut it along the outline. Draw the features of a teddy bear.
2. Decorate it by drawing accessories on it.
3. Use the A4 sheets to make outlines of T-shirts with different good habits written on them. The T-shirts can also serve as pockets.
4. Pin it on Mr Bear and draw the attention of children to it regularly. Select a good habit to follow every week. Refer to the image below to use as an example.



TEACHING KINDNESS AND MINDFULNESS

Children from an early age, should be taught kindness and empathy. The schools are not only responsible for the completion of the curriculum but also for equipping a child with basic social survival skills. We think this aspect must be consciously addressed by the schools where the children spend their formative years. For a child, making new friends, being scolded in public, separation from parents, a fall and injury, and even a friend being absent can be painful. Empathy and compassion can help the children to reach out to each other and to the society as a whole. We also want the children to be mindful and focus on their actions and reactions to different things.

Suggested below are a few activities to help teachers create a mindful and kind environment:

My Breath and Me	Seat the children in a circle and encourage them to breathe in and out at an even pace. The teacher can sing softly—‘Breathe in and then out’, (Refer to page 49, <i>World Around Me</i> . Nursery student’s book) Slowly breathe in and out (repeat in and out over and over till they understand the pace of their breath.
Stop and Throw a Smile	Seat the children in a circle and ask them to throw a ball with a smiley emoji pasted on it, to each other. Tell them how even when they do not have the ball they have to smile at people when they see them in the morning. You can also use a cushion with a smiley on it for the activity.
Kindness Garden	Make a pocket chart with grass and butterflies. Have flower stick puppets with the children’s names ready. In case you notice a kind act by a child during the day tell the class about it and place the flower in the kindness garden. Try to add all the names of the children.
Moods and Feelings	Make stick puppets showing feelings e.g. happy, sad, angry, and scared, to help the children understand emotions and feelings. Teach them how to be at ease while feeling scared or angry. Give them smileys to place with the emotions as they feel something and help them to manage those feelings.
We Are Here	Whenever a child is hurt or crying, ask other children to comfort him/her by saying, ‘We are here for you’. This helps people even as they grow older.
Courtesy	Using the golden words: please, sorry, excuse me, thank you, it’s alright. These words are important for children to learn in context of their day to day activities.
Noticing Small Changes	Children must consciously be encouraged to mindfully notice small changes in people and the environment. Teachers can talk about it during Circle Time. Talk to the children about noticing people and being safe, not going to strangers, parts of the body that no one must touch, and so on.
Respecting Public Places	Talk to the children about speaking softly in public, respecting other people’s space, walking on the left side of the staircase/escalators/corridors and allowing people in a hurry to pass, making and respecting queues, respecting public property, using the public toilets carefully and leaving them clean for others.

ART AND CRAFT ACTIVITIES

Learning is most effective when children are involved in the classroom. The lesson plans in this book suggest activities for making the classroom student-centric. Some activities to commence classroom teaching and learning activities are:

Technique	Materials	Method
Sponge printing/ Cotton printing	<ul style="list-style-type: none"> • Sponge pieces/Cotton • Water colours • Small bowls 	<ul style="list-style-type: none"> • Tell the children to sit in a group. • Place two or three colours in the bowls. • Give each child a newspaper or drawing sheet to sponge print/cotton print on. • Variations: Cut the sponge into geometric shapes to make designs.
Finger printing/ Thumb printing	<ul style="list-style-type: none"> • Water colours • Drawing sheets • Bowls • Pieces of sponge 	<ul style="list-style-type: none"> • Tell children to sit in a group. • Place two or three bowls with pieces of sponge before the children. • Pour poster colours on the sponge. • Ask the children to press their finger/thumb on the sponge, and make a print on the page.
Hand-tracing Foot-tracing	<ul style="list-style-type: none"> • Drawing sheets • Crayons 	<ul style="list-style-type: none"> • Give each child a drawing sheet and crayons. • Tell them to trace their hands and feet on the paper.
Playdough	Ready-made playdough or made using: <ul style="list-style-type: none"> • 2 cups all-purpose flour • $\frac{3}{4}$ cup salt • $\frac{1}{4}$ cup oil • $\frac{1}{2}$ cup water • Food colour 	<ul style="list-style-type: none"> • Mix the ingredients and knead the dough to make playdough. Ask the children to make different shapes using the dough.
Paper folding	<ul style="list-style-type: none"> • Origami sheets/art paper (of different colours). 	<ul style="list-style-type: none"> • Show the children how to fold the paper to make various things such as fans, boats, and birds.
Stringing beads	<ul style="list-style-type: none"> • Beads • Strings 	<ul style="list-style-type: none"> • Ask the children to string the beads.
Cotton/Yarn pasting	<ul style="list-style-type: none"> • Cotton/Yarn • Outlines of big pictures (animals, fruits, etc.) • Adhesive 	<ul style="list-style-type: none"> • Give the children outlines of clouds, sheep, rabbit, etc. • Give the children cotton/yarn to paste within the outlines.

Paper crushing	<ul style="list-style-type: none"> • Kite paper/crepe paper • Adhesive • Outlines of pictures (corn, custard apples, pineapples, etc. 	<ul style="list-style-type: none"> • Give children 1 inch pieces of kite paper. Ask them to crush the paper and roll them into small balls. • The crushed paper can be pasted within outlines of the pictures.
Vegetable printing	<ul style="list-style-type: none"> • Onions • Ladies' fingers (okra) • Potatoes • Cauliflower • Poster colours • Bowls • Pieces of sponge 	<ul style="list-style-type: none"> • Place the pieces of sponge in small bowls. • Pour poster colours on them. • Cut the vegetables into half. • Tell the children to press the cut half of the vegetables on the sponge and make designs on paper.

DEVELOPING A SCIENTIFIC TEMPERAMENT

Children need to develop the ability to observe and question. They need to explore, experiment, predict, and solve problems. Let us take a look at some of the activities that would enable children to develop their senses.

Materials Checklist:

- Magnifying glass
- Balancing scales
- Transparent beakers
- Funnels
- Balloons
- Crepe paper
- Mirrors
- Seeds
- Magnets
- Feathers
- Water
- Thermometer
- Ice cream tubs
- Buttons
- Yarn
- Packing sponge
- Egg cartons
- Cardboard roll from toilet paper
- Roll of foil paper
- Straws
- Old toothbrushes
- Old beads and jewellery
- Feathers
- Sawdust
- Pencil shavings from sharpening pencils
- Bottles and lids
- Fabric scraps
- Old magazines
- Paper plates and paper glasses
- Shoe boxes
- Envelopes
- Old greeting cards
- And so on...

Note: Think twice before throwing away things. They can very well be used as effective resources.

Activity Name	Materials	Instructions
Developing the Sense of Sight		Ask the children to close their eyes and try to walk in the direction you mention. Draw their attention to the importance of the eyes and how to take care of them.
Sensitising and Awareness	Write the letters of the English alphabet on card sheets and perforate them with a needle, thereby creating Braille letters.	Ask the children to close their eyes, feel the letters, and try to name them. Explain to them how visually impaired people read and empower themselves.
Viewing the World Using a Pinhole	Pierce a small hole in a 10 cm × 10 cm card.	Pass the card around and ask the children to look through the pinhole and describe what they can see.
Magnifying and Observing	Magnifying glass	Give the children a magnifying glass and take them out to use it to observe details.
Developing the Sense of Hearing	Sound boxes	Use toothpick containers to make pairs of sound boxes for children. You can use pulses from the kitchen to fill the containers. You can also use <i>channa</i> / <i>moong dal</i> / <i>sooji</i> / pebbles / sand. Ask the children to shake the containers and match the same sounds.

Recognising Everyday Sounds	A walk in the park	Take children for a quiet walk and ask them to listen carefully to all the sounds and tell you about them after wards.
Recording and Listening	Record different sounds and play them in the class/ audiovisual room.	Play the sounds one by one and ask the children to guess their origin.
Using Things to Make Sounds	Bell, wrapper, whistle, pouring of water, sharpening of a pencil, dragging a chair, etc.	Hide and use different things in the immediate environment to create sounds and ask children to guess them.
Guessing the Voice	Voices of children/teachers/ class helpers	Have the children take turns to sit with their back towards the class. Ask the other children and teachers to speak/sing and give them the chance to guess whose voice it is.
Developing the Sense of Taste	Taste day	Ask the children to bring different types of food and share with their friends. Also ask the children to taste and describe, whether it is sour, sweet, salty, or bitter.
Developing the Sense of Smell	Smell and guess Collect different things with different fragrances and smells. Lemon, rose, onion, and jam	Place the things in cloth bags/containers (one thing at a time) and ask the children to take turns to smell the things and guess their names.
	Smell walk	Take children for a walk and ask them to smell things around them. Talk about how various things bear different smells.
	Smell and taste	Draw the attention of children as to how smell and hunger work together. Ask them if they feel hungry after smelling their favourite
Developing the Sense of Touch	Texture bags (feely/ sensory bag) Texture boards Textures in the environment	Children can touch and classify objects into: hard/soft/rough/smooth
Planting a Seed	Seeds and gardening tools.	Help children to plant seeds, water the seeds, and see the plants grow.
Identifying Different Plants	Visit to a nursery	Take the children to a nursery and ask the gardener to name the different kinds of plants available. This also helps children to develop a sense of wonder.

ACTIVITY BANK

Guiding Puppets: Children at this level are beginning to build a new vocabulary and may not know the names of many of the things that will be needed to conduct the activities. It is suggested that you make a set of extra stick puppets of different things commonly used in stories, such as house, tree, village, etc. which will work as guiding puppets. Show these puppets to children as you say their names.

Activity 1: Introduction

Materials Checklist:

- Stick puppets (Good Morning, Good Afternoon)
- Markers

Instructions:

1. Make stick puppets of the words we use to greet each other, such as 'Good Morning' and 'Good Afternoon'.
2. Seat children in pairs. Ask them to introduce themselves to each other.
3. Hold up the stick puppets and teach children the various greetings.
4. Have them greet each other using the words they have learnt.
5. Encourage them to make new friends.

Activity 2a: Photo Frame

Materials Checklist:

- Chart paper
- Ice cream sticks (4 for each child)
- Pencils
- Crayons
- Adhesive

Instructions:

1. Cut a 16 cm × 16 cm square from the chart paper for each child.
2. Give each child a paper square, four ice cream sticks, a pencil, crayons, and adhesive.
3. Ask children to paste the four ice cream sticks to border each side of the square in order to create a photo frame.
4. Ask children to draw their own picture on the squares and write their name. (Children may use their ID cards to help them spell their name.)
5. Put up the frames in class.

Note: Children may take their photo frames home to show to their parents.

Activity 2b: Collage

Materials Checklist:

- Coloured paper
- Scissors
- Drawing sheets
- Adhesive
- Crayons
- Trays

Instructions:

1. Cut out flower shapes from the coloured paper.
2. Seat children in groups of four. Give each group a drawing sheet and adhesive.
3. Place the flower shapes in a tray. Let each child pick a few.
4. Help children to make a collage of flowers and pasting them on the drawing sheet.
5. Give them crayons to complete the collage by drawing leaves, grass, etc.
6. Open to page 1 of the student's book and sing along the rhyme on the page along with the children.

Activity 3: All About Me**Materials Checklist:**

- Photographs of your students as infants
- Drawing sheets
- Adhesive
- Crayons
- Child-safe scissors

Instructions:

1. Ask parents to send pictures of their children as infants a few days before you conduct the activity.
2. Give each child their photograph, crayons, adhesive, child-safe scissors, and a drawing sheet.
3. Help children create a page about themselves, with the details of their name, age, school, etc. Write what details you want them to mention on the white board.
4. When they have completed the page, ask children who are willing to show their sheets and speak a few lines about themselves in front of the class.

Activity 4: Handprint Wall**Materials Checklist:**

- 2 sheets of chart paper
- Poster colours of different shades
- Marker
- A piece of sponge for each colour (sponges should be equal to the size of a child's palm)
- A tray

Instructions:

1. Spread the sheets of chart paper on a table.
2. Place the sponges on a tray. Pour some poster colour on each sponge.
3. Call five children at a time. Ask each child to put their right hand on the paint-soaked sponge and press it down so that their hands are covered with paint. Help children make their handprints on the chart paper. Write the child's name under their handprint with a marker.
4. After every child has done so, pin the charts up on the soft board to make a handprint wall.
5. Have children complete the maze independently on page 2 of the student's book and sing the given rhymes on the page along with children.

Activity 5: I Have Made A...**Materials Checklist:**

- Playdough
- Crepe paper (of different colours)
- Adhesive
- Outlines of different objects on a drawing sheet.

Instructions:

1. Give children playdough.
2. Demonstrate making a few things using the playdough such as a flower, flower vase, leaves, butterfly, bear, etc.
3. Tell children to make whatever they like using the playdough.
4. Ask children to describe what they have made by saying, 'I have made a...'
5. Give children crepe paper to tear and crush into small balls. Give them outlines of different objects and help them stick the paper balls within the outlines.

Activity 6a: I Want To Be...**Materials Checklist:**

- Drawing sheets (one for each child)
- Crayons
- Box
- Candles

Instructions:

1. Place a few birthday candles in a box.
2. Ask children to pick up the correct number of candles to represent their age.
3. Give each child a drawing sheet and a few crayons to draw themselves and the number of candles they picked up.
4. To reinforce the vocabulary taught in the previous lesson (Meet Me), ask children to write their name and age on the sheet. Help them to write 'I am a girl/boy' on the drawing sheet.
5. Ask children to draw a picture representing what they would like to be in the future. Tell them to decorate the borders of the sheet to make a frame.
6. Ask each child to show the picture to the other children and describe what they dream of becoming by saying, 'I want to be a...'

Activity 6b: About Me**Materials Checklist:**

- Sponges
- Bowls
- Poster colours (two)
- Crayons

Instructions:

1. Seat children in groups.
2. Give each group two bowls with a sponge in each of them. Pour a poster colour on each sponge.
3. Help children to make their thumbprint and fingerprint on page 3 of the student's book.
4. Arrange for a weighing scale and height measurement chart in the class. Help children to record their weight and height in the student's book.
5. Pair up children and ask your students to compare their heights with their pair partner's height. Have them say, 'I am taller than...' or '... is taller than me'.
6. Ask children to write their age and draw the corresponding number of candles.

Activity 7: I Feel

Materials Checklist:

- 10 cm x 10 cm blank cards
- Pictures
- Adhesive
- Stick puppets (depicting various emotions)
- Markers

Instructions:

1. Draw various emotions on stick puppets, as shown on page 4 of the student's book.
2. Paste or draw pictures of various situations on the cards. You can take examples from page 4 of the student's book.
3. Give the emotion stick puppets to children.
4. Hold up one picture card at a time, and ask children to hold up the stick puppet that reflects their mood in the given situation.
5. Follow this exercise by asking children how they would feel in various situations. You can ask 'what if...' questions.

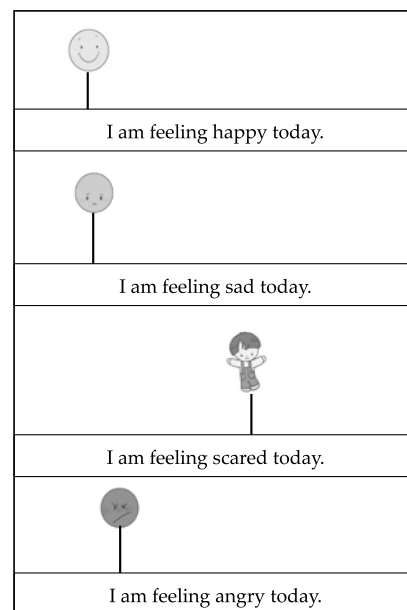
Activity 8: How Do You Feel Today?

Materials Checklist:

- Chart papers
- Marker
- Stick puppets (of a boy/girl)
- Stick puppets (of various emotions)
- Adhesive
- Tennis balls (four)

Instructions:

1. Use the emotions stick puppets used in Activity 7.
2. Help each child make a stick puppet of a girl/boy for themselves, and write their name on the top end of the puppet.
3. Cut four thin strips of sheet of chart paper and write sentences representing various moods on the strips of paper. Paste only 3 edges of the strips and stick them on to the half chart paper to make pockets. This will be referred to as the 'mood chart'. You can refer to the image as an example.
4. Place the emotion stick puppets in the pocket corresponding to the puppet so that children learn to recognise which pocket represents what emotion
5. Ask children to place their boy/girl puppets in the corresponding pocket of the chart representing moods according to how they are feeling.
6. Have children explain why they are happy/sad/scared/angry.
7. Next, draw the moods on four balls.
8. Ask children to stand in a circle.
9. Throw the balls to different children. Ask them to catch the ball, describe the mood depicted on it, and make that expression.
10. Ask children to throw the ball to another child and continue the game.



Activity 9: Circle Time

Materials Checklist:

- Tambourine or bell

Instructions:

1. Use the tambourine or bell to gather children around for Circle Time and sing rhymes such as 'If you are happy and you know it...' (easily available online).

Activity 10: On Time

Materials Checklist:

- Drawing sheet (one for each child)
- 5-inch piece of ribbon (one for each child)
- Picture of a wristwatch (one for each group)
- Crayons
- Child-safe scissors
- Adhesive
- Basket
- Mr Bear



Instructions:

1. Seat children in groups.
2. Give each group a picture of a watch.
3. Give each child a drawing sheet and some crayons. Help children to draw the dial of a watch. The circle should be of 2 cm–3 cm in diameter. It should show the time at which school commences.
4. Assist children in cutting out the watch dials that they have drawn.
5. Place the pieces of ribbon in a basket.
6. Ask each child to pick up a ribbon and pass down the basket to the next child.
7. Have each child paste the cut-out of a watch in the middle of a strip of ribbon.
8. Help them to tie their watch to their wrist.
9. Talk to children about the importance of punctuality. Tell them that they must check their watches and always reach school on time.
10. Help children to read about healthy habits on page 5 of the student's book.
11. Ask them to describe their daily routine and name one healthy habit that they have. Discuss the importance of having daily runtime
12. Introduce Mr Bear and use him to teach children one good habit every week. Refer to the section 'Good Habits with Brownie Bear' in 'Creating Classroom Resources' in the TG.

Activity 11: Hello!

Materials Checklist:

- Tambourine

Instructions:

1. Open to page 5 of the student's book.
2. Explain the various situations in which different greetings are used. For example, Good Morning is used to greet people in the morning, Good Afternoon is used when we meet people in the afternoon, and Good Evening is used when we meet people in the evening.
3. Divide the class in half to make an inner and an outer circle. Play the tambourine and ask children in the inner circle to move clockwise and anticlockwise in the outer circle.

4. When the music stops, children will have to stop too and stand facing a partner. Both children should introduce themselves. For example, 'Hello! My name is...'

Activity 12a: My Body

Materials Checklist:

- Chart paper
- Marker
- Scissors
- Board pins

Instructions:

1. Ask children to stand in pairs.
2. Call out the names of different body parts. Ask children to point to that particular body part.
3. Divide the chart paper into two halves.
4. On one half of the chart paper, draw an outline of a human body.
5. On the other half, draw a complete detailed image of the human body. Make sure the outline drawn previously is the same size used to draw the detailed image of the human body. Cut it up in large pieces to form a jigsaw puzzle.
6. Put up the outline on a soft board in the classroom.
7. Place the puzzle pieces on a table.
8. Ask one child at a time to come up and place a puzzle piece in the right place using a board pin. In the end point to various body parts and ask students to name them.

Activity 12b: My Body Parts

Materials Checklist:

- Stick puppets (names of body parts)
- Markers

Instructions:

1. Write the name of different body parts on each stick puppet.
2. Ask children to stand in a circle.
3. Hold up a stick puppet. Help children to read the name of the body part.
4. Ask them to point to the named body part on their own bodies.

Activity 13: Parts of My Body

Materials Checklist:

- Things to taste (e.g. sugar, chips, biscuits, fruits)
- Things to smell (e.g. perfumes, lemons, roses)
- Things to feel (e.g. erasers, combs, brushes, pencils, crayons)
- Things to hear (e.g. sounds of birds, animals, door knock etc.)
- Tray

Instructions:

1. Ask children to close their eyes.
2. Place different things to taste on a tray for children to taste. Tell them to pick one object off the tray. Ask them to taste it and try to guess what it could be.
3. Ask them to name the part of the body that helped them to identify the objects.

4. Similarly, place things they can smell on a tray and ask them to smell it. Follow the same steps for things to feel. They will feel the objects and guess what it is. You can also play different sounds and ask the children to guess what the sounds are.
5. Introduce page 7 of the student's book. Let children read the sentences and complete the exercise independently.

Activity 14a: Functions of My Body Parts

Materials Checklist:

- Picture stick puppets (pictures of people using different parts of their body)
- Learning Train

Instructions:

1. Make stick puppets using pictures of people using different parts of their body to carry out various activities, for example, a boy using his nose to smell a rose.
2. Make picture stick puppets of different parts of the body.
3. Distribute the picture stick puppets of people doing different activities among the children.
4. Place the picture stick puppets of body parts in the Learning Train.
5. Ask students to place the picture stick puppets of people doing different actions in the corresponding pockets of the Learning Train.

Activity 14b: Naming My Body Parts

Materials Checklist:

- Two sets of stick puppets (names of body parts, action words)
- Marker
- Learning Train

Instructions:

1. Write the names of body parts on one set of stick puppets.
2. Write action words, e.g. see, listen, taste, smell, on the second set of stick puppets.
3. Distribute the first set of stick puppets among the children.
4. Ask them to place the stick puppets naming the parts of the body in the Learning Train.
5. Ask children to place the second set of stick puppets in the corresponding pockets of the Learning Train.
6. Introduce page 6 of the student's book. Let children complete the exercise independently.

Activity 15: Greeting Cards

Materials Checklist:

- Sheets of paper (one for each child)
- Paint
- Paintbrushes
- Crayons

Instructions:

1. Give each child a sheet of paper.
2. Ask children to fold the sheet of paper in half to make a card. Show them how they should place the paper before them and paint the cover of the card.
3. Tell them to address the card to their parents. Teach them the greeting that should be written inside the card.
4. Children can later address a similar card to their grandparents or other members of their family.

5. Let children take the cards home.
6. Ask parents to help their children to place the card addressed to their grandparents in envelopes and paste postage stamps on it. Parents can write the grandparents' address on the envelope and take their children to the post office to post the cards or give it to them if they are living with them. Similarly, they can post/give cards to other members of the family.

Activity 16: My Family

Materials Checklist:

- Photographs of family members

Instructions:

1. Ask children to stand in a circle.
2. Sing the rhyme given on page 9 of the student's book with them.
3. Ask them to describe their families and their favourite family member.
4. Tell children that they must assist their parents at home. For example, they should put all their things back in their place.
5. Ask parents to send photographs of family members to school.
6. Introduce page 10 of the student's book. Ask children to paste the photographs on the page.

Activity 17: Family Tree

Materials Checklist:

- Two sheets of paper for each child
- Photographs of family members of children
- Paint
- Paintbrush
- Crayons
- Child-safe scissors
- Adhesive

Instructions:

1. Create the outline of a family tree on a sheet of paper. Ask for names of children's grandparents, parents, and siblings beforehand for this activity.
2. Give children the sheet of paper. Ask them to take it home and fill in the names with some assistance from their parents. Ask the parents to send pictures of their family members for the family tree.
3. Next day, give each child an outline of a tree on a sheet of chart paper.
4. Ask children to cut the tree along the outline and paint it.
5. While the paint dries, ask children to draw an apple for each family member on a sheet of paper.
6. Ask children to cut out the apples. Then, tell children to write the names of each of their family members and their relation to each of them on the apple cut-out. The sheet of paper with the names of their family members can help them to fill in the details.
7. Cut out the apples and ask children to paste the apples on the tree, beginning with their grandparents' names at the top and their own names at the bottom. Let children add photographs of their family members to complete their family tree.
8. The family tree can help familiarise children with the names of their family members.

Activity 18: Family Members

Materials Checklist:

- Scenario cards (10 cm x 10 cm cards with different scenarios written on them)

Instructions:

1. Write different day-to-day scenarios involving a member of the family on 10 cm x 10 cm cards, e.g. 'How does mom wake you up in the morning?' Scenarios can be repeated.
2. Distribute the scenario cards among the children and give them a moment to think how they will perform the scenario written on their card.
3. Ask them to act like their family members.
4. Each child can perform their given scenarios in front of the class.

Activity 19: Solar System

Materials Checklist:

- Newspaper sheets
- Ice cream sticks
- Coloured paper (colours should represent the sun and planets)
- Adhesive
- Pictures of the solar system

Instructions:

1. Crush sheets of old newspaper into balls. Cover them with coloured paper to make spheres that will represent the sun and the planets. Paste an ice cream stick on each sphere.
2. Distribute the stick puppets of the sun and the planets among the children.
3. Ask children to stand in a circle.
4. Ask the child holding the stick puppet of the sun to stand in the middle of the circle.
5. Tell children about the solar system.
6. Sing the rhyme given on page 11 of the student's book with children.
7. Show them pictures of the solar system and familiarise them with the names of the planets.

Activity 20: Making a House

Materials Checklist:

- Coloured paper
- Crayons
- Adhesive
- Scissors

Instructions:

1. Seat children in groups of four.
2. Open to page 12 of the student's book.
3. Give children coloured paper, adhesive, and crayons.
4. Ask children to cut the pieces according to the shapes on page 12 of the student's book, using child-safe scissors.
5. Have them paste the shapes, and colour the remaining space using crayons.

Activity 21: About a House

Instructions:

1. Ask children to look at the picture they have just completed on page 12 of the student's book. Ask them to identify the various parts of a house.
2. Aid children in improving their vocabulary by putting down words such as door, window, balcony, and wall on the board. Help children identify them. Talk to children about how our homes protect us.

Activity 22: My Home

Materials Checklist:

- Coloured paper
- Crayons

Instructions:

1. Give children coloured paper and crayons.
2. Ask them to draw their homes.
3. Ask children about their homes during Circle Time using their drawing for reference.

Activity 23: Things in a House

Materials Checklist:

- Labeled pictures of objects found in a house (for example, sofa, table, bed, fridge, etc.)

Instructions:

1. Open to page 14 of the student's book. Ask children to look at the pictures and identify the rooms in a house.
2. Let children try to read and identify the names of various objects in the rooms such as bed, lamp, tap, mug, jug, and jam.
3. Show children pictures of things in a house and ask them to identify the rooms in which they belong.
4. You can also use actual things or toy versions of objects found around the house for the activity.

Activity 24: Parts of a House

Materials Checklist:

- Toys (of objects in a house)
- Stick puppets of different rooms in a house

Instructions:

1. Distribute toys of objects belonging to different rooms in a house and let children identify and name the toys.
2. Place the room stick puppets in the middle of a circle.
3. Ask children to place the things that belong to the respective rooms near the relevant stick puppets.

Activity 25: Activities in a House

Materials Checklist:

- Pictures cards (of activities we do in different rooms of a house)
- Toys (related to activities carried out in a house)
- Pictures of rooms in the house

Instructions:

1. Collect pictures of the activities carried out in the different rooms of a house from magazines or the internet and paste them on cards.
2. Collect pictures of different rooms as well and paste them on cards. Distribute the pictures among the children.
3. Distribute toys of objects which belong to different rooms in a house.
4. Let children holding toys related to one room form a group. Ask them to identify pictures of the activities done with the toys and room pictures that they have.
5. Introduce page 13 of the student's book and let children complete the exercise independently.

Activity 26a: My School**Materials Checklist:**

- Chart paper
- Sketch pens

Instructions:

1. Organise a Circle Time for children to meet and make new friends.
2. In class, put up a class or school rules chart and make children aware of the rules to be followed in school.
3. Introduce page 18 of the student's book. Talk about 'Good Habits at School' and finish the exercise on the page.
4. Ask them what they like about the school, and the things that they enjoy doing there.
5. Ask children to name the friends they have made in school.

Activity 26b: My Classroom**Materials Checklist:**

- 5 cm x 10 cm blank cards
- Marker
- Reading Wall

Instructions:

1. Make name cards of objects that are found in the classroom.
2. Introduce these words to children. Put them on the Reading Wall. (Refer to World of Letters TG.)
3. Label the things in the classroom. Encourage children to go around the classroom and read them.
4. Ask children to identify and name the things that belong in the classroom on page 17 of the student's book.

Activity 27: I Can Remember!**Materials Checklist:**

- 6–10 objects found around the class (duster, marker, book, etc.)
- A tray

Instructions:

1. Place the objects on the tray.
2. Ask children to observe the objects on the tray carefully.
3. Remove some of the objects from the tray (away from the children) and show the tray again to the children.
4. Ask children to recall the missing objects. Similarly, you can use different pictures for the activity

Activity 28: Colour Story

Materials Checklist:

- Chart paper
- Ice cream sticks
- Scissors
- Adhesive
- Sketch pens

Instructions:

1. Trace a picture of the king and the butterfly given on page 19 of the student's book on the chart paper.
2. Cut the pictures out and paste them on ice cream sticks to make stick puppets.
3. Trace and cut out pictures of the Land of Black and Grey and the Land of the Summer Sun from page 19 of the student's book.
4. Use the stick puppets and pictures to tell the story given on page 19 of the student's book.
5. Assist children with reading the story on page 19 of the student's book.
6. Ask children to learn the lines and enact the story on a make shift stage later.

Activity 29a: Colourful Balloons

Materials Checklist:

- Balloons of different colours
- Audio recording of music

Instructions:

1. Bring balloons of various colours to the classroom. Show children the balloons and introduce the colours on page 19 of the student's book.
2. Distribute the balloons. Ask children holding balloons of the same colour to form a group.
3. Ask children to identify the colour of the balloon they are holding, and name any other object of that colour that they can think of.
4. Play some music and let children dance to it.

Activity 29b: Matching Colours

Materials Checklist:

- 2-4 blank cards of different colours
- Learning Train

Instructions:

1. Distribute the cards.
2. Ask children to find partners who have cards of the same colour.
3. Ask your students to place similar cards in the Learning Train.

Activity 29c: Coloured Beads

Materials Checklist:

- Beads (of 4-5 different colours)
- Strings (matching the beads in colour)

Instructions:

1. Give strings and a few beads to each child.
2. Ask children to thread the beads through the matching strings.
3. Ask children to name the colours of the beads. Write the colours on the board.

Activity 30: Colours

Materials Checklist:

- 5 cm x 10 cm blank cards
- Sketch pens
- Crayons

Instructions:

1. Write the name of a colour on each card with a sketch pen of that colour.
2. Introduce page 20 of the student's book.
3. Hold up one card at a time. Ask children to identify the colour. Have them hold up the corresponding colour from the crayon box.
4. Let children complete the exercise on page 20 of the student's book independently.

Activity 31: Mixing Colours

Materials Checklist:

- Transparent glasses
- Paintbrushes
- Poster colours
- Water

Instructions:

1. Fill five transparent glasses with water.
2. Place the glasses on the table.
3. Mix blue in the first glass and ask the children to observe carefully as yellow is mixed into it.
4. Ask them to name the new colour which they see, i.e. green.
5. Repeat the activity for the combinations given on page 21 of the student's book.
Note: You can also carry out the activity with the help of pieces of coloured cellophane paper, that can be placed over each other to show a change in colour.
6. Sing the rhyme on page 21 of the student's book with children.

Activity 32: New Colours

Materials Checklist:

- Paint palette
- Paintbrushes
- Poster colours
- Blank coloured cards (of the colours given on page 22 of the student's book)
- Drawing sheets (one for each child)

Instructions:

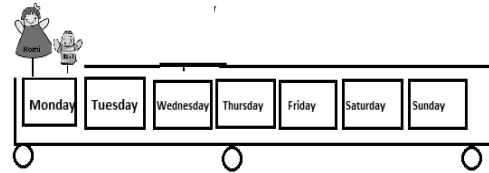
1. Seat children in groups of four.
2. Give each group a paint palette, poster colours (only two at time), and paintbrushes.
3. Give each child a drawing sheet.
4. Ask children to mix the colours two colours at a time only, and identify the new colours that are formed.
5. Have them use the poster colours to paint a scene of their choice on drawing sheets.
6. Provide each group with cards of the colours given on page 22 of the student's book.

- Ask each group to spread out the cards. Have them group the colours that are mixed together to get a third colour. For example, they should place the red and blue cards together with the purple card.
- Introduce page 22 of the student's book and let children complete it independently.

Activity 33: Days of the Week

Materials Checklist:

- Name puppet (for each child)
- Blank cards
- Markers



Instructions:

- Write the days of the week on the cards.
- Introduce page 23 of the student's book. Help children name the days of the week.
- Sing the rhyme given on page 23 of the student's book with the children. Hold up the correct card to indicate the day of the week, while singing the rhyme.
- Give children their name puppets.
- Write the days of the week on the seven pockets of the Learning Train.
- Ask the children to place their name puppets in the pocket labeled Monday to mark their attendance if they came to school that day.
- Similarly, you can put weather symbols in the pocket to depict the weather of that day.

Activity 34: Naming the Days

Materials Checklist:

- Blank cards (names of days of the week)
- Markers

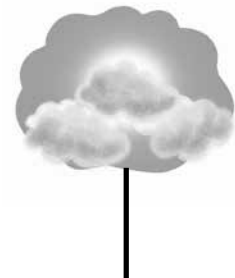
Instructions:

- Make four sets of 'week' cards. Past each set on a differently coloured card. Distribute the cards.
- Ask the child holding the card with 'Monday' written on it from each set to stand in front of the classroom.
- Repeat the above for other days of the week.
- Ask children to hold up the cards. Revise the names of the days of the week.
- Have a question-answer session. Ask children questions such as, How many days are there in a week? Which is the first day of the week? How many weeks are there in a month?

Activity 35: The Weather

Materials Checklist:

- Half a sheet of chart paper
- Seven 20 cm × 10 cm cards
- 5 cm × 5 cm cards
- Pictures of the weather (as given on page 24 of the student's book)
- Ice cream sticks
- Adhesive
- Markers/Sketch pens



Instructions:

- To make a week pocket chart, write the names of the days of the week on the 20 cm × 10 cm cards. Spread adhesive on three sides of the cards and paste them as pockets on the chart paper, leaving the fourth side open to make a pocket.

2. Paste the weather pictures on the 5 cm × 5 cm cards. Stick them on the ice cream sticks to make puppets representing the weather. Refer to the given image to use as an example.
3. Show the puppets to the children and discuss the various kinds of weather.
4. Sing the weather rhyme given on page 24 of the student's book.
5. Choose a different student each day to observe the weather. Ask the child to describe it to the others. Have the child hold up the appropriate puppet for the given day.

Activity 36: Effects of the Weather

Materials Checklist:

For each group:

- Drawing sheet
- Crayons
- Stick puppets representing the weather (from Activity 35)

Instructions:

1. Seat children in groups of four.
2. Give each group a drawing sheet and some crayons.
3. Give each group a stick puppet representing the weather.
4. Let them draw a scene related to that weather. For example, they may draw a rainy day showing people carrying umbrellas, children jumping in puddles, and so on.
5. Pin up the drawings on a soft board.
6. Help the children complete page 24 of the student's book.
7. Nominate a boy/girl as the weather person for the day. He/she will be responsible for telling the weather to the class at the beginning of the day. Encourage children to ask their parents to read to them the weather report of the day.

Activity 37: Seasons

Materials Checklist:

- A sheet of chart paper
- Marker
- Sketch pens

Instructions:

1. On a chart paper, draw a season wheel as given on page 26 of the student's book. On each section of the wheel, write the name of a season and represent it with a relevant picture.
2. Display the chart paper in the classroom and ask the children to describe each season in terms of the weather and the clothes they wear in the season. Similarly, you can also make a seasons pocket train. Follow the same procedure as for making the Learning Train. Add pockets of different seasons and add weather stick puppets in the season pockets to show different kinds of weather in different seasons.
3. Write the words children share to describe each season, in bold letters on the chart paper in the sector allotted to that season.
4. Introduce page 26 of the student's book and let the children colour it.

Activity 38: Months of the Year

Materials Checklist:

- 5 cm × 5 cm cards
- Ice cream sticks
- Adhesive

- Pictures from page 25 of the student's book
- Markers and sketch pens
- Name puppets (Stick puppets of students' names)

Instructions:

1. Photocopy the pictures on page 25 of the student's book.
2. Paste the pictures on the cards.
3. Write the name of the associated month on the top of the card.
4. Paste the cards on ice cream sticks to make picture puppets for the months of the year.
5. Hold up the picture puppet for January. Write the name of the month on the board to help reinforce it.
6. Ask the children to describe January. Write the keywords on the board to describe the month such as first month, New Year, cold, woollen clothes.
7. Place the January picture puppet in the Learning Train.
8. Repeat steps 5 to 7 for all the months of the year.
9. Distribute the name puppets amongst the children. Ask the children to place their name puppets in the pocket of the month in which their birthday falls.
10. Introduce page 25 of the student's book and revise the names of the months with children.

Activity 39a: Summer

Materials Checklist:

- Pictures of fruits and foods eaten in the different seasons
- Drawing sheets (one for each group)
- Adhesive
- Crayons

Instructions:

1. Show the children pictures of summer fruits and ask them to name them.
2. Seat the children in groups. Give them pictures of fruits and foods eaten in the different seasons.
3. Ask them to pick out the fruits and foods eaten during summer.
4. Have the children paste the pictures on a drawing sheet and write the title Summer on top of the page.
5. Introduce page 27 of the student's book and ask the children to describe summer. Ask them to come dressed in summer clothes the next day if the weather permits, otherwise, show them pictures of children in summer clothes. You can also ask them to bring summer clothes and display them in the class.

Activity 39b: The Seasons

Materials Checklist:

- 5 cm x 10 cm cards
- Pictures related to different seasons
- Marker
- Drawing sheets (one for each group)
- Adhesive

Instructions:

1. Make cards that have adjectives describing the seasons written on them.
2. Write the names of the seasons on five cards.
3. Seat the children in groups.

4. Teach one season a day.
5. Give each group a drawing sheet, both sets of cards, pictures related to different seasons, and adhesive.
6. Ask them to make a collage related to each season.
7. Introduce the pages related to that season from the student's book. Talk to the children about the things they like to eat in a given season, the clothes they wear, and the holidays that fall in the season.

Activity 40: Summer Holidays

Materials Checklist:

- Photographs of summer holidays
- Chart paper

Instructions:

1. Ask the children to bring photographs of their summer holidays.
2. Organise a Circle Time and ask the children what they did during their summer holidays and who they met.
3. Help the children stick photographs of their summer holidays on a chart paper to make a collage.
4. Introduce page 28 of the student's book and ask children to describe the pictures.

Activity 41: Monsoon

Materials Checklist:

- Chart paper
- Marker
- Sketch pens
- Pictures related to different seasons (mostly of the rainy season and a few of others seasons).
- Scissors
- Adhesive
- Origami coloured sheets (one for each child).
- Crayons

Instructions:

1. Draw a teddy bear on a sheet of chart paper.
2. Collect pictures related to different seasons from magazines or the internet.
3. Give each child an origami sheet.
4. Demonstrate the process for folding an origami sheet into a raincoat. Instructions can be easily found on the internet.
5. Let each child make a raincoat.
6. Ask the children to name the season in which they would wear a raincoat. Ask them to describe the season.
7. Sing the rhyme given on page 29 of the student's book with the children.
8. Put up the chart paper with the teddy bear on a soft board.
9. Place the pictures of different seasons on a table.
10. Ask the children to come up to the table and pick up only the pictures related to monsoon. For example, gray clouds, rain, puddles, umbrellas, etc.
11. Help them paste the pictures of the rainy season on the chart paper.
12. Help the children paste the raincoat on the teddy bear.
13. Introduce page 29 of the student's book and let the children complete the exercise independently.

Activity 42a: Rainbow

Materials Checklist:

- Coloured papers (of the colours of the rainbow)
- Chart paper
- Scissors
- Adhesive
- Picture of a rainbow
- Crayons

Instructions:

1. To make crowns for the children, cut out a few stars, pixie hats (in of the colours of the rainbow), and clouds from the coloured papers.
2. Cut 1 inch × 10 inch long strips of chart paper to fashion each strip into a crown.
3. Paste a star on a strip of chart paper to make a crown denoting a fairy.
4. Paste a pixie hat on the strip of chart paper to make a crown denoting an elf. The cloud cut-outs will be pasted on the strips of chart paper to denote clouds.
5. In class, introduce page 30 of the student's book. Show the children the picture of a rainbow.
6. Hold up the picture and sing the given rhyme.
7. Distribute the crowns and let the children enact the rhyme. They can also dance to the rhyme.

Activity 42b: Colours of the Rainbow

Materials Checklist:

- Boxes of crayons
- Picture of a rainbow
- 10 cm × 10 cm cards (with the names of the seven colours written on them)
- Learning Train

Instructions:

1. Seat the children in pairs.
2. Give each pair a box of crayons.
3. Show the children the picture of a rainbow and draw their attention to its colours.
4. Hold up cards with the names of the colours written on them to familiarise children with the colours of the rainbow and the names of the colours.
5. Give each pair a set of 7 cards with the names of the colours written on them.
6. Ask the children to match the crayons they have to the correct names of the colours.
7. Ask them to place cards with the names of the colours of the rainbow in the correct order in the Learning Train.
8. Give the children crayons and let them colour the rainbow on page 30 of the student's book.

Practice Activity: Winter

Materials Checklist:

- Coloured chart paper
- Markers
- Sketch pens
- Scissors
- Adhesive
- Pictures of things associated with winter

- Buttons
- Cotton

Instructions:

1. Draw a snowman on a coloured chart paper.
2. Cut out pictures of winter clothes from magazines.
3. Also, cut out some pictures of things associated with winter such as skating, skiing, snowballs, hot beverages, and a blanket.
4. Pin up the sketch of the snowman on a soft board.
5. Place some cotton, a few buttons, and pictures of winter clothes on a table.
6. Ask the children to complete the snowman by pasting the cotton (on the head and the body) and buttons (for eyes).
7. Help them stick the pictures of winter clothes on the snowman to dress him up for the cold weather.
8. Ask the children to describe winter and show them related pictures. Write down associated words on the board such as cold, snow, and woollen clothes.
9. Let the children complete the exercise on page 31 of the student's book independently.

Activity 42c: Painting a Tree

Materials Checklist:

- Chart paper
- Pictures of trees in different seasons
- 5 cm x 10 cm cards (for names of seasons and months of the year)
- Poster colours
- Paintbrushes

Instructions:

1. Divide and cut the chart paper into four parts. On each part, draw the outline of a tree.
2. On blank cards, write the names of the seasons and months of the year.
3. Show children pictures of a tree in different seasons. Pin up each picture on a soft board. Beside each picture put up a card naming the season and the months that fall in that season.
4. Draw their attention to cards with the names of the seasons.
5. Seat the children in groups.
6. Give each group the chart paper with the outline of the tree.
7. Give them poster colours and paintbrushes.
8. Ask them to paint the tree in each season – spring, summer, autumn, and winter.
9. Give the groups cards with the names of the months written on them.
10. Ask them to paste the correct cards in the correct season.

Activity 43: Spring

Materials Checklist:

- Pictures of trees during spring
- Pictures of flowers in spring
- Sheets of crepe paper in different colours
- Thread

Instructions:

1. Talk to children about the spring season. Show them pictures of trees and flowers that are specific to this season. Talk to them about different occasions when we use flowers
2. Give children crepe paper sheets of different colours.
3. Demonstrate how to make a flower using crepe paper, and ask them to follow the steps. Instructions can be easily found on the internet.
4. Help children to string the flowers to make garlands.
5. Introduce page 32 of the student's book and ask the children to read the names of the flowers.

Activity 44: Spring Flowers**Materials Checklist:**

- Spring flowers (6–7 of each type of flower used)
- Vases

Instructions:

1. Place the flowers on a table.
2. Ask each child to pick up a flower from the table.
3. Ask the children with the same flowers to form a group and name the flower they have.
4. Give each group a small vase and ask them to arrange the flowers in it.

Practice Activity: Origami Dog**Materials Checklist:**

- Origami sheets (one for each child) Marker
- Page 33 of the student's book

Instructions:

1. For the diagrammatic representation of the process, please refer to page 33 of the student's book.
2. Place your origami sheet white side up. Fold the paper in half and then unfold it.
3. Fold the top corner towards the bottom corner.
4. Fold the top two corners down to the points.
5. Fold the uppermost layer of the bottom corner slightly upwards.
6. Fold this layer up again.
7. Draw eyes and a nose on the dog's face. You can add a tongue too.
8. To make your dog talk, hold the model by the ears and move backwards and forwards as shown by the arrows.

Activity 45: Clothes**Materials Checklist:**

- Sheets of paper (one for each group)
- Pictures of clothes worn in different seasons
- Adhesive

Instructions:

1. On a sheet of paper, write the names of three seasons—summer, monsoon, and winter. Draw their symbols as given on page 34 of the student's book.
2. Collect pictures of clothes worn in different seasons.
3. Seat children in groups.
4. Give each group a sheet with the names of the seasons, the pictures of clothes, and some adhesive.

5. Ask the groups to sort out the pictures of clothes and paste them correctly under the name of the correct weather.
6. Introduce page 34 of the student's book and let children complete the exercise independently.
7. Similarly, you can use boxes labeled Summer and Winter. Bring an assortment of summer and winter clothes. Give a few sets of clothes to groups of children and ask them to sort the clothes in to the correct boxes.

Activity 46: People Who Help Us

Materials Checklist:

- 20 cm x 10 cm cards
- Adhesive
- Ice cream sticks
- Pictures (corresponding to pages 35–37 of the student's book)

Instructions:

1. Paste pictures on cards of people who help us, (as given on pages 35–37 of the student's book). Paste them on ice cream sticks to make picture puppets.
2. Hold up the puppets and introduce children to the people who feature on the cards. Ask them what functions these people perform.
3. Distribute the picture puppets among the children.
4. Read out the riddles given on pages 35–37 of the student's book. Ask them to guess who these people are.
5. Instruct the children that when the riddle is answered, the child holding the corresponding puppet must stand up.
6. Introduce pages 35–37 of the student's book. Help the children to read the pages and learn more about these people.
7. Tell the children that many people help us in our daily lives and we must thank them for it.
8. Take children around the school and introduce them to the helpers who work within the school premises. For example, gardeners, plumbers, sweepers, watchmen, drivers, nurse or doctor, and teachers.
9. Introduce page 38 of the student's book and let the children complete the exercise independently.

Activity 47: Products from a Tree

Materials Checklist:

- Pictures of products made from various parts of a tree
- A sheet of chart paper
- Marker
- Sketch pens
- Adhesive

Instructions:

1. Draw a tree on a chart paper.
2. Put up the chart in class. Point to the different parts of the tree and name them.
3. Show children pictures of the products that are made from those particular parts of a tree.
4. Distribute the pictures. Ask children to walk up to the picture of the tree, and paste the pictures near its corresponding parts. For example, paste fruits and vegetables on the branches of the tree.
5. Introduce page 39 of the student's book. Talk about the benefits of trees and plants as mentioned on the page

- Bring a sapling to show the children in class. Tell them it will one day grow into a tree. Take it outside with the children and plant it in a spot where the children can regularly visit and watch it grow.

Activity 48: Planting a Tree

Materials Checklist:

- One small earthen pot for each group
- Mixture of soil and manure
- Saplings/Seeds
- Small spades
- Watering cans

Instructions:

- Take the children outdoors. Seat them under the shade of a tree. You can tell them a story seated under a tree.
- Ask the children to observe the birds, squirrels, and insects that may be on/near the tree.
- In the classroom, ask the children to describe the things they have seen, related to the tree.
- Divide children into groups.
- Give each group a pot, spades, and the mixture of soil and manure.
- Help them to fill the soil in the pot, using the spade.
- Assist the children in planting the saplings or seeds.
- Ask them to water the plant regularly, nurture it, and watch it grow.

Activity 49: My Fruits Booklet

Materials Checklist:

- A4 size paper sheets
- Ribbons
- Hole punch
- A picture chart of fruits
- Child-safe scissors
- Adhesive

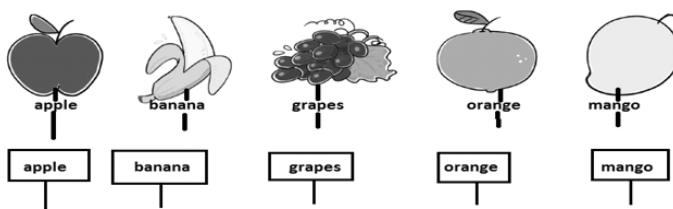
Instructions:

- Make a booklet for each child to paste the pictures of fruits on. Take a few sheets of A4 size paper, punch holes into them, and bind the pages using ribbons.
- Give each child a pair of child-safe scissors, adhesive, and a chart that shows pictures of fruits and their names.
- Demonstrate how they should cut out the pictures of their favourite fruits from the chart and paste them in their booklets.
- Give them crayons to decorate the pages of their booklet.

Activity 50: Naming Fruits

Materials Checklist:

- Two sets of 5 cm × 5 cm cards
- Ice cream sticks
- Adhesive
- Marker
- Pictures of fruits
- Learning Train



Instructions:

1. Paste pictures of fruits on 5 cm × 5 cm cards.
2. Paste the ice cream sticks onto the cards to make picture puppets.
3. On another set of 5 cm × 5 cm cards, write the names of the fruits.
4. Paste the ice cream sticks on the cards to make name puppets.
5. In class, hold up the picture puppets and introduce the names of the fruits.
6. Write them on the blackboard.
7. Distribute the picture puppets and the name puppets.
8. Ask the children to match both kinds of puppets.
9. Have them place the matching picture and name puppets in the Learning Train.
10. Introduce page 40 of the student's book and let the children trace the names of the fruits on the page.

Activity 51a: Fruits**Materials Checklist:**

- Fruits
- Picture puppets
- Crayons

Instructions:

1. Ask the children to bring their favourite fruits to class.
2. Distribute the fruit picture puppets made for the previous activity.
3. Ask the children to match the fruits they brought to the correct picture puppets.
4. Ask them to write the names of the fruits in the booklet they made in Activity 49.
5. Introduce page 41 of the student's book and let the children complete the exercise.
6. Use all the fruits children brought to make a fruit salad to share with children at lunch break.

Activity 51b: Fruit Race**Materials Checklist:**

- Fruits
- Coloured paper
- Scissors

Instructions:

1. Cut out the coloured paper into small squares.
2. Ask each child to bring a fruit to class a day before.
3. Clear some space for a race. Place a table at one end of the space, and arrange the fruits on it.
4. Place another table at the other end. Place the paper squares on it.
5. Divide the class into two groups. A child from each group will come to race.
6. Demonstrate that the children are to pick up a fruit from the table and then run to the other table to pick up a square of the corresponding colour.
7. The child who wins the race earns two points for their team.
8. The child who calls out first, 'I like (colour of fruit) (name of fruit)' wins one extra point for the group. For example, I like yellow bananas.

Practice Activity: Vegetable Puzzles

Materials Checklist:

- 10 cm × 10 cm cards of different colours
- Pictures of vegetables
- Adhesive
- Markers
- Scissors
- Interlocking bags 5 inches × 4 inches (one for each puzzle)
- A resealable transparent 10 inches × 12 inches bag
- 1 blue card for labelling
- Drawing sheet

Instructions:

1. Paste pictures of vegetables on the cards. Make two cards for each vegetable.
2. Cut one card into four and retain the other card as the guiding picture.
3. Place both in a small resealable transparent bag and place all the bags (which contain cards and puzzles of other vegetables) in a bigger resealable transparent bag. Label it with the blue card: Activity 53 4 piece puzzles.
4. Divide the children into pairs.
5. Give each pair a puzzle, a drawing sheet, and adhesive.
6. Demonstrate how they have to use the guiding picture to join the pieces to make the same picture.
7. Let the children complete the puzzles. Help them to stick the completed vegetable puzzle on a sheet of paper.
8. Ask the children to identify the vegetable they have completed.
9. Introduce page 42 of the student's book and let the children trace the names of the vegetables.

Activity 52a: Sorting Fruits and Vegetables

Materials Checklist:

- 5 cm × 5 cm cards
- A4 sheets (for each group)
- Adhesive

Instructions:

1. Write the names of different fruits and vegetables on the cards.
2. On A4 sheets, make two columns labelled fruits and vegetables.
3. Divide the children into groups of four and give each group the A4 sheet and a few cards of the names of the fruits and vegetables.
4. Ask the children to sort the cards into fruits and vegetables and paste them on the A4 sheets under the correct labels.
5. Help each group put up their sheet on the softboard once they are done.

Activity 52b: Guess the Vegetable

Materials Checklist:

- 5 cm × 5 cm cards
- Ice cream sticks
- Pictures of vegetables

- Adhesive
- Marker

Instructions:

1. Paste pictures of vegetables on 5 cm × 5 cm cards.
2. Paste the ice cream sticks on the picture cards to make picture puppets.
3. Hold up the picture puppets and introduce the names of the vegetables.
4. Write them on the board to familiarise children with the names of the vegetables.
5. Place the cards on the table.
6. Pick up one card and hold it facing away from children.
7. Describe the vegetable to the children and ask them to guess its name.
8. When the vegetable has been named, give a child the picture puppet. Ask them to write the name of the vegetable on the board.
9. Introduce page 43 of the student's book to the children and let them complete the exercise.

Activity 53: Collage

Materials Checklist:

- Pictures of things children like to eat
- Adhesive
- Chart paper
- Marker

Instructions:

1. Ask parents to collect and send pictures of things that their children like to eat marked with their child's name.
2. Introduce page 47 of the student's book. Ask the children to place the pictures before them.
3. Give children some adhesive and let them make a collage on page 47 of the student's book.
4. Pin up a chart paper on the softboard.
5. Arrange pictures of various foods on a table.
6. Let each child pick up one picture and paste it on the chart paper.
7. Ask the children what they like to eat. Discuss it in Circle Time

Practice Activity: Fruits and Vegetables

Materials Checklist:

- Fruits
- Vegetables
- Crayons
- A cloth to use as a blindfold

Instructions:

1. Ask half of the children to bring fruits, and the other half to bring vegetables for this activity.
2. Arrange the fruits and vegetables on a table.
3. Call one child to the table and blindfold them.
4. Ask the child to pick an item from the table, guess whether it is fruit or a vegetable by feeling it, and name it.
5. If the child is unable to name the item, ask another children to identify it.
6. Repeat the activity with a few more children.
7. Introduce page 46 of the student's book and let the children complete the exercise independently.

Activity 54: Healthy Food

Materials Checklist:

- Coloured paper (of the colours of the rainbow)
- Strips of chart paper (1 inches wide and 10 inches long)
- Scissors
- Stick puppets of fruits on page 44 of the student's book
- Adhesive
- Crayons

Instructions:

1. To make headgear for children, draw vegetables on coloured paper. Cut them out and paste them on strips of chart paper.
2. Distribute the headgears among children.
3. Make stick puppets of fruits mentioned on page 44 of the students book.
4. Introduce pages 44–45 of the student's book, and ask the children to enact the given skit using props mentioned. You can use a toy mike and ask the children to say their lines in the toy mike.
5. Talk to them about healthy and unhealthy foods. Introduce the exercise on page 45 of the student's book and let the children cross out the unhealthy foods from the given table.

Activity 55: Re-enact

Materials Checklist:

- Tambourine

Instructions:

1. Encourage the children to act/walk like a wild animal of their choice to the beat of the tambourine.

Practice Activity: Guess the Animal

Materials Checklist:

- Pictures of wild animals
- Chart paper
- Marker
- Sketch pens
- Hole punch
- Scissors
- A4-sized paper sheets (10 sheets for each child)
- Adhesive
- Ribbon

Instructions:

1. Collect pictures of wild animals from the internet or magazines.
2. Prepare a booklet for each child. Bind together ten sheets of A4-sized paper. Punch holes into the sheets and tie them together using a ribbon.
3. Give each child a booklet. Ask them to design a cover for 'My Booklet of Animals' and write their own names on the cover.
4. Ask the children to paste the pictures of the animals—one on each page. Ask them to write the name of the animals they know on each page.

Activity 56a: Young Ones

Materials Checklist:

- Chart paper
- Marker
- Pictures of 10 animals (or more)
- Pictures of the young ones of the above animals
- My Booklet of Animals (made in Practice Activity: Guess the Animal)
- Adhesive
- Crayons

Instructions:

1. Make columns on chart paper with the following headings: animals, males, females, young ones, collective, sound. Put it up on the blackboard.
2. Write the names of ten or more animals on the chart. Paste a picture of each animal beside its name. Ask them to try and name the young ones of the listed animals.
3. Collect pictures of the young ones of the animals mentioned on the chart paper.
4. Hold up a picture of a young one and ask the children to name it. You can also paste the pictures on cards to make picture cards.
5. Paste the pictures of the young ones and fill the rest of the columns by eliciting responses from children. Discuss the sounds the animals make. You can ask them to mimic the sounds as well. Tell them that this is how animals communicate with each other
6. Ask the children to paste the pictures in their 'My Booklet of Animals' and write the names of the young ones beside the pictures.
7. Put up the chart on the soft board for children to observe.

Activity 56b: Animal Sounds

Materials Checklist:

- Mobile phone or laptop
- 4 cm × 4 cm cards
- Pictures of homes of animals
- Adhesive
- Marker

Instructions:

1. Make cards of sounds made by animals written on them.
2. Make a chart similar to the one below. Leave the 'sound' and 'home' columns empty.
3. To familiarise children with animal sounds, play audio clips taken from the internet.
4. After the audio has been heard, distribute the cards.
5. Ask the children to paste the cards in the correct place on the chart containing the animal names and the names of their young ones.
6. Show the children pictures of homes of different animals. Write the names of the homes on the chart.
7. Distribute the pictures of the homes of animals among the children. Ask them to paste the pictures in the correct place on the chart.
8. Introduce page 49 of the student's book to children. Help them read about the animals and pick out the correct homes for them.

Note: A chart has been given here for your reference. Over a period of time, you may choose to introduce the names of the male and female of each animal. You can add more animals to this.

Animal	Male/Female	Young One	Collective	Home	Sound
bear	boar/sow	cub	sloth	den/cave	growl
bird	cock/hen	chick/ fledgling	flock	cage/nest	chirp
buffalo	bull/cow	calf	herd	pasture/stable	bellow
elephant	bull/cow	calf	herd/parade	forest	trumpet
fox	dog/vixen	cub	skulk	lair	bark
giraffe	bull/cow	calf	herd	savannah	bleat
gorilla	male/female	infant	band	nest	grunt
kangaroo	buck/doe	joey	troop	hollow tree	grunt
lion	lion/lioness	cub	pride	den	roar
monkey	male/female	infant	troop	tree	chatter
tiger	tiger/tigress	cub	ambush/ streak	lair	roar
wolf	dog/she-wolf	pup	pack	lair	howl
zebra	stallion/mare	colt	herd	savannah	whinny

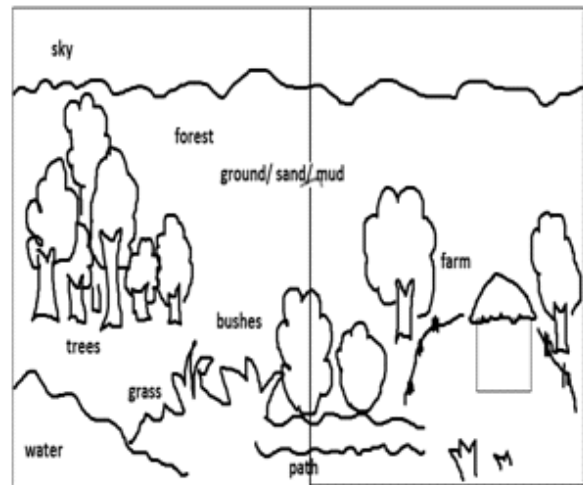
Activity 57a: Animal Habitats

Materials Checklist:

- Chart paper
- Marker
- Sketch pens
- Pictures of animals
- 5 cm × 5 cm cards
- Ice cream sticks
- Adhesive

Instructions:

1. Using chart paper to create a theme board which has different animal habitats in the background. You can refer to the given image to use as an example.
2. Paint different types of backgrounds on the chart paper such as a savannah and a forest.
3. Make pockets near the different animal habitats made on the chart paper to hold stick puppets.
4. Paste pictures of different animals on 5 cm × 5 cm cards. Paste ice cream sticks to the cards to make stick puppets of the animals.
5. Distribute the sticks among the children.
6. Ask the children to place the stick puppets in the correct pockets of the theme board.
7. Hold a discussion about the habitats of different animals.



Activity 57b: My Zoo

Materials Checklist:

- Chart paper (half for each group)
- Crayons

Instructions:

1. Ask the children to describe the habitats and feeding habits of different animals.
2. Discuss visits to the zoo. Ask the children to describe the animals they might see there, and how they may have been kept in the zoo.
3. Seat the children in groups.
4. Give each group half a sheet of chart paper.
5. Ask the children to describe the kind of zoo they would create if they had the chance.
6. Ask them to draw their zoo on the chart paper and name it.
7. Talk about animals that might be neighbours in the zoo, and the needs of each of the animals.

Activity 58: Pets Puzzles**Materials Checklist:**

- 10 cm × 10 cm cards of different colours
- Pictures of different pet animals
- Adhesive
- Markers
- Scissors
- Interlocking bags 5 inches × 4 inches (one for each puzzle)
- A resealable transparent bag 10 inches × 12 inches
- 1 blue card for labeling
- Drawing sheets

Instructions:

1. Paste pictures of pet animals on the 10 cm × 10 cm cards. Make two identical cards for each pet animal.
2. Cut one card into four and leave the other one as the guiding picture.
3. Place both in a small interlocking bag and place all the bags in the big resealable transparent bag, and label it with the blue card.
4. Discuss pet animals in class. Ask children about pets they might have at home or know someone who has them. Ask about the pet's names, the things they enjoy doing, the food they eat, and where they sleep. Discuss the various ways in which children can take care of their pets.
5. Sing the rhyme on page 50 of the student's book. Help the children identify the pets shown on page 50.
6. Seat children in groups of four. Give them the puzzles, a drawing sheet, and adhesive.
7. Demonstrate how to place the guiding picture before them, and then use the pieces to make the same picture.
8. After the children have solved the puzzle, ask them to paste it on a drawing sheet.
9. Call up one child from each group and ask them to describe their pet.
10. Introduce page 51 of the student's book and let the children trace and colour the pets.

Activity 59a: Rhyme Time**Instructions:**

1. Sing the rhymes 'The Farmer's in the Den' and 'Old Mac Donald' with the children. Both rhymes can be easily found online.
2. Ask the children to name the animals they have just sung about. You can make headgear/paper crowns of animals shown on page 52 to make the activity more interesting.
3. Introduce page 53 of the student's book and let the children complete the exercise independently.

Activity 59b: Farm Animals

Materials Checklist:

- Chart paper
- Marker
- Pictures of farm animals (as shown on pages 52–53 of the student’s book)
- Pictures of young ones of the above farm animals
- Pictures of homes of the above farm animals
- Crayons
- Drawing sheets
- Coloured paper
- Ice cream sticks
- Child-safe scissors
- Adhesive

Instructions:

1. Create three columns on a sheet of chart paper. In the first column, make a list of farm animals and paste their pictures. Create two more columns.
2. Collect pictures of the homes of farm animals and their young ones.
3. Introduce page 52 of the student’s book. Draw the children’s attention to the pictures of the farm animals, their homes, and their young ones.
4. Pin up the chart paper on a soft board.
5. On the chart paper, alongside the corresponding farm animals, write the names of their homes and their young ones.
6. Ask the children to come forward one by one and paste the corresponding pictures of animal homes and young ones on the chart paper.
7. Seat the children in groups. Give each group a picture of a farm animal, a picture of its young one, a drawing sheet, crayons, coloured paper, ice cream sticks, scissors, and adhesive.
8. Ask the children to create a home for the animal and its young one, using the given materials on the drawing sheet. Help children complete their task.
9. When the task is completed, ask the children to write the name of the animal, its home, and its young one at the bottom of the page.
10. Ask the children to hold up the picture and tell other children about the home of the animal they have made.

Activity 60: Birds

Materials Checklist:

- Chart paper
- Marker
- Sketch pens
- Pictures of birds
- Adhesive
- Drawing sheets
- Googly eyes (used when making teddy bears)
- Coloured paper (for making beaks and legs of a bird)
- Scissors
- Crayons

- Sponges (two for each group)
- Bowls (two for each group)
- Poster colours

Instructions:

1. Draw a bird on a sheet of chart paper. Label the parts of its body.
2. Pin up the chart in the classroom. Point out and talk about the parts of a bird to the children.
3. Hold up the pictures of various birds and help the children identify them.
4. Paste the pictures on the chart paper.
5. Introduce pages 54–55 of the student’s book and help the children identify the birds.
6. Seat the children in groups.
7. Give each group a drawing sheet with an outline of a bird drawn on it.
8. Place two bowls with a sponge in front of each group.
9. Pour a different poster colour on each sponge.
10. Help them colour the bird outline through finger painting.
11. Give each group a triangle of coloured paper, googly eyes, and coloured paper.
12. Cut out triangles from coloured paper.
13. Paste the triangle to make a beak, and paste a googly eye to complete the head of the bird.
14. Ask the children to tear strips from the coloured paper. Guide them to paste the strips to make the legs of the birds.
15. The remaining strips of coloured paper can be used to make a nest.
16. Ask the children to write the name of the bird at the bottom of the page.
17. Ask each group to show their bird to the others, and describe it.

Activity 61: Insects

Materials Checklist:

- Pictures of birds
- Pictures of insects

Instructions:

1. Collect a few pictures of birds and insects from the internet or a magazine.
2. Open to pages 54–55 of the student’s book and help the children identify the insects. Explain to them the basic difference between birds and insects.
3. Show the children pictures of a few insects and help them name the insects.
4. Ask the children to colour the pictures on pages 54–55 of the student’s book.
5. Seat children in pairs.
6. Give each pair a few pictures of birds and insects.
7. Ask the groups to sort the pictures into birds and insects.

Activity 62: Water Animals

Materials Checklist:

- Pictures of water animals
- Chart paper
- Marker
- Adhesive
- Sequins
- Small shells

Instructions:

1. Collect a few pictures of water animals from the internet and from magazines.
2. Show the pictures to children in class.
3. Pin up a chart paper on the soft board.
4. Paste the pictures of the water animals on the chart paper. Write the name of each animal below its picture in bold letters.
5. Show children a brief and interesting documentary on aquatic life (available online).
6. Introduce page 56 of the student's book to the children. Give each child a few pictures of water animals to paste on the page. Give sequins and small shells to paste as decoration as well on the page.
7. Ask the children to write the name of each water animal below its picture.

Activity 63: More Animals**Materials Checklist:**

- Three sheets of paper (for each child)
- Adhesive
- Sand
- Cotton
- Grass
- Pictures of animals

Instructions:

1. Introduce page 57 of the student's book and revise the names of animals. Introduce new animal names such as camel, porcupine, penguin, and yak.
2. Give each child a sheet of paper.
3. Help them spread adhesive on the lower portion of the page. Then spread some sand on it to make a desert.
4. Give the children pictures of a camel to paste on the sand.
5. Ask the children to write the name of the animal on the sheet.
6. To make a similar scene for animals belonging to cold regions, paste cotton on a sheet of paper followed by the pictures of penguins and yaks.
7. To make a similar scene for animals belonging to grasslands, paste grass on a sheet of paper followed by pictures of cows, tigers, and so on.

Activity 64: Animals Theme Board**Materials Checklist:**

- Theme board
- Stick puppets of animals

Instructions:

1. Make a theme board (similar to the one made in Activity 57a) with pockets showing a desert, grassland, and forest.
2. Distribute stick puppets of animals among the children.
3. Divide the children into groups according to the habitats in which the animals live.
4. Ask the children to describe some of the animals.
5. Have them place the stick puppets of animals in the correct pockets on the theme board, according to the habitat of the animals.

Activity 65: Animal Friends

Materials Checklist:

- Milk
- Eggs
- Wool
- Honey
- Stick puppets of animals

Instructions:

1. Introduce page 58 of the student's book. Tell the children about the things that animals give us.
2. Bring milk, eggs, wool, and honey to the class. Ask the children to make a circle.
3. Place the milk, eggs, wool, and honey in the centre of the circle.
4. Give the children stick puppets of animals to match with the things the animals provide.

Activity 66: The Lion Cub

Materials Checklist:

- A box of crayons (for each child)
- Drawing sheets
- Masks of different animals

Instructions:

1. Introduce page 59 of the student's book to the students/children. Read out the story given on the page slowly, and have the children cross out the names of the animals on the page, as they hear them.
2. Give each child a box of crayons and drawing sheets.
3. Narrate the story again and let them draw as many animals as they can recall from the story on the drawing sheets.
4. Distribute masks of different animals and ask the children to identify them. Have a birthday party for the lion cub.
5. Sing the given rhymes and ask the children to enact the different animal movements.

<p style="text-align: center;">Animal Movements</p> <p>Animals move in different ways, We are going to try them today! Frogs jump and sometimes hop. Caterpillars crawl. Oh, they never stop! Worms wiggle, bugs jiggle, Rabbits hop, horses trot, Snakes slide, seagulls glide, Mice creep, deer leap, Puppies bounce, kittens pounce, Lions stalk, but I walk!</p>	<p style="text-align: center;">Little White Rabbit</p> <p>Little white rabbit Can run so fast, But with the tortoise he came last. We must always do our best, Till we finish we must never rest.</p>
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Activity 67: Windsock

Materials Checklist:

- Ten strips of 1 cm × 20 cm crepe paper for each child
- A stick for each child
- Two bowls
- Adhesive

Instructions:

1. Place the strips of paper and sticks in two separate bowls and ask the children to take ten strips.
2. Demonstrate how to paste a strip of crepe paper on the stick.
3. Ask the children to do the same and leave the sticks to dry.
4. Take the children outside. Have them hold up their sticks and observe the direction of the wind.
5. Talk to the children about air pollution and the steps to curb it.

Activity 68: Recycling**Materials Checklist:**

- Newspapers
- Adhesive
- Poster colours
- Paintbrushes

Instructions:

1. Talk to the children about recycling. Place a waste bin in the classroom to dispose of recyclable material such as paper. Tell the children about different coloured recycling bins as well.
2. Seat the children in groups of four.
3. Give each group a newspaper, adhesive, poster colours, and paintbrushes.
4. Help them make small paper bags from old newspapers. Instructions are easily available on the internet.
5. Give the children paints to decorate the bags with.
6. Tell them that these bags are an example of recycling. They can use the same bags to carry things from the market too.
7. Introduce page 61 of the student's book and discuss it with children.

Activity 69: My Earth**Materials Checklist:**

- Globe

Instructions:

1. Seat the children in a circle and show them the globe.
2. Show them their country and city.
3. Talk to the children about facts related to the Earth. For example,
 - Water covers 75% of our planet.
 - The rest 25% is land.
 - The presence of water, sunlight, and air make life possible on Earth.
 - The Earth's resources provide us with everything we need in order to live. It is in our hands to utilise these resources wisely.
 - Show the children a video on pollution and discuss how we can help keep our world clean.

Activity 70: Air Pollution**Materials Checklist:**

- Paper
- Candle
- Matchstick

Instructions:

1. Talk to the children about air pollution. Ask them about its causes and the ways in which we can keep the air clean.
2. Hold a sheet of paper a little away from a candle flame and let it blacken. Have the children observe the process. Tell them that is what happens when the air gets polluted and we breathe polluted air.
3. Ask the children to name a habit they have inculcated to keep the air clean.

Activity 71: Means of Transport**Materials Checklist:**

- Pictures of different means of transport
- 5 cm × 5 cm cards (two sets)
- Ice cream sticks
- Learning Train
- Marker
- Adhesive
- Drawing sheets

Instructions:

1. Make stick puppets using pictures of various vehicles shown on pages 62–63 of the student's book and place them in the Learning Train.
2. Make another set of stick puppets bearing the names of the vehicles.
3. Distribute both sets of puppets among the children. The child with a picture puppet should team up with a child with the corresponding name puppet.
4. Ask the children to identify the vehicles that bring them to school.
5. Have the children form groups according to land, water, or air transport.
6. Give each group a drawing sheet and adhesive. Ask them to make a collage of the pictures of transport modes they have been assigned.
7. Introduce pages 62–63 of the student's book to the children. Invite the children to read the names of the vehicles.

Activity 72: Traffic Lights**Materials Checklist:**

- Chalk
- Cardboard
- Paint
- Marker

Instructions:

1. Create an area with a zebra crossing (use chalk) and place cardboard traffic lights on one side. Explain the following traffic rules to the children:
 - Hold an adult's hand when crossing the road.
 - Always cross the road at the zebra crossing.
 - Walk on the footpath.

- Never run across the road.
- Be alert.
- Look twice both ways, before crossing the road.
- Do not wear earphones while crossing the road.
- Do not talk on the mobile phone while crossing the road.
- Take the help of a policeman when required.

2. Sing the following rhymes with the children:

<p style="text-align: center;">Engine Number Nine</p> <p style="text-align: center;">Engine, engine number nine, Puffing down the railway line! See it sparkle, see it shine! Engine, engine number nine!</p>	<p style="text-align: center;">Aeroplane</p> <p style="text-align: center;">Up in the sky, Where are you going Flying so high? Over the mountains, And over the sea! Aeroplane, Aeroplane, Can't you take me?</p>
<p style="text-align: center;">Traffic Signal</p> <p style="text-align: center;">Red light, red light, what do you say? I say stop, right away! Yellow light, yellow light, what do you mean? I mean wait, till the light is green! Green light, green light, what do you say? I say go, right away!</p>	<p style="text-align: center;">Traffic Light</p> <p style="text-align: center;">In the corner shining bright, Red says stop, green says go, Yellow says go very, very slow!</p>

Activity 73: Newspaper

Materials Checklist:

- Newspapers
- Scissors

Instructions:

1. Cut out pictures from newspapers that have simple captions. Separate the pictures and the captions.
2. Show the children a newspaper and describe it to them.
3. Seat them in pairs.
4. Give each pair two pictures and two captions to match.
5. Help them complete the activity.
6. Encourage parents to subscribe to a children's newspaper.

Activity 74: News Corner

Materials Checklist:

- Newspaper or magazine
- Chart paper
- Marker
- Adhesive
- Two pairs of child-safe scissors (for each group)

Instructions:

1. Discuss with the children news related to their school and their classroom.
2. Make a News Corner to display birthdays, events, etc. happening in the school. Discuss the importance of news and electronic media.
3. Pin up a chart paper in the News corner. Write down details for the given month on it. Ask the children to decorate it.
4. Seat the children in groups. Give each group a newspaper or magazine, adhesive, and two pairs of child-safe scissors.
5. Introduce the children to page 65 of the student's book. Let them cut out pictures from a newspaper or magazine and paste them on the page to make a collage.

Note: The electronic media is a modern information tool and children can be exposed to it under adult guidance and supervision.

Activity 75a: Pakistan**Materials Checklist:**

- Map of Pakistan
- Age-appropriate atlas
- Province costumes/food (real/pictures)
- Music from different provinces
- Posters of Pakistan tourism
- Internet access

Instructions:

1. Send a note to parents a day prior, that you will be introducing different aspects of Pakistan to the children. Ask them if they can send food/music/costumes from different regions. This day will be celebrated as a 'Know Pakistan' day.
2. You can organise Food Treat/Fancy Dress/Dances and invite the parents to participate.
3. You can put up posters of tourism in Pakistan to introduce children to different provinces and regions.
4. You can use the internet to show children clips of dances, festivals, food, architecture, and so on.

Activity 75b: My Country**Materials Checklist:**

- Chart paper
- Pictures of the national flag, animal, bird, and flower
- Pictures of animals, birds, and flowers
- Audio recording of the national anthem

Instructions:

1. Pin up a chart paper with the map of Pakistan drawn on it. Paste the national flag, animal, bird, and flower on it.
2. Cut out pictures of the National animal, bird, and flower from a magazine.
3. Pin up the chart paper on a soft board. Explain the chart to children. Let them hear a recording of the national anthem.
4. Introduce page 66 of the student's book. Familiarise children with the national symbols. Have them paste the stickers.
5. Seat the children in groups.
6. Give each group a few pictures of animals, birds, and flowers. Have them pick out the national symbols.

Activity 76: National Festivals

Materials Checklist:

- Pictures of Independence Day celebrations
- Pictures of freedom fighters
- Audio recordings of patriotic songs
- A white T-shirt for each child (to bring from home)
- Bowls (one for each group)
- Sponges (one for each group)
- Green fabric paints

Instructions:

1. Talk to the children about Independence Day and Pakistan Day. Point out Lahore on the map of Pakistan and tell them how Pakistan Day is celebrated in Lahore at Minar-e-Pakistan.
2. Show them pictures of Pakistan Day celebrations.
3. Discuss the freedom struggle and tell the children about freedom fighters. Show them pictures of the same. Ask children to make a collage with the pictures. Inform them about the struggles of Quaid-e-Azam.
4. Play patriotic songs for the children.
5. Seat the children in groups.
6. Give each group a bowl with a sponge in it. Pour green fabric paint on the sponge.
7. Ask the children to put their handprints on their white T-shirts with green fabric paint.

Activity 77a: Cleanliness

Materials Checklist:

- Picture of Quaid-e-Azam
- Pictures of littered streets, historic places, beaches, markets
- Brooms, dust pans, dusters

Instructions:

1. Invite the children to sit in a circle.
2. Ask them if they would like to sit on a dirty mat/floor.
3. Place a broom within their reach and ask for volunteers to sweep if the floor is dirty.
4. Show the photograph of Quaid-e-Azam. Tell the children about him and others who tirelessly served the nation. Read about his thoughts on clean Pakistan and connect it to the present cleanliness drive in the country.
5. Show them pictures of littered streets, historic places, beaches, markets, etc. Emphasise the importance of cleanliness and how dirty these places look.
6. Encourage the children to do their own cleaning and especially check the dustbin area before they leave the school.
7. Make time for cleaning before children leave every day.
8. Discuss the sanitation and hygiene in the toilets and how children must leave the washroom clean for the next user.
9. Encourage the children to be aware that even public places are our responsibility. Lead by example and join the cleaning activities every day.
10. Tell children they should feel proud to do their own work and keep their surroundings clean. Plan regular days of 'I am proud to do my own work'. Emphasise the importance of doing their own work.

Activity 77b: Pakistan Day Collage

Materials Checklist:

- Pictures of Pakistan Day celebrations
- Drawing sheets
- Adhesive

Instructions:

1. Ask parents to encourage their children to watch the Pakistan Day parade. They can watch a recording from the internet.
2. Give children pictures of Pakistan Day celebrations.
3. Ask the children to paste the pictures on a drawing sheet and make a collage.
4. Ask each child to show their collage to the others and describe the pictures they like best.

Activity 78: Festivals

Materials Checklist:

- Pictures of festivals
- Drawing sheets
- Crayons

Instructions:

1. Show the children pictures related to various festivals. Tell them why and how they are celebrated.
2. Encourage the children to talk about the festivals celebrated in their homes.
3. Ask the children to draw pictures depicting celebrations of their favourite festival.
4. Have them show their pictures to the others and describe the festival.
5. Ask the children to dress up in appropriate festival clothes. Have a song and dance session.
6. Request the parents to cook and send their native cuisines to be shared in the class.

Activity 79a: Eid

Materials Checklist:

- Paints
- Paintbrushes
- Decorations for Eid
- A sheet of red chart paper
- Scissors
- Adhesive
- Cut-out of the words. 'Eid Mubarak'

Instructions:

1. Have children work in groups to decorate the class for Eid.
2. Have one group make and put up door hangings while others could place flowers around the classroom.
3. Introduce page 68 of the student's book. Tell the children about Eid and discuss why it is celebrated.
4. Cut the red chart paper and fold it to make small greeting cards.
5. Seat the children in pairs.
6. Give each child a red card, cut-outs, and adhesive.
7. Demonstrate how they should paste the cut-out on it to make a greeting card.
8. Make a theme board for Eid and help the children place cards on it.

Activity 79b: Places of Worship

Materials Checklist:

- Pictures of temples, churches, and mosques
- A sheet of chart paper
- Adhesive

Instructions:

1. Show the children pictures of temples, churches, and mosques. Tell them that different people follow different faiths.
2. Ask the children where they would go to pray. Tell them that they must respect all faiths.
3. Ask the children to bring a picture of a temple, a church, and a mosque the following day.
4. Put up a chart in class and let the children make a collage using the pictures they have brought to class.

VOCABULARY BANK

Groups	Words
Feelings	Happy, sad, scared, angry
Solar System	Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
House	Bedroom, bathroom, dining room, kitchen, sink, floor
Classroom	Board, duster, pencil, paintbrush, book, crayon, sharpener
Environment	World, Sun, Moon, stars, sky, animals, forest, family, friends, places, beautiful, day, night, weather, sunny, cloudy, rainy, fruits, vegetables
Days	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Seasons	Cold, snow, winter, shiver, snowman, skate, ski, spring, rainy, summer, summer camp, beach, swim, clouds, umbrella
Months	January, February, March, April, May, June, July, August, September, October, November, December
Flowers	Daisy, rose, sunflower, jasmine, marigold, violet, lotus
Family	Mother, father, grandfather, grandmother, sister, brother,
Colours	Red, yellow, blue, green, orange, purple, pink, brown, white, black, indigo, violet
Fruits	Apple, orange, cherries, guava, pineapple, pear, papaya, mango, grapes, banana, watermelon
Vegetables	Potato, cabbage, onion, beans, ladies' finger, radish, cucumber, carrot, peas, tomato, spinach, brinjal
Body Parts	Hands (hold, colour, write), feet (run, walk), mouth (eat, speak), ears (listen), eyes (see), nose (smell), feel, head, tongue, chin, neck, shoulders, stomach, arms, elbow, legs, ankle, hair, skin
Greetings	Good morning, good afternoon, good evening, good night, hello, excuse me, please, thank you, <i>Assalamu Alaikum</i>
Hygiene	Toothpaste, toothbrush, comb, bucket, mug, water, cleanliness
School	Pencil, paintbrush, book, dustbin, slate, chalk, green board, duster, swings, bells, doors, windows, gate
Clothes	Shirt, skirt, jeans, frock, pant, shorts, jacket, muffler, cap, raincoat, socks, sweater, T-shirt
Wild Animals	Giraffe, elephant, lion, zebra, monkey, tiger, deer, fox, hippopotamus, snake, camel, porcupine, yak, penguin, kangaroo
Homes of Wild Animals	Den, tree, forest, nest, sea, river, desert, jungle
Sounds of Wild Animals	Roar, chirp, chatter, trumpet
Farm Animals	Rooster, hen, horse, cow, duck, goose, goat, sheep
Homes of Farm Animals	Barn, shed, stable, coop

Young Ones of Farm Animals	Kid, lamb, calf, colt, chick, cub, puppy, kitten, duckling
Pets	Fish, birds, turtle, parrot, rabbit, cat, dog
Homes of Pet Animals	Aquarium, cage, glass bowl, ring, hutch, basket, kennel
Water Animals	Whale, fish, turtle, oyster, octopus, crab, starfish, dolphin
Birds	Owl, parrot, crow, peacock, sparrow, mynah, pigeon, woodpecker, ostrich
Insects	Beetle, butterfly, caterpillar, bee, fly, mosquito, ant
Neighbourhood	Post office, bank, vegetable market, hospital, police station, park
People Who Help Us	Doctor, nurse, teacher, sweeper, driver, barber, postman, banker, carpenter, shopkeeper, gardener, plumber, cobbler
Vehicles	Metro rail, train, cycle rickshaw, taxi, van, bus, bicycle, car, auto rickshaw, scooter, ship, boat, yacht, aeroplane, helicopter, hot air balloon, raft, bullock cart
Festivals	Independence Day, Pakistan Day, Children's Day, Teachers' Day, Eid
Let's Keep Our City Clean	Broom, dustbin, garbage, sweeper, mop, dustpan, cleanliness, sorting garbage, wet and dry garbage
Wake Up Little Seed	Plants, seeds, pots, watering, manure, mud, water, air, root, shoot

Please note: Encourage the children to read simple words and grow a large spoken vocabulary. The writing of the words and the spellings need not be done at this stage. It is important for children to develop a sound sense of the environment, develop a sense of responsibility towards it, respect the environment, and just learn the skills of living well in the world around.

ASSESSMENT GUIDE

Assessment at this level is usually informal and a continuous part of teaching and learning. Various tools and activities can be used to observe and record the progress of children. No formal testing is recommended at this level.

Assessment helps:

- to improve or modify learner's experience according to their needs;
- to change the pace and planning of the lessons/syllabus to suit the learning levels of the learners;
- to help the teacher and parents understand the needs of the learners.

How to record/gather information for assessment:

- Learning levels can be gauged through observation. An observation checklist can be used to identify the student's progress and gap areas in each topic. The feedback gathered can aid in the designing of remedial/reinforcement activities. A sample observation checklist has been given on the next page. Teachers can modify it to suit their needs.
- Portfolios of children's work (worksheets, drawings, and so on) should be maintained to track their progress. Parents and children can revisit the portfolios as and when required.
- An anecdotal record (record of an incident that has a significant impact on the development of a child) can be maintained.

The student's books have the following child-friendly logos to assess the learning levels of children:



Exceeds learning expectations.
Can work independently all the time.



Is moving towards the learning expectations. Can work independently sometimes.



Meets learning expectations.
Can work independently most of the time.



Needs nurturing and care. Needs adult support most of the time.





Criteria to decide informal assessment pattern:

- The number of children in each class should be taken into consideration.
- Learning objectives should be commensurate with the time available and the activities planned towards achieving those objectives.
- Learning levels of children should lead the curriculum and not vice versa.

Sample Observation Checklist*

Name:

Class:

Suggested Category				
Emotional and Social Development				
Adapts to the new class and friends				
Follows classroom rules				
Enjoys group activities				
Makes new friends				
Feels emotionally secure				
Identifies self				
Language Development				
Expresses needs in English				
Expresses needs in first language				
Listens and follows directions				
Recites rhymes				
Matches same letters and pictures				
Listens and repeats				
Can use crayons to write				
Can read and recognise the letters taught in the last four weeks and associate pictures and sounds with the letters				
Can write the letters taught in the last four weeks				
Fine Motor Development				
Holds crayons/pencil with ease				
Draws vertical and horizontal lines				
Colours within outlines				
Enjoys fine motor skill activities				
Can paste shapes within outlines				
Can open and close the bag independently				
Large Motor Development				
Catches and throws a ball				
Walks in a line				
Has control while running, walking, and so on				
Jumps in and out of circles				
Plays independently in groups				
Has coordinated muscle control				

Number Skills				
Can match the same objects				
Can compare and sort objects according to: <ul style="list-style-type: none"> • big and small • long and short • tall and short 				
Can match objects and pictures				
Can count on fingers from 1 to 5				
Can identify and name different shapes				
World Around Me				
Can name their school and class				
Can express feelings: happy/sad				
Recognises the colours: yellow, blue, and so on				
Takes care of personal belongings				
Can express personal needs and uses the washroom independently				
Comes to school on time				
Respects common property and follows class rules				

* **Note:** Indicators and their interpretations can vary and may be planned according to the topics/ areas of development.

