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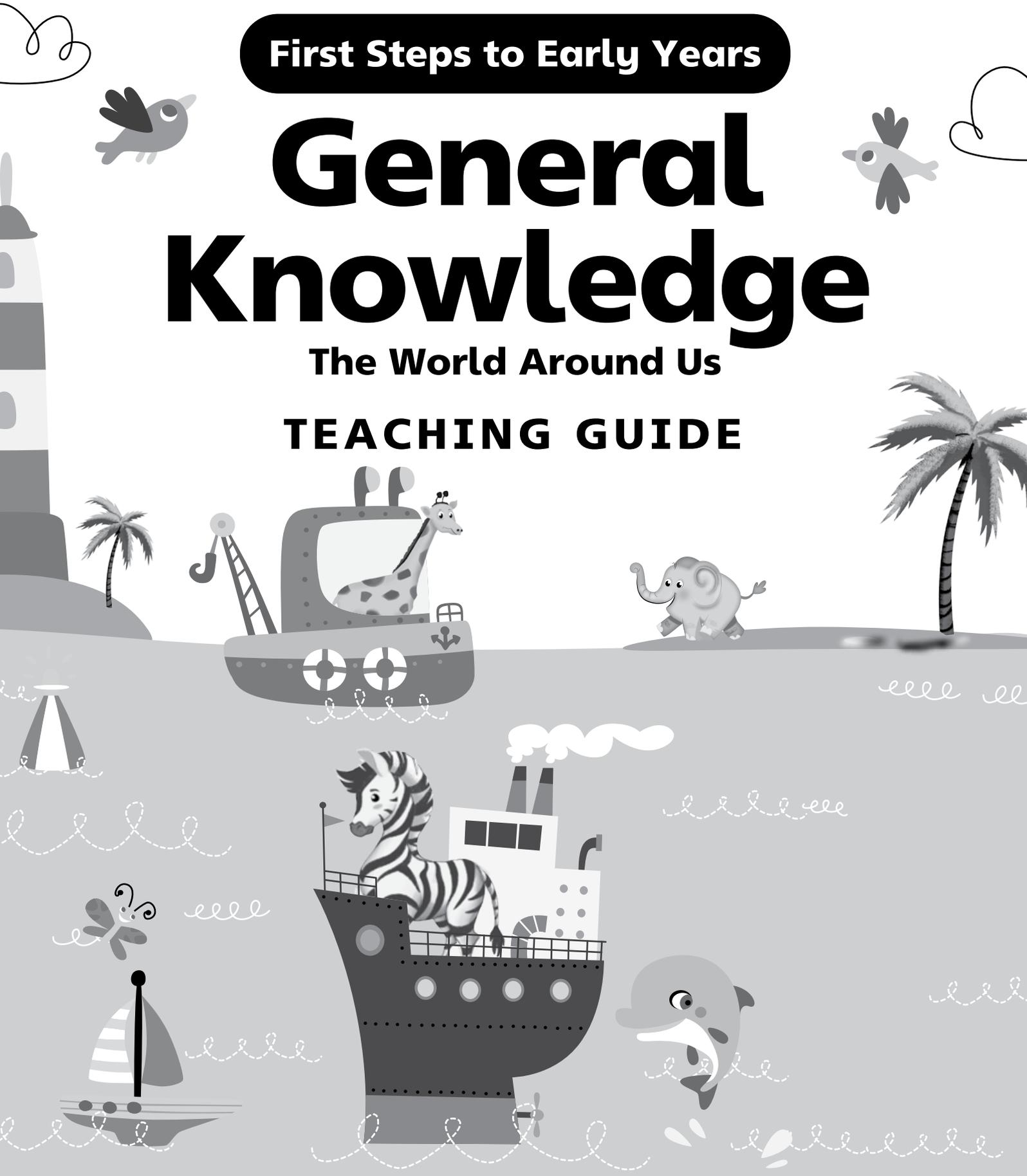
Level 1

First Steps to Early Years

# General Knowledge

The World Around Us

TEACHING GUIDE



**TV**



# Introduction

## Introduction to the Series

First Steps to Early Years (FSEY) series covers the fundamental aspects of early years learning driven progressively by a range of learning outcomes for young children according to their diverse interest and learning styles. The books in this series follow a holistic learning approach focusing on Key Learning Areas (KLA) such as language development, key mathematical concepts, personal, social and emotional development, creative arts, physical development, health, hygiene and safety, and the world around us. They emphasise on the development of the children's knowledge and understanding of the environment, along with their imagination, helping them effectively engage and communicate by using language in creative ways. The books aim to help make the transition to the primary levels easy for the young learners.

## Introduction to the Book

First Steps to Early Years General Knowledge contains a wide variety of activities blending creative arts, concepts of the world around us, and personal and social development. The engaging activities encompass and work on developing an understanding of our environment, people and features of the natural and man-made world; developing an understanding of personal care, environmental safety and security in children. These include establishing a positive attitude towards healthy and active ways of life.

## Structure of the Teacher's Guide

First Steps to Early Years' Teaching Guide serves as a holistic guide by providing wide-ranging planning of each Unit. The aim of the teaching guides is to make the job of teachers easier. The Teaching Guide also helps the teachers in setting up their classrooms, maintaining vocabulary walls/soft boards, creating and maintaining resources (such as flash cards). Teaching guides also contain stories/rhymes/songs so the teachers will not have to spend time coming up with different ideas. The Guide contains exercises which can be used for the introduction and reinforcement of concepts.

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# Health, Nutrition, and Safety Checklist

This checklist provides a guidance for teachers and school administrators to set up an ideal environment for young learners. Following the checklist at the beginning of the year can make one well-prepared for the entire academic session as well as keep the educators well-informed about their children. The checklist can be adapted as per the need and requirements of the school/individual.

## Health

- Ask ahead about any specific allergy that any child may have.
- Check children's record files for any medical issues or history mentioned.
- Develop a children's profile for all children to observe their needs and requirements.
- Classroom is well-lit; however, there should be some source of natural light coming in.
- Classroom is properly ventilated or has adequate sources of air.
- Classroom's temperature is well-suited for toddlers—not too warm or too cold.
- Classroom is cleaned every day; ensure that it is dust and germ-free.
- Classroom is not located in or around a noisy area.
- Classroom is situated at the ground floor, to avoid any hazards.
- Fixed dispensers of hand sanitizers should be accessible to the children.
- No hot beverages are allowed in class.
- Waste paper baskets are covered, and garbage bags changed every day.
- Children wash their hands after eating, playing outside, and after using the washroom, etc.
- Teachers and staff who spend time with the children must maintain a healthy and clean attire.
- Ensure toilets and washrooms are always clean and equipped with all cleaning materials, for example, hand wash and disposable wipes.
- Liquid soaps to be used instead of soap bars.
- Paper towels are present in the washrooms at all times.

- Classes are insect-free – ensure that pest control is carried out before the session begins.
- A sick room with a trained nurse and nanny is present on the premises.
- The sick room is clean and equipped with a bed, spare sets of clothes, separate washroom, medical first aid equipment, etc.
- Immunization records are taken from the parents.
- Sand pits (if present) are regularly cleaned.
- Adequate physical activities are part of the school routine.
- Create awareness of good touch and bad touch regularly.
- Nails are trimmed and clean, hair is free of lice, the clothes and undergarments are clean.
- Children are getting proper amount of sleep.
- Children have healthy relationships with their parents.
- Grab bars in washrooms.

## **Nutrition**

- Weekly meal plan is shared with parents—the prescribed food items should be easily available.
- Children’s preferences and cultural backgrounds are also included in the meal plans.
- Weekly meal plan has a balanced diet—fruit, vegetable, milk, protein, and carbs are present.
- Junk/fried and processed food are not allowed.
- Portion size of food is according to the child’s needs.
- Food is cut up into pieces to avoid choking.
- Lunch/snack time is scheduled at a suitable time.
- Appropriate snacks and water are available in case any child gets hungry or if they do not prefer the lunch they have.
- Water breaks during class to ensure proper water intake.
- Drinking water is at an adequate temperature, so the children are not drinking cold water.
- Awareness sessions for parents on healthy nutrition for their children.
- Discourage excess sugar/salt intake and sugary drinks.

- Children do not bring or eat betel nuts (*chalia*), etc.
- Emphasise on the importance of having breakfast regularly.
- The food that the children have is in edible condition (not expired).

## **Safety**

- First aid kit is present in class and the smoke/fire alarm is in working condition.
- Low-rise furniture with rounded corners is present in class.
- No nails are protruding out of the furniture.
- Classroom's floor is carpeted.
- Power sockets are out of reach of the children.
- Electricity cables are secured properly and are covered.
- Windows have childproof locks and are out of reach of the children.
- Lunch area is separate from class area and is covered with plastic spread.
- Children have aprons on while eating and during art activities.
- Children use round-tip safety scissors with adult supervision.
- Adults (support/cleaning staff) are present in the bathrooms for cleaning, assistance, and monitoring the children.
- Parents' contact information is up-to-date in case of emergencies.
- Exit plans are pasted on the classroom door.
- Safe practices are displayed as a poster and discussed in class.
- Dispersal time is well organised and teachers are on duty.
- Fire drills and evacuation drills are carried out on a regular basis.
- Playground is child-friendly, safe, and garbage free.
- The child feels safe to approach you, talk about incidents, and share his/her feelings.

# Setting up the Classroom

## Vocabulary Wall

The vocabulary words should be chosen from within the book. The teacher may write high frequency words for each topic on pieces of construction paper and pin them on a soft board. The teacher is requested to update the vocabulary wall for each unit. The piece of paper should be big enough to contain words in big letters. Teachers are requested to ensure that the height of the vocabulary pasted should be as per the average height of the children in class. The words must be visible and readable to every student.

**Note:** Teachers may use masking tape/paper tape for pasting purposes.

- **Soft Board**

If teachers do not want to paste vocabulary words on the wall, then they may use a soft board and pin up the words and pictorial references on it. They may update the soft board weekly or as per the current topic.

- **Daily weather/Days of the week/Months of the year**

Pictorial charts for various topics like the daily weather, days of the week, and months of the year can be made. The teacher can discuss these daily once the topics are introduced. At the beginning of the day ask children about how the weather is, what day of the week it is; and month of the year it is. Update the charts accordingly.

- **Seating Plan**

If you have circular tables for children to sit, then make sure that each table has four to five children seated. If you have square tables, then place four tables together, forming a square. This will encourage the children to bond together and work in groups.

- **Creating Learning Corners (*Goshay*)**

As per the Single National Curriculum, children need opportunities to explore their surroundings. Designated areas or Learning Corners can be used for specific activities and storage of classroom equipment for an effective learning

environment. This also inculcates the habit of organisation and establishes discipline in the child from a young age. Learning Corners encourage children to work independently and in a natural manner.

Learning Corners need to be separated from each other. It is also advised to place low shelves or big cartons (so a toddler may reach its contents). The corners may store: books, toys, flash cards, etc.

- **Language Corner:** This corner should be equipped with material related to increasing vocabulary and learning reading skills.
- **Library Corner:** This corner should be set up to promote the reading habit and to learn how to care for and value books.
- **Art Corner:** This corner provides children with opportunities for creative expression.
- **Math Corner:** Appropriate materials for the Math Corner include objects that will help children grasp the basic Math concepts of size, shape, width, classification and number, through direct experimentation.
- **General Knowledge (Science) Corner:** This corner should provide children with opportunities for observation and experimentation to understand the world around them.
- **Home Corner:** The Home Corner should reflect the cultural background of the children with items such as various kitchen utensils, clothes, small furniture, and dolls. It can also later be transformed from a kitchen into a shop, clinic, or an office.

The Learning Corners should be organised with Key Learning Areas and Expected Learning Outcomes, so that the children can experiment with concepts and skills that have been introduced by the teacher.

## Daily Routine

Young children need the comfort and security of a daily routine. A daily routine provides a consistent, predictable sequence of events that gives the children a sense of control over what they will be doing during the day. To make the best use of the time, create and maintain a schedule. Daily routine helps the children learn about sequence, discipline, organisation, and time limit.

# Lesson Plans

There is no rigidity in terms of time limit for the following instructions. Teachers should observe and work with the flow and speed of the children. Children must be able to work independently with ease and confidence, only then is the teacher advised to move forward with the lesson. The following notes are provided as a resource material.

## Making Teaching Resources

- How to maintain flash cards

Suggestions for teachers as to how they can preserve and save their flash cards (resources) for any future use. For example:

- Hard laminations: Alphabets and their pictures (for example: A a with an apple or an ant) can be laminated at the start of term and may be used throughout the academic year. If kept properly, they can be used in the next academic year as well.
- Soft laminations: Teacher may cover seating arrangement charts or vocabulary words so that they may be used for a longer period of time, with a plain plastic sheet. They can tape it with paper tape or pin it with a stapler at the back of the classroom.
- How to make a mini whiteboard (DIY)? If you do not have mini whiteboards available, you may cut white card sheets and get them hard laminated at the beginning of the school year. They will serve as mini whiteboards. One card sheet may result in at least six mini whiteboards. In this manner, you may have as many mini whiteboards as the number of children in your class.

# Unit 1: All About Me

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recognise different stages of growth, i.e. from a baby to old age
- recognise different parts of the body
- make a drawing of themselves

Lesson 1 (page 2)	When I Was Born
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## **Materials required**

- photographs of the children when they were born or baby photos, photographs of them as they are now (their current state)
- glue sticks
- student's book

## **Pre-activity preparation**

Prior to the activity, send a note to the parents asking them to send a baby photograph of their child and a current photograph of them. Make sure to ask them to write their names at the back of their child's photo.

Collect all the photographs and separate them into baby pictures and recent pictures. Distribute the recent pictures amongst the children and place all the baby pictures on a table.

## **Introduction**

Call the children in groups of four and ask them to try to recognise their own baby pictures. Once the children have successfully identified their own pictures, ask them to look closely at the pictures and see if they can notice any differences. Explain to the children that they were little babies and small in size when they were born and every year they grow a bit older. Sing the following nursery rhyme with the children, doing the action of rocking a baby when singing the lines 'rock-a-bye baby':

Rock-a-bye baby  
on the tree top.

When the wind blows  
the cradle will rock.  
When the bough breaks,  
the cradle will fall.  
And down will come Baby,  
Cradle and all.

### **Student's book activity**

Distribute the student's books to the children and glue sticks. Help the children paste photographs of when they were a baby in the first frame on page 2 and their recent photographs in the second frame on the same page. Once the activity is done, draw the attention of the children towards how they have grown. Encourage a positive attitude amongst the children. Tell them to perceive themselves positively.

Lesson 2 (page 3)

The Stages from Baby to Old Age

### **Materials required**

- different photographs depicting different stages of life, i.e. baby, toddler, child, adulthood, and old age – have at least 6 to 7 sets of these pictures. pictures can be taken from the Internet or from various newspapers and magazines, etc.
- 5 flash cards made on 5 cm by 10 cm card sheets or on plain paper with the words 'baby', 'child', 'adult', 'old age' written on them (you can laminate them or cover with plastic sheets and for long-term usage)
- sticky tape
- five baskets/containers labelled 'baby', 'toddler', 'child', 'adult', and 'old age' separately. Make sure the labels are not only written but have a picture drawn next to them as well.

### **Pre-activity preparation**

Stick one set of photographs of different stages of life (baby, toddler, child, adulthood, and old age) on the white/blackboard. Stick the flash cards underneath them as well, as per the stages of life.

**Baby stage:** Ask the children if they remember the previous activity about showing their baby photographs. Ask them if could they do anything when they were little babies. How did their parents take care of them, etc.?

**Toddler:** Ask the children if they have any younger siblings, and what do their siblings do? How do they behave? Do they go to school?

**Child:** Ask the children if they can relate to this stage: are they in the childhood stage? Ask them what activities they are able to do and do they go to school? Are they able to change their clothes on their own? Can they eat on their own? etc.

**Adult:** Ask the children who is an adult; are their mother, father, and teacher adults? What do they do? Can the children name some of the activities that adults can do?

**Old age/elderly people:** Ask children if they have seen someone very, very old? Who are these people? Most likely, they will say *dada, dadi, nana, nani*, etc. Tell the children that these people are their grandparents. Grandparents are their parents' parents.

**Guessing game:** Place the 5 baskets/containers on a table in front of the children. Distribute the sets of pictures depicting various stages of life amongst the children. Tell the children you will give them certain clues about a stage; they have to listen very carefully and then hold up the picture they think is about that stage, if they have the picture.

**Baby:** I am very, very tiny. I sleep all day long, and when I am hungry, I cry very loudly. My mother and father love me a lot and love to carry me around. Who am I?

Ask the children to hold up the picture they think shows the stage. Tell them if their answer is correct or not. They can come and place their pictures in the basket with a baby drawn on it. Follow similar instructions for the rest of the stages as well.

**Toddler:** I can walk but not run very fast. I can speak, but very little. I do not go to school yet but I will very soon. My mother helps me to eat and change my clothes. My father loves to play with me. Who am I?

**Child:** I can walk, run, skip, and jump. I get up and go to school every morning. I come home in the afternoon and then play. I do many things on my own but my mother and father still help me a lot. Who am I?

Adult: I am all grown up. I do everything on my own. I have a job, and do a lot of work. I take care of the little ones around me. Who am I?

Old age: I am all grown up too. In fact, I have grey hair and wrinkly skin. Sometimes I wear glasses to see properly. I have also become a bit slow. Who am I?

### Recapitulation

Remove the flash cards from underneath the pictures stuck on the board. Point to each stage and ask the children if they remember the name of the stage. Stick the flash cards under the pictures again.

You can also use the stages of life as a soft board display for the class after the activity to revisit later.

Lesson 3 (pages 4–5)	My Body
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### Materials required

- full chart paper display with same labelled image drawn on page 4 of the student's book
- student's book
- box of crayons/colour pencils (for each group of four children)

### Introduction

Gather the children for Circle Time by singing the song (sing to the tune of the nursery rhyme Brother John):

Circle Time, Circle Time, Circle Time  
Come around in a circle  
Make a round, big circle  
Let's have Circle Time

Circle Time is a 10–15 minute group activity where the teacher gathers all the children in a circle around him/her. This whole class group activity can be used for numerous activities before the lesson as a preliminary/warm-up activity. Circle Time activities can have sing-alongs and small physical activities, as well as speaking and listening activities. Set some ground rules for speaking activities and also generally. Ask children to always speak politely, respect each other's

opinion, and take turns while speaking. They have to cooperate with and be sensitive to peers, elders, or anyone else, no matter who they are.

Once the children have gathered around in a circle, tell them that today they will be learning about their bodies. Tell them to look at you closely and follow what you are doing as you sing the following song:

Head and shoulders (keep both hands on the head then shoulders)

Knees and toes (point to the knees and to the toes, wriggle your toes when pointing to them)

Knees and toes (point to the knees and then bend to the toes, wriggle your toes when pointing to them)

(repeat same actions)

Head and shoulders, knees and toes

Knees and toes

And eyes and ears (point to the eyes and blink, point to the ears)

And mouth and nose (point to the mouth and nose)

Head and shoulders, knees and toes (repeat above actions)

Knees and toes

Feet (point to the feet) and tummies (rub your tummy), Arms and chins (point to arms and chin)

Arms and chins

Feet and tummies, arms and chins

Arms and chins

And eyes and ears

(repeat above actions for body part)

And mouth and shins

Feet and tummies, arms and chins

Arms and chins

Hands and fingers (hold up your hands and move your fingers), Legs (lift your legs as if marching) and lips (point to lips)

Legs and lips (repeat actions for legs and lips)

(repeat above actions for the body part)

Hands and fingers, legs and lips

Legs and lips

And eyes and ears

And mouth and hips

Hands and fingers, legs and lips

Legs and lips

You would have to repeat the song a few times for the children to learn all the body parts and this activity can be revisited again. The song is available on the Internet as well, and can be played on mobile phones, etc. if facilities allow.

**Body parts display:** Stick/pin the chart paper display with the image given on page 4 drawn on it, on the soft board/display board or the whiteboard. Point to all the parts of the body one by one and ask the children to repeat after you. Ask the children to point to where the body part is on their own bodies. Try to elicit what they can do with the body part being mentioned, for example, with their eyes, they can see things around them; the neck holds the head and they can turn their heads from side to side without turning the whole body, they stand on their feet, and the legs help them to walk, etc.

### **Student's book activity**

Open to page 5 of the student's book and distribute the books to the children. Seat children in groups of four and give each group a box of crayons/colour pencils. Tell the children they have to share with each other and not fight. If someone else is using the crayon/colour pencil they want, they can use another one while they finish.

Explain to the children that they have to draw their own faces in the circle drawn on page 5 of the student's book and the rest of the body too, just like on page 4 of the student's book. Facilitate the children as they do their work.

Once they have finished, you can ask any willing child to share their work with the rest of the class. They can show their drawing and explain what they have drawn. Do not force any child who is not willing to share.

### **Recapitulation**

Use the chart paper display with the body parts drawn on it. Cover the labels written on the body parts with paper (use tape to stick the paper bits, to remove later). Ask the children if they remember the body parts they learnt in the lesson.

Point to the labelled body part and ask them what it is; give them clues by telling them what the body part can do. Once they have shared their answers, remove the label to see if they have got the correct answer or not.

# Unit 2: My Family

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recognise and name different members of their family
- make a greeting card for their family

Lesson 1 (page 6)

Members of My Family

## **Materials required**

- doll house (you can also use a small discarded cardboard box with cut-outs for windows and a door; label it 'my house')
- small doll figurines/stick puppets to show a family – a mother doll/stick puppet, a father doll/stick puppet, a brother/sister doll/stick puppet, a baby doll/stick puppet, grandparents dolls/stick puppets.
- for stick puppets: discarded ice cream sticks, 1 inch by 1 inch pictures of a middle aged man and woman, an elderly man and woman, a 10 year old boy and girl, a small baby
- liquid glue
- student's book
- box of colour pencils/crayons for every group of four children

## **Pre-activity preparation**

**Stick puppets:** The stick puppets are going to be used to depict members of a family. You can laminate the pictures of a man, woman, grandmother, grandfather, sister, brother, and baby for long-term use. Paste the pictures on the top part of the ice cream sticks using liquid glue.

## **Introduction**

Call the children for Circle Time by singing the song:

It's Circle Time, Circle Time, Circle Time,  
Quickly, quickly, come and see what we'll do today!  
We will talk, sing, and play,  
And have some fun!

Make sure you are seated at a place where all the children around you can see you. Keep the doll house/cardboard box house in front of you and the family stick puppets on your side. Tell the children that you are about to tell them a story. Make up a story about family using the family stick puppets or tell them the following story:

There once was a little house in the middle of the city. A nice family lived in the house. They loved and took care of each other. (One by one introduce the characters by holding up the stick puppet characters as you talk about them.) This is me (hold up the girl stick puppet), my name is Sana, I am 3 years old. I live in this lovely house. This is my father (hold up the father stick puppet and bring it to the front of the house), he takes care of everyone, he goes to work every morning and comes back home in the evening. Father also helps me with homework and plays with me too (put the father stick puppet against the house). This is my mother (hold up the mother stick puppet), she loves me and takes care of the whole family. She cooks very delicious food and helps me with everything I do. I love my parents very much. This is my brother (hold up the boy stick puppet), we both go to school and love to play games when we are at home. We always listen to our parents (place the boy stick puppet with the parent stick puppets and hold up the baby stick puppet). This is my little baby sister, she is very, very small. She does not play or talk, but mother said she will when she grows older. Mother takes care of her. These are my grandparents (hold up the grandparents' stick puppets). They live with us too, they are my father's parents. They are old and they love all of us very much. Sometimes I help them to do things. They are very caring.

This is my lovely family and I love them very much. They always take care of me and help me to be better.

Once you have told the story to the children, talk to them about different members of their family. Ask them how many members of the family they have and what do they do? How do they take care of them? What language do the children speak at home? Where do the children live? etc.

Emphasise that everyone is different and special, and we need to be kind and caring towards each other, etc.

Leave the doll house/cardboard house in the play area in the home learning corner (if your class has a learning corner) for the children to play with during free playtime.

### Student's book activity:

Open to page 6 of the student's book and distribute the books to the children. Seat the children in groups of four and distribute a box of crayons/colour pencils to each group. Explain that they will share the crayons/colour pencils, facilitate the children in completing the page.

Lesson 2 (page 7)	Here is My Family
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### Materials required

- student's book
- paper plates
- long strings of black, brown, and grey yarn (for making hair)
- liquid glue
- buttons (for making eyes)
- water colour paints
- paintbrushes
- bottom part of plastic bottles to use as containers to store water for painting
- old t-shirts or aprons for children to wear during art activity
- old newspapers/plastic sheets for covering the desks/art area

### Pre-activity preparation

Send a note to the parents prior to the activity to ask them to send an old t-shirt or apron for conducting art activities in class. Make sure to ask the parents to label their child's shirt/apron. Keep the shirt/apron at school for future art activities.

Tell the children that they will be making faces of their family members on paper plates.

### Introduction

Help the children wear their old t-shirts over their uniforms and cover their tables with old newspapers or plastic sheets to keep the area clean. Inform the children about the need to keep their clothes clean and the area clean as well.

**Rhyme Time:** Form a circle with the children and hold hands. Sing the rhyme on page 7 together. You can write out the rhyme on a chart paper to put up as a classroom display as well.

This may be the first time children would be using paint and paintbrushes, which is why it is necessary to first demonstrate how to use them. Demonstrate how to wet the tip of the brush in the water first and then rub it on the paint. Once the brush is coated with paint, they can make strokes on paper. You can also have them practise using the paintbrushes first before proceeding with the activity. This will also aid in developing the child's fine motor skills. Tell them if they think they need to use more paint they can dip the brush in paint again and use it. Once they have finished, they need to put the brush in the water container to clean it.

Tell the children to follow you carefully first. Hold up a paper plate, and add glue to the top part of the plate. Take a few strings of black yarn and stick it to the glue on the plate. Tell the children this will form the hair. Then drop two drops of glue under the string 'hair' to place two buttons to make eyes. Use a paintbrush to paint a smile on the paper plate face. Now the face is complete. Children will make faces of their parents and siblings as demonstrated above. This activity may not be completed in a day and can be taken to the next day. Facilitate the children while they do the activity. This activity can also be done with just a few groups at a time instead of the whole class together. Write the names of the children on the back of the face once they have finished. Once all the children have finished, put up their art work as classroom display.

Lesson 3 (pages 8–9)

Make a Card Activity and Family Tree

### Materials required

- student's book
- passport-size photographs of the family members of the children
- glue sticks for children (small size for each child)
- card sheets cut into 20 cm by 10 cm cards for each child. fold them half way so as to make a greeting card. Write 'I love my family!' inside the cards.
- boxes of crayons/markers/colour pencils (one box of each for every group of four children)
- flash cards (use 5 cm by 10 cm card sheets or plain paper) with the words 'father', 'mother', 'brother', and 'sister' written clearly on them. Laminate or cover with plastic sheets for long-term use.

## **Pre-activity preparation**

Send a note to the parents asking them to send passport-size photographs of the family. Make sure to ask them to write their names at the back of their child's family photos. Collect all the pictures once received. Store them separately so as not to mix them up.

## **Introduction**

Have children sit in groups of four and give each group a box of crayons/colour pencils/markers. Hold up a blank card and show them that this is a card and they have to draw on the front cover. Explain that cards are given to each other as a gift.

Ask the children to draw their family and themselves on the card cover and colour it. They can use markers, crayons, or colour pencils to make it look as colourful as they desire.

Go around the groups and facilitate them while they make cards. Ask probing questions about what they are drawing. Ask them who they are making, etc. Write the names of the children inside the cards.

Once children have made their cards tell them that they shall take their cards home and give the cards to their parents. Ask the children to express love while giving their family the cards they have made.

## **Student's book activity**

Place all the passport-size photographs of the children's families on a table. Call the students in groups to the table and ask them to identify their family members. Once they have done, ask them who the member is. Let the children take back their family photographs. Tell them to keep them carefully.

Open to page 9 of the student's book and distribute them to the children. Give small glue sticks to the children and ask them to paste the photographs on the family tree on page 9. Help them paste the pictures correctly on the tree. Paste the pictures of the parents at the top and then the remaining siblings under them. If a child has more than 4 members they can paste the pictures around the tree.

## **Recapitulation**

- Stick the family members' flash cards one at a time on the board. Ask the children questions about the family member and what do they do, etc.
- Leave the flash cards up on the soft board classroom display for children to see and notice. They can be revisited later.

# Unit 3: My Friends

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recognise and name their friends
- identify things they do with their friends

Lesson 1 (page 10)

Here is My Friend

## **Materials required**

- picture of the child friend (Ask the children to bring their pictures a day prior to the activity; friends can take each others' pictures for the activity given on page 10. Collect the pictures once the children bring them.)
- glue sticks
- student's book

## **Introduction**

Gather the children in a circle and sing the Circle Time song (used previously in Unit 1, Lesson 3) and sing the song:

Friends, friends, 1-2-3,  
Friends, friends, how are you?  
You are my friend, and you are my friend! (point to different children)  
I like you!

Talk about who their friends are. Ask the questions given in the Let's Talk section on page 10 in the student's book. Give a chance to everyone to speak and share their ideas with the rest of the class. Tell them we are all friends and have to get along with each other as we are one class.

## **Student's book activity:**

Open to page 10 of the student's book and distribute the books to the children. Seat the children in groups of four and distribute their pictures to them. Ask them to swap the pictures with their partners. Facilitate them in pasting the pictures.

**Materials required**

- student's book
- A4 sheets
- crayons/colour pencils (one box for every group of four children)

**Introduction**

Open up to page 11 of the student's book and show the children the pictures. Point to each picture one by one. Draw their attention towards the first picture (playing on a swing) and elicit their responses as to what the children in the picture are doing. Then, move on to the next picture, and so on.

Ask the children about what sort of games they play with their friends in the playground or the parks. Discuss what sort of rules the children should follow while playing, and how they can play without hurting each other, for example: do not push each other, do not do something which might cause you to fall from a height, or hurt yourself, do not use a sharp or pointy object while playing, do not run too fast, etc. It is important that children realise that even though playing with friends is supposed to be fun, it is also important that they keep themselves safe from harm and also do not put someone else in danger or cause them harm. Friends look out for each other and take care of each other.

Distribute the A4 sheets and seat children in groups of four. Give each group a box of crayons/pencil boxes to share. Ask them to draw their favourite game that they play with their friends on the sheets. Once they are done, you can ask any child willing to share with the class to describe their drawing. Put up the child's work on the board.

**Recapitulation**

- Talk about the words learnt in the lesson: friend, play, games. Ask them who is a friend again and what sort of games are fun. Talk to the children about their likes, dislikes, and about their strengths and areas of improvement.

# Unit 4: My Home

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recognise different rooms of the house and their functions
- identify places around their house (neighbourhood)

Lesson 1 (pages 12–13)	Parts of My Home
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## **Materials required**

- student's book
- pencil
- pictures of a bed, tv, lamp, cupboard, fridge, frying pan, stove, sofa, utensils pasted on A4 sheets (they can also be drawn and coloured)
- newspapers/magazines

## **Pre-activity preparation**

Collect pictures of a bed, tv, lamp, cupboard, fridge, frying pan, stove, sofa, utensils from magazines/newspapers or the Internet. You can paste these pictures on A4 card sheets and wrap with plastic sheet for long-term use. You can also download these pictures on your mobile phone to show children or draw them by hand and paste them.

## **Introduction**

Call the children for a Circle Time activity. Tell them they will be talking about where they live. A place where we live is called a home.

Show the picture on page 12 of the student's book (Parts of My Home). Ask them if they can identify the different rooms. Point to the various rooms and ask them what they think happens in the room. Ask them where they sleep. Where do they wash their face? Where do they eat food?

Ask them what things can they find in rooms like a kitchen, a bedroom, lounge, etc. Hold up the picture of a bed and ask the children, where they can find this? What do they do on it? Children would give responses according to how the things are placed in their homes. The objective is to give them the idea that beds are for sleeping and are placed in the bedroom. Similarly, hold up a picture

of a stove; ask the children where in the house they have seen it. Do they know what it is used for? They might have seen someone cooking on it. Elicit responses from the children similarly for all the pictures that you hold up one by one.

### **Student's book activity:**

Open up the student's books to page 13 and distribute the books to the children. Ask them to look at the pictures on the page and think about where they can be found; in the bedroom or the kitchen? Facilitate the children in drawing a line from the objects to the correct rooms. Once done, you can have a collective discussion about where the objects on the page are placed around the home.

Lesson 2 (pages 14–15)

Places Around My Home

### **Materials required**

- student's book
- pictures of landmarks found commonly in neighbourhoods (neighbourhood, mosque, park, school (preferable the school they are in), bank)

### **Pre-activity preparation**

Collect pictures of a mosque, park, school, a shop from old magazines/newspapers or you can show them on your mobile phone as well. You can paste these pictures on A4/card sheets and wrap with plastic sheet for long-term use.

### **Introduction**

Sing the rhyme 'Things in my House' on page 14 of the student's book. You can add on to the rhyme as well, by adding names of more objects. Ask children what other things they can think of around the house.

After the rhyme, talk to the children about what they see on the roads when they are travelling from their home to school. Do they know the names of these places?

Show them the pictures of different places on page 15 of the student's book one by one. First, hold up a picture of a neighbourhood and ask them if they have seen a similar place. Ask them what is around their house. Explain to them

that it is a neighbourhood and the people living around their house are their neighbours. Similarly, hold up the picture of a mosque and ask them if they know what it is? Explain to them that it is a place where people go to pray. Show them the picture of a school, and ask them if they recognise it, what do they do in a school? etc. Elicit responses from children when holding up different pictures. Tell the children about important places around their house. Explain to them that the people and places around their house form their community.

### **Recapitulation**

Write the word 'bedroom' on the board and ask the children what comes to their minds when they see and hear the word. Recap things found in a bedroom. Similarly, one by one write the words 'kitchen', 'park', and 'bank' on the board and ask questions related to them.

# Unit 5: My School

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify the purpose of schools
- identify what they do at school
- recognise things commonly present in classroom

Lesson 1 (page 16)	The School
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## **Materials required**

- student's book
- colour pencils/crayons (one box for every four group of children)

## **Introduction**

Take the children for a tour around the school. Tell them they will be going around the school to see it. Show them the different areas, such as the library, the playground, the classes, the computer lab, van area, the school signboard, etc. After the tour bring them back in the class for a water break. Then ask the children the following questions: do they know why they come to school? Who are the people in the school? What do they do? Elicit their responses. Encourage children to participate.

Ask them what they like doing at school, or what is their favourite part of the school. Did they notice it during the tour?

## **Student's book activity**

Open up to page 16, and distribute the student's books to the children. Seat them in groups of four. Give each group a box of crayons/colour pencils and ask them to colour the school building drawn on the page.

Lesson 2 (pages 17–18)	Activities at School
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## **Material required**

student's book

## Introduction

Gather the children for a Circle Time activity. Form a circle and hold each other's hands. Sing the rhyme on page 18 of the student's book along with the children. After the rhyme, ask the children what else they do in school. Do they have fun at school? What do they like about the school? Ask them about the activities they do in school.

Hold up a student's book and turn to page 17 of the student's book. Point to the pictures one by one and ask the children what they think is happening in each picture.

## Student's book activity

Distribute the student's books to children opened up to page 17. Facilitate them in identifying the pictures shown and circling the ones they do in school.

Lesson 3 (page 19)	The Classroom
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## Materials required

- student's book
- 5 cm × 10 cm paper labels
- marker
- sticky tape
- colour pencils (one box for each group of four children)

## Pre-activity preparation

Write the words 'desk', 'soft board', 'blackboard', and 'books' on paper and cut them out to make labels or flash cards.

## Introduction

Ask the children to have a look around the class and ask them if they can name any of the things. Point to the desk and ask children if they know what it is called. Tell them it is a desk. Place the label upright on the desk so that children can see the word. Similarly, point to the board and ask them what it is called. Stick the label on the board using tape. Do the same for the next label, and soon. Once done, go over the words again with the children. Tell them these are all the things found in the classroom.

Now, point towards yourself and say, 'Who am I?' They might say your name, etc. Tell them, 'I am your teacher'.

### **Student's book activity**

Turn to page 19 and distribute the books to the children. Divide them in groups of four and give each group a box of colour pencils. Ask them to look at the pictures on page 19 and identify what things they can see in a classroom. Facilitate them in colouring the objects in a classroom.

### **Recapitulation**

Tell the children they will play a game of guessing the name. Point to an object and the children will have to call out its name. Point towards a set of books and ask the children the name of the object . Reveal the answer if they do not get it right. Similarly, point towards the desk, the board, and in the end, towards yourself as the teacher.

# Let's Revise – Omar's World

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- revise topics taught in Units 1 to 5
- identify parts of the body previously taught
- identify things around the home previously taught
- identify things around the school previously taught

Lesson 1 (page 20)	Omar's Home
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## **Materials required**

- student's book
- pictures of things around the house (bed, sofa, tv, table, etc. these can be taken from lesson 1, unit 4)
- pictures of landmarks around the neighbourhood (taken from the lesson 2, unit 4)

## **Introduction**

As this is a revision unit, elicit responses from the children and draw onto their prior knowledge.

Tell the children that you will be showing them a few pictures. They will have to guess whether the things are found around the house or not. Mix the pictures of things around the house and places around the neighbourhood.

Hold up the pictures one by one and show it to the children. Ask them to say yes to the pictures of things around the house and no to the pictures that are not.

## **Student's book activity**

Distribute the books to the children turned to page 20. Facilitate them in identifying and circling the pictures of things they can see in their homes.

**Material required**

student's book

**Introduction**

Sing the song 'Heads and shoulders, knees and toes' (refer to Unit 4, Lesson 3 of this Teaching Guide) with the children to recap the parts of the body with the children.

**Student's book activity**

Distribute the books to the children turned to page 21. Facilitate them in identifying and matching the identical body parts.

**Material required**

student's book

**Introduction**

Ask the children if they remember things learnt about the school. Sing the rhyme on page 18 of the student's book again with the children.

Ask them to have a look at the picture on page 22 of the student's book and describe what is happening in the picture. Take responses one by one from the children. Inculcate the habit of raising their hands before answering, listening when others are speaking, and waiting patiently for their turn.

Ask which activity do they like doing the most from looking at the picture. Ask them what are the children doing outside the school in the picture, and what do they learn at school.

**Recapitulation**

Talk to the children about what to do in situations if somebody is bullying/hurting them. Develop their understanding that certain parts of the body (private parts) are not to be touched other than their parents or a doctor to whom you go for a checkup. Explain what is good touch and bad touch. Strongly reinforce that they have to report any inappropriate incident to their teacher or parents. Encourage them to shout and say 'NO' when someone tries to touch, inappropriately.

# Unit 6: Colours

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify the basic colours blue, yellow, and red
- recognise different objects of the colours red, yellow, and blue

Lesson 1 (page 23)	Basic Colours
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## **Materials required**

- student's book
- coloured A4 sheets – blue, yellow, red
- labels with 'blue', 'yellow', 'red' written on them (use paper strips to make labels)

## **Introduction**

Gather the children for a Circle Time activity (sing one of the Circle Time songs shared in the first unit). Tell the children they will be learning about colours today and sing the colour song (sing to the tune of 'Traffic Light' song):

Colour blue, colour blue

Where are you?

The sky is blue and that is very true

Colour yellow, colour yellow

What do you follow?

I follow the Sun which has a yellow glow

Colour red, colour red

When do you go to bed?

I go to bed when I'm well fed

Colour green, colour green

What have we seen?

We have seen all leaves and grass that is green

After singing the song, settle down with the children around you and tell them 'Today we are going to learn about colours'. Turn to page 23 of the student's

book and hold up the page to show the children. Point to the blue star first and tell the children that this is a star and it is of the colour blue. Then hold up the blue coloured sheet as well and again draw their attention towards the colour of the sheet. Ask the children to look around the class; can they spot something of the same colour? Do the same steps for the yellow sun and red apple on the page.

Put up the coloured sheets on the class board with the labels blue, red, and yellow for the children to see.

Lesson 2 (page 24)

I Can Colour–Blue Colour Day

### **Materials required**

- student's book
- blue balloons
- pieces of old washing sponge (cut up into pieces)
- water colour pans or blue poster paints (pour a little bit on a flat surface and dilute with water – at least one for each pair of children)
- small containers for keeping water
- aprons or old t-shirts (send a note to the parents prior to the activity to send for old large-size t-shirts to cover the child's uniform/clothes during paint activities)
- plastic sheets or old newspapers to cover the tables/work spaces

### **Pre-activity preparation**

Send a note prior to the activity to the parents informing them that the class will be having a Blue Colour Day. They can send their children wearing something blue. Decorate the class by putting up blue balloons or blue buntings. You can also simply use blue-coloured sheets and fold them on a string diagonally to make buntings and put it up on the board.

At the start of the day tell the children that today is colour day! Point to their blue clothes and the blue-coloured decorations; ask them what colour they are.

Cover the paint areas with plastic sheets/newspapers and help children wear their aprons or old t-shirts. Have the sponges, paints, and water ready for the activity.

## Introduction

First of all, gather the children around you to demonstrate what they will be doing. Have the student's book turned to page 24 beside you as well.

Take a sponge piece and slightly dampen it with water. After that, rub it in the blue paint so that it is coated thoroughly with the paint. Press on the blue star outline and demonstrate how the sponge painting has to be done within the outline.

## Student's book activity

Pair up the children and give them pieces of sponge and paints. Facilitate them in completing the activity on page 24. Once they are finished, leave the pages out to dry out.

Sing the relevant part of the colour song (page 29 of the Teaching Guide) pertaining to the colour activity. After the line 'The Sky is blue and that is very true', ask them, 'What else is blue, can you tell?' Elicit responses from the children in telling you what other objects they can think of that are of the same colour.

Lesson 3 (page 25)	I Can Colour–Yellow Colour Day
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## Materials required

- student's book
- yellow balloons
- water colour pans or yellow poster paints (pour a little bit on a flat surface and dilute with water—at least one for each pair)
- aprons or old t-shirts (send a note prior to the parents to send for old large-size t-shirts to cover the child's uniform/clothes during paint activities)
- plastic sheets or old newspapers to cover the tables/work spaces

## Pre-activity preparation

Send a note prior to the activity to the parents saying the class will be having a Yellow Colour Day. They can send their children wearing something yellow. Decorate the class by putting up yellow balloons or yellow buntings in the class. You can also simply use yellow-coloured sheets and fold them on a string diagonally to make buntings and put it up on the board.

Cover the paint areas with plastic sheets/newspapers and help children wear their aprons or old t-shirts. Have the paints and water ready for the activity.

## Introduction

At the start of the day, tell the children that today is colour day! Point to their yellow clothes and the yellow-coloured decorations; ask them what colour they are.

First of all, gather the children around you to demonstrate what they will be doing. Have a student's book turned to page 25 beside you as well. Press your thumb in the yellow paint firmly so that it is coated thoroughly with the paint. Press on the sun outline and demonstrate how the finger-painting has to be done within the outline.

## Student's book activity

Pair up the children and give them the paints. Facilitate them in completing page 25. Once they are finished, leave the pages out to dry out.

Sing the part of the colour song (refer to page 29 of the Teaching Guide) pertaining to the colour activity. After the line 'Colour yellow, colour yellow, what do you follow? I follow the sun when it goes high and low' ask them, 'What else is yellow, can you tell?' Elicit responses from the children in telling you what other objects they can think of that are of the same colour.

Lesson 4 (page 26)

I Can Colour-Red Colour Day

## Materials required

- student's book
- red balloons

- water colour pans or red poster paints (pour a little bit on a flat surface and dilute with water—at least one for each pair)
- aprons or old t-shirts (send a note to the parents prior to the activity to send for old large-size t-shirts to cover the child’s uniform/clothes during paint activities)
- plastic sheets or old newspapers to cover the tables/work spaces

### **Pre-activity preparation**

Send a note prior to the activity to the parents saying the class will be having a Red Colour Day. They can send their children wearing something red. Decorate the class by putting up red balloons or red buntings in the class. You can also simply use red-coloured sheets and fold them on a string diagonally to make buntings and put it up on the board.

At the start of the day, tell the children that today is colour day! Point to their red clothes and the red-coloured decorations; ask them what colour it is.

Cover the paint areas with plastic sheets/newspapers and help children wear their aprons or old t-shirts. Have the paints and water ready for the activity.

### **Introduction**

First of all, gather the children around you to demonstrate what they will be doing. Have a student’s book turned to page 26 beside you as well.

Press your thumb in the red paint firmly so that it is coated thoroughly with the paint.

Press on the apple outline and demonstrate how the finger-painting has to be done within the outline.

### **Student’s book activity**

Pair up the children and give them the paints. Facilitate them in completing page 26. Once they are finished, leave the pages out to dry out.

Sing the relevant part of the colour song (refer to page 29 of the Teaching Guide) pertaining to the colour activity. After the line ‘Colour red, colour red, when do you go to bed? I go to bed when I’m really well fed’, ask them, ‘What else is red, can you tell?’ Elicit responses from the children in telling you what other objects they can think of that are of the same colour.

# Unit 7: Shapes

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify basic shapes (triangle, circle, square)
- match shapes to colours

Lesson 1 (page 27)

Basic Shapes

## **Materials required**

- student's book
- chart papers
- A4 paper sheets
- sticky tape

## **Pre-activity preparation**

Using chart paper, cut out large-sized shape cut-outs of a triangle, circle, and a square. You can utilize half a chart paper for each cut-out. Write, 'triangle', 'circle', and 'square', on pieces of paper and use as labels.

For small-sized cut-outs, use A4 paper sheets to make triangle, circle, and square cut-outs. Make sure there are enough small shapes for everyone.

Stick the large cut-outs on different tables apart in the class as to make different shape stations. Place the small cut-outs on the relevant shape station. Keep the labels in your hand.

Call the children to one side of the classroom and tell them, 'Today, we are going to learn about something new called shapes. Let's see what shape we have first.' Walk over to the square station and point out that this is a square. Move your hands across the edges of the square and tell the children that the square has four equal sides. Ask the children to feel the sides as well. Stick the paper label using a tape on the large shape cut-out. Similarly, when showing the circle mention that it is round like a ball and has no sides and so on for the triangle. Paste the labels on the shapes.

Once the shapes are shown to the children, ask them to point to a square, a triangle, and a circle. Remove the cut-outs along with the labels and pin them up on the display boards for the children to see and revisit.

### **Student's book activity**

Open to page 27 of the student's book and distribute it to the children. Ask them to look at the picture closely. First point to the triangles and ask the children if they can find any other triangles in the picture. Do the same for the squares and circles. Count with them and facilitate them to finish the activity.

Lesson 2 (page 28)

Colour the Shapes

### **Materials required**

- student's book
- coloured A4 sheets (red, green, and yellow)
- colour pencils/crayons—red, green, and yellow (at least four for every group)

### **Pre-activity preparation**

Using coloured sheets, make small cut-outs of triangles, circles, and squares. Use one colour for each shape, for example red-coloured sheet for triangles, green-coloured sheet for circles, and yellow for squares.

### **Introduction**

**Shape scavenger hunt:** Before the class, hide the shapes in the class for a shape scavenger hunt. Make sure to place the shapes in a place where the children can easily find them. Keep a set of a triangle, a circle, and a square with you to show the children what they have to find. Hold up the triangle, circle, and square and tell the children they have to find the shapes throughout the class. Give the children time to search around the class.

### **Student's book activity**

Divide the children into groups and distribute the colour pencils/crayons to them. Open the Student's books to page 28 and distribute the books to the children. Show them the page and point to the triangle, square, and circle in the corner. Help them solve the colouring puzzle by asking open-ended questions,

for example: 'look at the triangles in the picture, can you count all of them?' Instruct them that they have to colour all the triangles red, just like the picture drawn on the side. Facilitate the children in completing the page.

### **Recapitulation**

Play the game 'I Spy with shapes' with the children. Ask them to spot any object in the class shaped like a square and to point at it, or bring it to you. Similarly, do the same with the remaining shapes.

# Unit 8: Things Around Us

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify things found in nature
- identify non-living things (things made by man)

Lesson 1 (pages 29–31)

Things in Nature

## **Materials required**

- student's book
- colour pencils/crayon boxes
- pictures of plants and trees with parts labelled (if needed)

## **Introduction**

Call the children for Circle Time and sing the 'Nature' song on page 30 of the student's book.

Turn to page 29 of the student's book and ask the children to look at the pictures on the page. Point to the pictures one by one and ask them what they are. Once done, tell the children these are all things found in nature. Nature is all around us—the sky, the sun, the stars, wind, plants, and animals are all things in nature.

**Nature walk:** Take the children out of the class and around the school for a nature walk after showing them the pictures. Ask them to look around for all the things they can see which are found in nature. Take them towards the plants and trees present (if not in school, bring a potted flower plant or use pictures of plants and trees with labelled parts). Gather the children around the plants and trees; point to the various parts of the plants and trees. Point to the flower, leaf, stem and tell the children that the roots are under the soil; point to the trunk of a tree; point of the branches of the tree; tell them fruits like apple, mangoes, etc. grow on the branches of trees.

After the walk, bring them back in the class and ask them about the things they saw outside that they also saw in the book. Add in a few more things such as the earth, grass, birds, etc. that are also found in nature.

## Student's book activity

Open the student's book to page 31 and distribute the books to the children. Ask them to look closely at the diagrams of the tree and plant. Help children to recognise plants and explore their basic parts including root, stem, leaf, etc. Tell them that there are different types of plants: some grow indoor while some are outdoor plants; some can be grown in pots while others grow as big trees. Talk about the significance of all living things including animals and plants for human beings, and how we can take care of them. Distribute the colour pencils and crayons and facilitate the children in completing the page.

Lesson 2 (page 32)

Things Made by Man

## Materials required

- toy cars, toy trucks, old dresses/t-shirts, toy building, toy boat, etc. (use any toy which would depict things made by man like toy cars, etc.)
- student's book
- pictures of things found in nature (sun, flowers, animals) and a few man-made things (buildings, clothes, vehicles, television, computer, mobile phone, iron, blender, walking machine, etc.)

## Introduction

Keep all the toy cars, trucks, old dresses/t-shirts, etc. on a table in front of the children. Hold up each object and ask the children if they know what they are. In the end, also point to the chairs, tables, the boards, door, etc. and ask the children what they are. Then, ask them if they know who made these objects. Explain to the children that all these things have been made by different people. The house we live in, the building the school is in, the clothes we wear—these are all made by people.

Open to page 32 of the student's book and point to the objects on the pictures. Tell them these are all made by people.

## Recapitulation

Use the pictures and objects brought to class for lesson 2. Tell the children that they will be holding up pictures and pointing to objects. The children have to say 'nature' when they see something which is found in nature and 'man' when they see an object made by man. Hold up the pictures one by one and pause for the children to figure out whether it is found in nature or made by man.

# Unit 9: Fruits

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify various fruits

Lesson 1 (page 33)	Fruits Around Me
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## **Materials required**

- student's book
- fruits (apple, mango, banana, grapes)/pictures of fruits
- colour pencils (one box for each group)

## **Pre-activity preparation**

Wash and bring real fruits to show the children. Keep them in a platter.

## **Introduction**

Call the children for a Circle Time activity. Tell them today that they are going to learn about something very delicious and yummy. Hold up the platter of fruits for the children to see and ask them if they know what they are. Hold up the fruits one by one and name them. Tell them it is necessary to wash the fruits thoroughly before eating.

Sing the fruit song along with the children:

If you eat an apple a day (hold up the apple)

It will bring you health everyday

Fruits come in all colours

Just like the flowers

Eat one fruit a day

This will give you the power

To grow up really fast

As Dad and Mum did this in the past

## **Student's book activity**

Turn to page 33 of the student's book and distribute the books to the children. Divide the children into groups of four and distribute a box of colour pencils to

each group. Draw the children's attention towards the fruits on the page. Tell them to notice the colours. The banana is yellow, the apple is red, the grapes are purple, etc. Facilitate them in completing the exercise on the page.

Lesson 2 (page 34)

Fruit Day

### **Materials required**

- send a note to the parents prior to the activity asking them to send a few pieces of a fruit (mention the fruit, e.g. apples, banana, etc.) in the student's snack. ask them to send a paper plate and plastic fork along with the fruit snack as there will be a 'fruit day' activity in the class.
- napkins
- dishes/plastic containers for each fruit
- paper labels to put on dishes (apple, banana, grapes, etc.)
- sticky tape
- student's book

### **Pre-activity preparation**

Paste the labels on the dishes for the fruits. Collect all the fruits children have brought and take them out in dishes so that all the apples are in one dish, bananas in one dish, etc. Set up the dishes on a table during snack time.

### **Introduction**

Invite the children with their paper plates and plastic forks to the table to have fruits. Ask them to notice how the fruits taste and if they can describe the taste, whether they are sweet or sour, etc.

### **Student's book activity**

Turn to page 34 of the student's books and distribute the books to the children. Ask them to see the pictures in both columns of the page and match the identical fruits. Facilitate the children in completing the page.

### **Recapitulation**

Write the names of the fruits, (apple, mango, banana) on the board. Point to them one word at a time and ask the children if they can recall what the colour of each fruit is. Ask them if they can describe it further, for example, the taste or shape, etc.

# **Unit 10: Vegetables**

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify various vegetables

Lesson 1 (page 35)
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Vegetables Around Me
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## **Materials required**

- student's book
- vegetables (onion, potato, cucumber, cauliflower, carrot, etc.)
- tray/basket

## **Pre-activity preparation**

Wash and bring vegetables to show to the children. Keep them in a tray/ basket.

## **Introduction**

Call the children for a Circle Time activity. Tell them that they are going to learn about something delicious and yummy. Hold up the tray of vegetables for the children to see and ask them if they know what they are. Hold up the vegetables one by one and say their names. Tell them it is necessary to wash the vegetables thoroughly before eating. A few vegetables can be eaten raw as well as cooked. Hold up a vegetable and describe its colour and shape. Pass it around to the children to have a closer look at it.

## **Student's book activity**

Turn to page 35 of the student's book and distribute them to the children. Divide the children into groups. Draw the children's attention to the vegetables on the page and tell them to notice the different colours; can they name the colours of the vegetables? Ask them to count the number of onions in the picture and write how many onions are there. Continue the activity with the remaining vegetables. Facilitate them in completing the page.

**Materials required**

- student's book
- pieces of old washing sponge (cut up into pieces)
- water colour pans or purple, pink, orange, and yellow poster paints (pour a little bit on a flat surface and dilute with water) (at least one for each pair)
- small containers for keeping water in
- aprons or old t-shirts (send a note to the parents prior to the activity to send for old large-size t-shirts for painting activities)
- plastic sheets or old newspapers to cover the tables/work spaces

**Pre-activity preparation**

Cover the paint areas with plastic sheets/newspapers and help children wear their aprons or old t-shirts. Have the sponges, paints, and water ready for the activity. Gather the children around you to demonstrate what they will be doing. Keep the student's book turned to page 36 with you.

**Introduction**

**Sponge painting:** Take a sponge piece and slightly dampen it with water. Then, rub it in the paint so that it is coated thoroughly with the paint. Press on the vegetable outline and demonstrate how the sponge painting has to be done within the outline. Pair up the children and give them pieces of sponge and paints. Facilitate them in completing page 36. Once they are finished, leave the pages out to dry out.

**Recapitulation**

Use the vegetables brought to the class for demonstration. Hold up a vegetable and ask the children if they remember the name of the vegetable. Children will then tell the name and the colour of the vegetable.

# Unit 11: Animals

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify various animals near the home
- identify various animals in a zoo

Lesson 1 (page 37–38)

Animals Near My Home

## **Material required**

student's book

## **Introduction**

Gather the children for a Circle Time activity. Sing the song, 'Old Macdonald had a farm':

Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some cows  
Ee i ee i oh  
With a moo-moo here  
And a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
Old MacDonald had a farm  
Ee i ee i o  
Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some chicks  
Ee i ee i o  
With a cluck-cluck here  
And a cluck-cluck there

Add more animals and their sounds to the song, to extend and cover the animals mentioned on page 37.

After the song, open up to page 37 of the student's book and hold up the book to show the pictures on the page to the children. Ask the children if they can identify any of the animals from the song they just sang and if they have seen any of them around their homes.

**Let's Talk:** Turn to page 38 of the student's book and hold it up to show the children. Distribute the student's book to the children and ask them to look at the picture closely. Can they find and name the animals they see in the park? How many animals can they count? Ask the children if they know where the animals live and what they eat.

Lesson 2 (page 39)

Animals in the Zoo

### Materials required

- student's book
- pictures of wild animals (giraffe, monkey, lion, tiger, etc.)
- colour pencils (one box for each group)

### Introduction

Call the children for a Circle Time activity and sing the animal song (sing the song to the tune of 'Old Macdonald had a farm'):

Near my home there was a zoo  
And in that zoo there was a tiger  
Who was a real fighter

**'R-R-R-R-R'** (roar like a tiger)

Near my home there was a zoo  
And in that zoo there was an elephant  
Wherever he went he wore a hat

**THUMP! THUMP! THUMP!** (stomp your feet on the ground)

Near my home there was a zoo  
And in that zoo there was monkey  
Who would jump up to eat the honey  
**GULP! GULP! GULP!** (jump in the air)

After singing, ask them if they have ever visited a zoo. What animals did they see? Encourage them to recount their experience and share with the rest of the class. If possible, you can show them a video of a zoo/wildlife sanctuary on your phone.

Hold up pictures of wild animals one by one and show to the class. Ask them if they can identify which animal it is.

Imitate the sounds of a lion or a monkey or play them on your mobile phone and ask children if they can guess which animal's sound it is. Alternatively, you can also show the children a video of wild animals in their habitat.

### **Student's book activity**

Group children in four and distribute the student's books turned to page 39. Give each group a colour pencil box and facilitate the children in finishing the page.

### **Recapitulation**

Show the children the pictures of wild animals again, and ask them to look and call out the names of the animals from their memory.

# Unit 12: Left and Right Directions

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify directions (left and right)
- identify tasks that can be done using hands
- coordinate movements according to directions given in a song/poem

Lesson 1 (pages 40–43)

Know your Directions

## **Materials required**

- A4 sheet/card sheet
- black marker
- ruler or any stick
- sticky tape
- student's book

## **Pre-activity preparation**

Using a black marker, make a bold arrow pointing in the left direction on an A4 card sheet horizontally; flip the sheet and draw an identical arrow but pointing to the right. Stick the sheet on a ruler or stick to make a direction sign; make sure the ruler does not come on top of the sign.

## **Introduction**

Gather the children for a Circle Time activity. Standing in a circle, raise your right hand and tell the children that this is the right hand and it points to the right direction. Then, raise your left hand and tell the children that this is the left hand and it points to the left direction. Repeat the actions, and ask the children to follow your actions in the song.

Sing the song, 'Wave, kick, jump' on pages 42–43 of the student's book. The song can be sung to the tune of 'Hockey Pockey'. Ask the children to follow the actions as you do them and sing the song. Repeat it at least twice so that the children have a good sense of left and right, and get a good exercise as well.

After the song, show them the direction symbol sign, pointing towards the right. Ask them what direction it is; you can also raise your right hand to help them remember. Flip the sign to show the arrow pointing to the other direction and ask them what direction it is; raise your left hand to help them remember.

### **Student's book activity**

Open up to page 40 and distribute the student's books to the children. Ask them to raise their right hand and then place it on the right-hand outline on the page. Similarly, ask the children to raise their left hand and then place it on the left-hand print.

**Let's Talk:** Demonstrate a few actions while using your hands, e.g. holding a book, holding the chalk/marker and writing on the board, etc. Turn to page 41 of the student's book and show the pictures on the page. Point to the pictures and ask the children about some of the actions the children are doing with their hands. Ask the children about what their hands help them to do. Let the children express themselves.

# Let's Revise – Zoha's World

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- revise topics taught in Units 6 to 12
- identify various fruits previously taught
- identify various animals previously taught
- identify things around us in nature
- identify various colours and colour a picture
- trace according to directional arrows given
- identify shapes

Lesson 1 (pages 44–45)

Favourite Fruits and Animals

## **Material required**

student's book

## **Introduction**

As this is a revision unit, elicit responses from the children about various fruits and animals and draw on their prior knowledge.

## **Student's book activity**

Distribute the student's book to children turned to page 44. Hold up the book and point to the little girl drawn in the centre of the page. Tell them 'This is Zoha and she likes to eat fruits; can you identify which fruits she likes?' Point towards the various pictures drawn on the page and ask the children to identify the fruits and name them. Ask the children which fruit is their favourite.

Ask the children to look at the pictures on page 45. Tell the children, 'Zoha took a trip to the zoo. There she saw various animals. Can you see the pictures of the animals from the zoo?' Point to the pictures one by one and ask the children to identify the animals. Ask the children which animal they like the best.

**Materials required**

- student's book
- pictures of various natural physical features from the Internet or magazines/ newspapers – deserts, forests, mountains, a beach, birds flying in the air, various minerals like gold, rubies, emeralds, coal, etc.
- colour pencils (a box for each group of four)

**Introduction**

Call the children for a Circle Time activity. Open to page 46 of the student's book and ask them to look at the outline of the landscape given on the page. Tell the children, 'Zoha identifies all the things found in Nature, Can you do it too?' Give them a few moments to look at the picture closely. Hold up the book and point to the various elements. Ask them if they know what the triangle-shaped objects are in the background. Do they know how birds fly? Where have they seen a lot of water gathered together? Do they know what the place is called where there are a lot of trees together? One by one, hold up the pictures of the various physical features and explain briefly what is a mountain, desert, sea, and forest. Tell them that minerals are found very deep down in the earth and people dig them out, birds use wind to fly in the sky, etc.

**Student's book activity**

Divide the children in groups of four and give each group a box of colour pencils. Ask the children what they think is the colour of the trees. Elicit responses from the children on the colours of other elements in the picture. Facilitate them in colouring the picture.

**Material required**

student's book

## **Introduction**

Call the children for a Circle Time activity. Hold up your right arm and point towards the right and ask the children which direction you are pointing at; similarly repeat the same exercise raising your left arm.

Sing the action song given on pages 42–43 of the student's book again with the children to recap the directions.

## **Student's book activity**

Turn to page 47 of the student's book and distribute the books to the children. Ask them to look at the shapes drawn on the page. Can they identify the shapes? Point to the shapes and ask the children what the shapes are called.

Ask the children to look at the arrows closely and trace from where the arrow begins. Ensure that they are following in the right direction of the arrow and their pencil grip is appropriate. Facilitate them in completing the page.

You can ask the children who finish first to colour the squares and triangles with any colour they choose.

## **Recapitulation**

Turn to page 46 of the student's book and ask the children to look at the picture. Point towards the mountains and ask the children what they are. Similarly, point to the birds, trees, mountains, and clouds, and ask the children their names. Write their responses on the board.

# **Science Station**

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- familiarise themselves with the senses of touch, sound, sight, taste, and smell, through performing simple experiments and observation

Lesson 1 (page 48)
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The Sense of Touch
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## **Materials required**

- student's book
- 2 bowls/jars
- cold (use ice cubes to make water cold) and hot water

## **Pre-activity preparation**

Set up a table in class to conduct the activity. You can label it 'Science Station'. Take 2 bowls. Fill one bowl with cold water (add ice cubes if needed) and the other bowl with warm water. Make sure the water is not too hot for the children or they might burn themselves.

## **Introduction**

Divide the children in groups of four and ask each group to come to the Science Station. The remaining class can be engaged in an arts activity to keep them busy while the science experiment is conducted.

## **Student's book activity**

Show the children the image given on page 48 and ask them to guess which one is cooler.

Ask the children in the group to dip their right hand in the cold water. Then ask them to dip it in warm water. Ask them which bowl has cold water, and which one has warm water? Explain to them the concept of cold and hot things. Ask them to guess which one of the 5 senses they used.

**Materials required**

- student's book
- two plastic bottles
- beans/*daal*/rice of any type

**Pre-activity preparation**

Set up a table in class to conduct the activity. You can label it 'Science Station'. Take 2 plastic bottles and beans/*daal*/rice of any type. Label them 'Bottle 1' and 'Bottle 2'. Fill Bottle 1 almost up to the half mark, and bottle 2 almost completely with the beans/*daal*/rice.

**Introduction**

Divide the children in groups of four and ask each group to come to the Science Station. The remaining class can be engaged in an arts activity to keep them busy while the science experiment is conducted.

**Student's book activity**

Ask the children to shake each bottle with their eyes closed, and try to recognise which bottle:

- a) has more beans/*daal*?
- b) has the lesser amount?

Then, ask them to open their eyes and see if it is the correct answer. Ask them to guess which one of the 5 senses they used. How were they able to tell which bottle has more beans *daal*/rice?

**Materials required**

- student's book
- a plastic cup/bowl for each pair of children
- a large coin/disc (you can use a small ball or a ball of play dough)

## Pre-activity preparation

Divide the children in pairs. Distribute the cup/bowls amongst the pairs along with the large coin/disc.

## Student's book activity

Put a cup between two children sitting on opposite sides of a table. One of the children must close one eye (if this is difficult, make a small eye patch to cover one eye or tie a light scarf over one eye).

The other child must then hold a large coin in the air at least 2 feet above the table, moving it around slowly.

The child with one eye covered must tell the other child to drop the coin when he/she thinks it is right above the cup.

Ask the children to repeat the experiment with both eyes open. Discuss which method works best at the end. Ask them to guess which one of the 5 senses they used.

Lesson 4 (page 51)

The Sense of Taste

## Materials required

- student's book
- 2 jars/bowls/containers
- salt
- sugar

## Pre-activity preparation

Set up a table in class to conduct the activity. You can label it 'Science Station'. Put two jars/bowls on the table, one containing salt and the other containing sugar.

## Introduction

Divide the children in groups of four and ask each group to come to the Science Station. The remaining class can be engaged in an arts activity to keep them busy while the science experiment is being conducted.

Without telling the children which is which, let the children taste a pinch of salt first, then a bit of sugar. Ask the children which one is sweet, and which is salty? Can they describe the taste? Ask them to guess which one of the five senses they used.

Lesson 5 (page 52)

The Sense of Smell

### Materials required

- student's book
- something with a sharp sweet fragrance (e.g. perfume, flowers, or fruit with a sharp fragrance, etc.)

### Student's book activity

Blindfold one child and then put something with a distinct smell (e.g. flower, perfume bottle, fruit, etc.) on a table in another corner of the room. The remaining class can be engaged in an arts activity to keep them busy while the science experiment is conducted.

Ask the blindfolded child to see if they can move towards where the smell is coming from. Move the fragrant object closer to the child if he/she has trouble locating it.

Remove the blindfold, and let the child see what the source of the smell is. Ask them to guess which one of the five senses they used and how they were able to reach the fragrance.

# **IQ Boosters**

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- connect dots to draw shapes
- match colours to objects
- identify a living thing and a non-living thing
- put together pieces of a puzzle accurately using logical skills

Lesson 1 (page 53)

Connecting Dots to Make Shapes

## **Materials required**

- student's book
- red, yellow, and blue colour pencils/crayons for each child

## **Introduction**

Open to page 53 of the student's book. Point to shapes drawn on the page and ask the children to name the shapes you are pointing at.

## **Student's book activity**

Ask the children to look at the coloured shapes beside the shapes. Tell them that they have to use the same colour pencil and join the dots to make the shapes, i.e. red for making a circle, yellow for a square, and blue for triangle. Once the children have finished joining the dots, ask them to colour the shapes according to the given colour.

Facilitate the children in completing the exercise.

Lesson 2 (page 54)

Matching Colours to Objects

## **Materials required**

- Student's book (page 54)
- Red, yellow, and green colour pencils/crayons for each child

## Introduction

Open to page 54 of the student's book. Point to the pictures drawn on the page in the left column and ask the children to name the pictures you are pointing at. Ask the children to tell you which colour they think the pictures in the left column should be. Ask them to look at the colours given in the right column. Tell them to pick a colour from the right column for the pictures on the left.

## Student's book activity

Distribute the books to the children and ask the children to match the pictures on the left column to their corresponding colours on the right and then colour the pictures correctly.

Facilitate the children in completing the exercise.

Lesson 3 (page 55)

Living and Non-living Things

## Material required

student's book

## Introduction

Open to page 55 of the student's book and distribute the books to the children. Ask the children what living things are. Elicit responses from the children and reinforce that living things are things that need air, water, food, and light to survive. They live, breathe, eat, and grow.

## Student's book activity

Point to the pictures on the page and ask the children to name the pictures you are pointing at; ask them whether they are living or non-living things.

Ask them to take out their pencils and circle the objects that are living things only. Facilitate the children in completing the exercise.

**Materials required**

- student's book
- round-tipped scissors
- A4 sheets or their notebooks
- glue sticks (one for each child)

**Pre-activity preparation**

Cut the pieces of the puzzle on page 57 of the student's book for each child. Children of this age might find it difficult to cut the pieces themselves. However, if you are confident that the children can manage handling scissors and cutting, then they may do it themselves. Place the pieces of the puzzle separately in a pouch or paper envelope for each child.

**Student's book activity**

Open to page 56 of the student's book and distribute the books to the children along with puzzle pieces. Tell them not to open the envelopes yet. Ask the children to look at the picture on page 56 carefully.

Distribute the A4 sheets/notebooks to the children as well. Now, ask them to open the envelopes and spread the pieces on the table. Tell the children that they have to arrange the pieces to make the picture given on page 56 of the book.

Once they have arranged the pieces correctly, they can glue the pieces on an A4 sheet or in their notebooks. Facilitate the children in completing the exercise.

# Activity Bank

## Activity 1: Jig-saw puzzles

Take 2 sets of pictures of various animals the children are familiar with, for example, cat, dog, peacock, zebra, lion, tiger, etc. Keep one set of pictures intact, and cut the pictures in the other set into half. Mix up the parts of the pictures so that they are jumbled up. Place the set of cut-up pictures in an envelope. Place the complete pictures in front of the children. Give them the other set of cut-up pieces of pictures and ask the children to look at the complete picture and the pieces that look exactly the same. Ask the children to join the half picture pieces to match the complete picture. Demonstrate once or twice to the children so that they understand.

**Skills learnt:** cognitive, matching

## Activity 2: Rhythm and music

Musical instruments play an important part in a child's life. Keep toy music instruments in class for children to play with. You can also make sound boxes by adding different grains, pulses, buttons, etc. in bottles and sealing them. Children can shake the bottles to differentiate amongst the various sounds that are made.

**Skills learnt:** hearing

## Activity 3: Sorting beads

Sort beads of different colours on different-coloured threads. Have 3 sets of beads of different colours, for example, red, blue, and green. Make sure the beads have holes large enough for children to thread the beads through. Mix them up in a container. Give each child the woolen strings tied at one end so that the beads do not fall through. Children will have to sort the beads and thread the correct coloured bead in the same-coloured string.

**Skills learnt:** sorting, recognition of colours

#### **Activity 4: Clean-up routine**

Tidy-up time should be a part of the daily routine. Ask the children to tidy up their places after they have done any activity. Have an area designated for water bottles and lunch boxes. Have the children put the things back from where they pick them up from. After the free-play activity time, ask the children to put back the toys from where they picked them up from. Encourage the children to pick up any litter and throw it in the rubbish bin.

**Skills learnt:** personal organisation

#### **Activity 5: Story time**

Read aloud stories outside in the garden or shaded area. Have a storytelling session in the garden or outside the class. Have a mat placed for the children to sit on. Select a story which aims to help develop personal, social, and moral skills of the child, for example, team work, helping each other, tolerating different opinions, honesty, etc. After the storytelling session, ask questions related to the story so that the children can consolidate their learnings.

**Skills learnt:** personal, social, and moral development

#### **Activity 6: Ball game**

A simple way to strengthen social skills is by playing a simple game of passing the ball. Co-operatively rolling a ball back and forth is a rudimentary way of initiating play and turn-taking.

**Skills learnt:** physical coordination, social

#### **Activity 7: Role-play**

Role-play is a great way for children to experiment with social behaviour, rules, and expectations. Children often enjoy acting out what they know, such as cooking and eating dinner together, but also experimenting with risky social scenarios such as games of cops and robbers. Role-play is a safe space for children to develop social skills, although to begin with, they may need guiding through the narrative. After a while, children will begin to develop imaginative scenarios that allow them to work on their social-emotional skills through play.

**Skills learnt:** social skills and creativity

# Assessment Guide

Research indicates that formal tests and examinations are not completely accurate when measuring a toddler's abilities. Many young children do not perform well in situations where they must answer specific questions or complete tasks because they may not be familiar with the testing language; they may be shy or just frightened. When a young child does not perform well, he/she is labelled as a below average child.

The comparison between two young children is fruitless as children of such age grow and progress at their own pace. Young children's progress should be measured by the teacher's ongoing observations during the entire year. Their progress should be compared to their own development and not to that of other children.

## – Children Assessment and Record Keeping

The teachers are requested to observe each child as they participate in different activities. Although at times they may step back and observe, however, more so than usual, they may have to be involved with the children. Teachers will have to develop this skill, to be actively involved, picking up cues from the children.

What is the teacher supposed to look for? The teacher observes the children and assesses the different areas of learning and development.

The following methods of assessment and record keeping are strongly recommended:

- Checklist of the child's progress
- Maintain a portfolio of the child's work
- Progress reports for parents

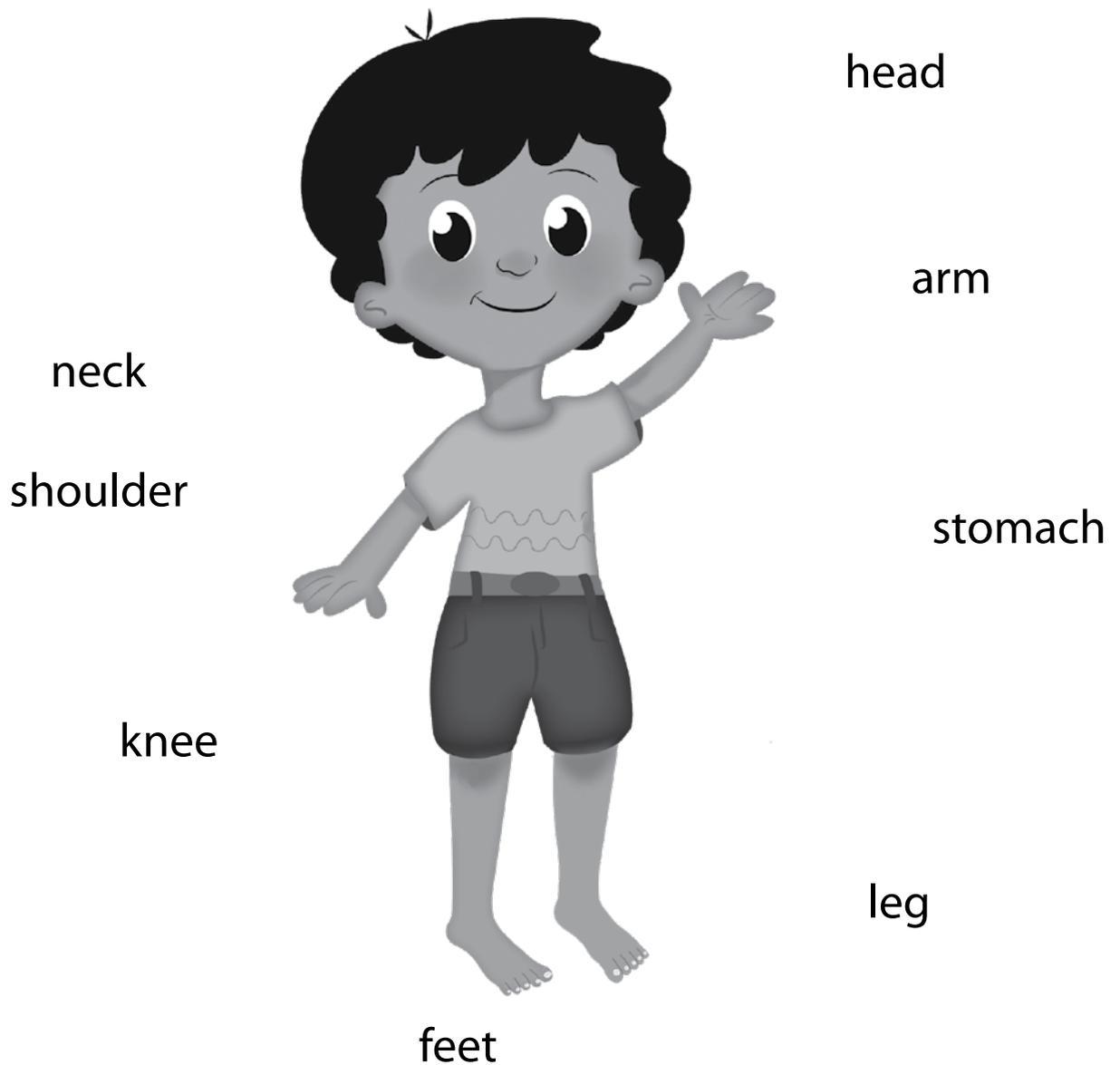
The Assessment Guide contains:

- Worksheets (Informal assessment)
- Observation checklists (the teacher will observe the points mentioned in the observation checklists and then fill it at the mid and end of the year).

# Worksheets

## Worksheet – 1: All About Me

Draw a line from the correct body part to the matching label.



## Worksheet – 2a: My Family

Match the names with the pictures.

Mother



Sister



Baby



Brother



Father



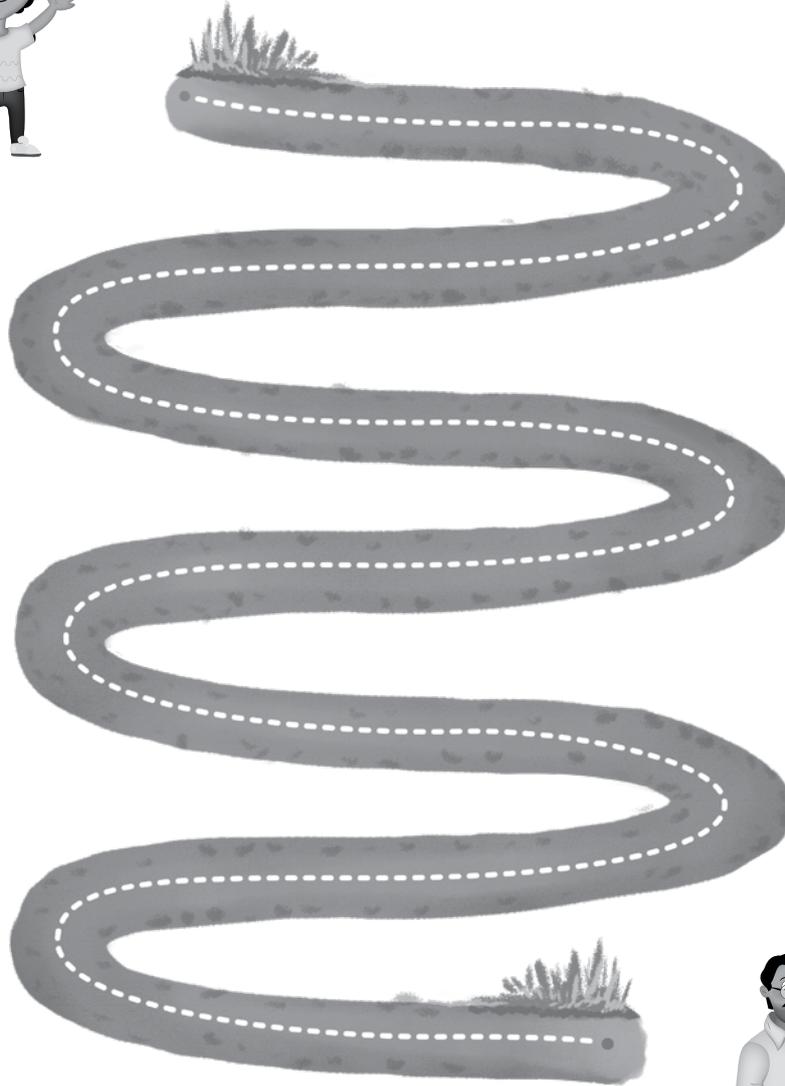
## Worksheet – 2b: My Family

Draw your family portrait below; colour and complete it. Talk about your family in a few sentences. You can talk about:

- how many members are there in your family?
- what do you like doing with your family?

## Worksheet – 2c: Family Maze

Help the brother and sister reach their parents.



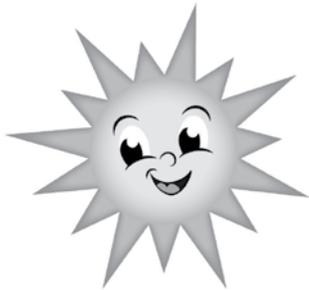
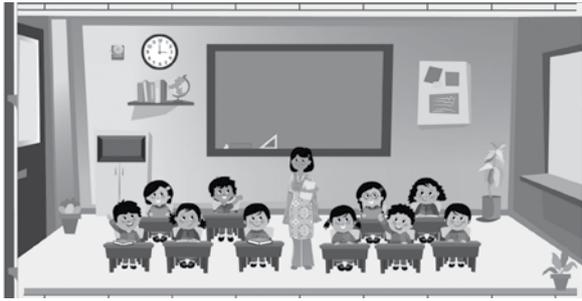
### Worksheet – 3: My Friends

Circle the activity you enjoy doing with your friends the most.



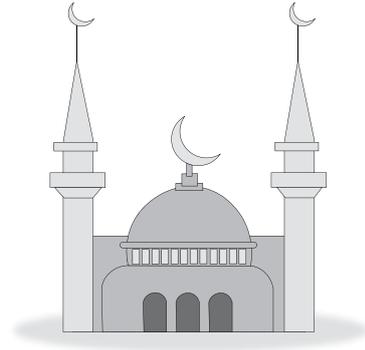
## Worksheet – 4a: My Home

Circle the things in your home with red colour.



## Worksheet – 4b: Places Around My Home

Circle the places around your home with blue colour.



## Worksheet – 4C: My Home

Circle the things you find in a home with red colour and the things you find in a school with blue colour.



## Worksheet – 5: My School

Match the picture with the names of the activity done in school.

Teaching



Reading



Playing

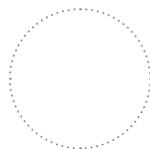
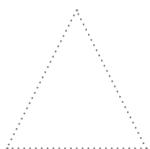
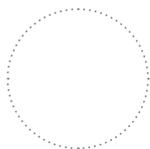
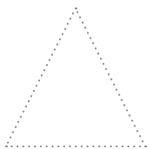
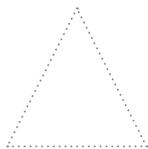
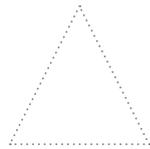
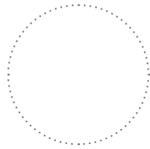
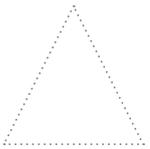
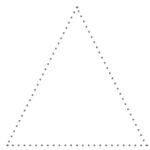
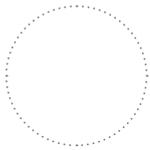
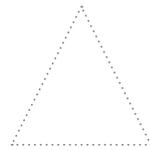
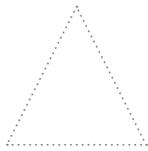


Writing



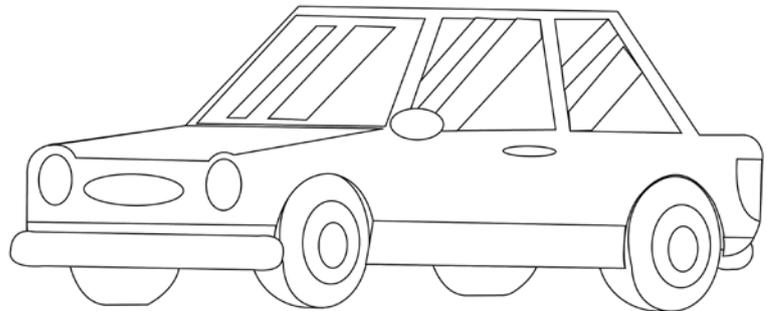
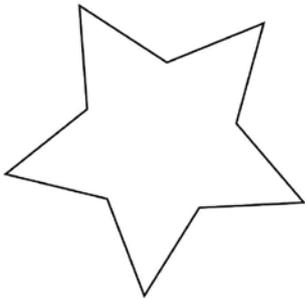
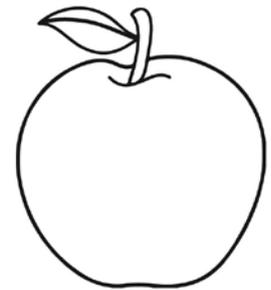
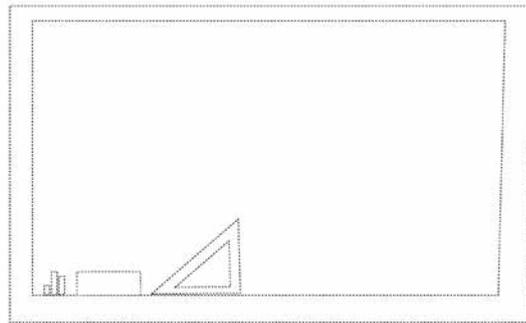
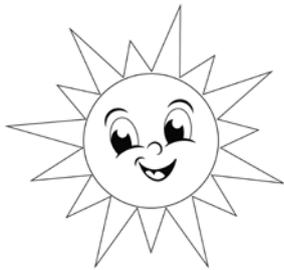
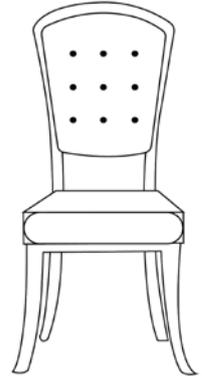
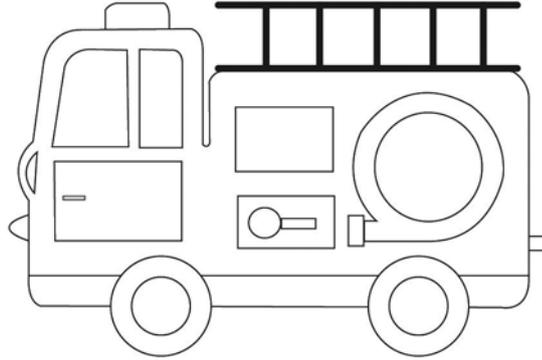
## Worksheet – 6: Shapes and Colours

Trace and colour all the circles red, all the squares yellow, and all the triangles blue.



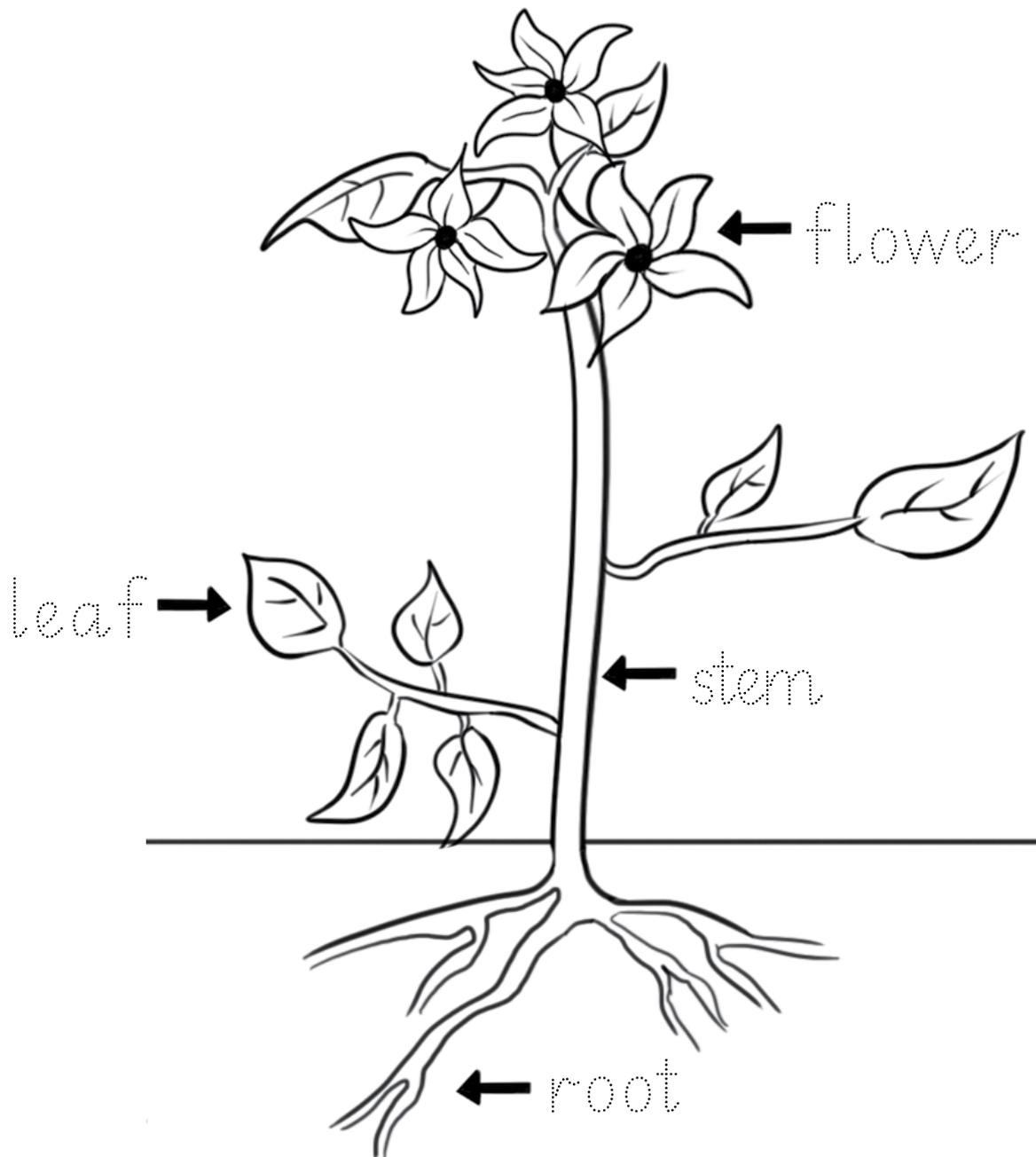
## Worksheet – 7a: Things Around Us

Colour all the things found in nature with yellow colour and all the things made by man with red colour.



## Worksheet – 7b: Parts of a Plant

Trace the labels on the plant below. Colour and complete the picture.



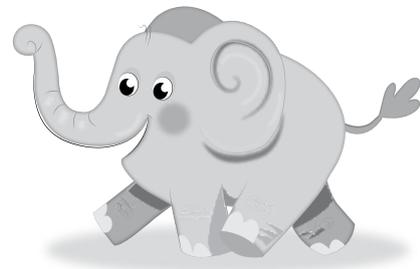
## Worksheet – 8: Fruits and Vegetables

Look carefully at the fruits and vegetables below. Circle all the fruits with pink colour and the vegetables with green colour.

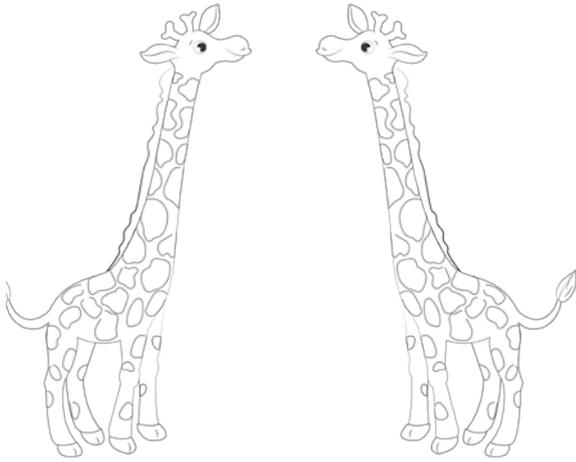


## Worksheet – 9: Animals

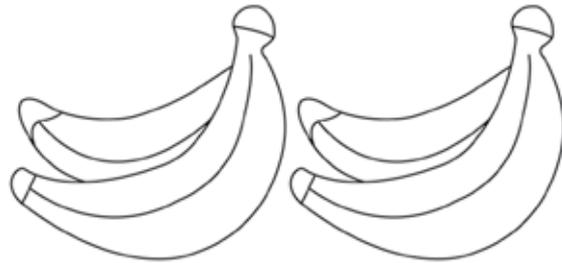
Circle the animals that you can see near your home.



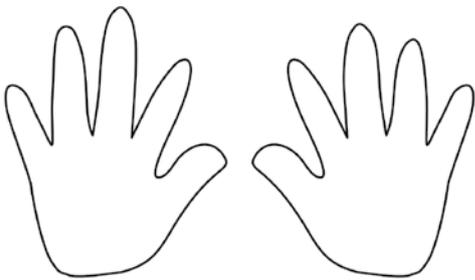
## Worksheet – 10: Left and Right Directions



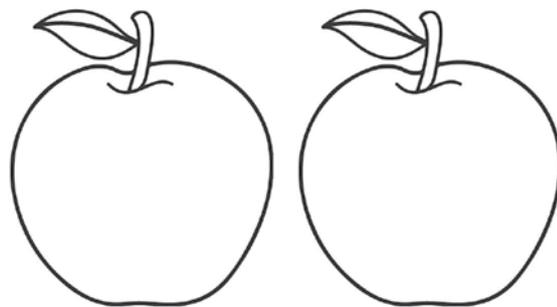
Colour the left giraffe blue



Colour the right banana yellow



Colour the right hand green



Colour the left apple red

# Mid-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

Categories			
<b>ACADEMIC</b>			
Recognises family members and can name them			
Recognises parts of the house and places in the neighbourhood			
Differentiates between basic colours			
Recognises which things are non-living (man-made) and living (made in nature)			
Identifies basic fruits and vegetables			
<b>LANGUAGE DEVELOPMENT</b>			
Expresses needs using gestures and a few words			
Listens and follows directions (left, right, up, down)			
<b>FINE MOTOR DEVELOPMENT</b>			
Uses pencil with correct grip and is able to write in correct manner			
Sponge-paints with ease and minimal support			
Zips and unzips a bag			
<b>GROSS MOTOR DEVELOPMENT</b>			
Jumps, kicks a ball, and skips			
Walks in a straight line and changes direction easily			
<b>TEAMWORK AND GROUP BEHAVIOUR</b>			
Studies and plays with other children without causing trouble			
Maintains friendliness with most peers and adults			
<b>SOCIAL DEVELOPMENT</b>			
Is aware of basic greetings and can differentiate between elders and peers			
Shows awareness of the surroundings and personal safety			

**Teacher's note:** This rubric can help you track the progress of the children for the final term. It is by no means exhaustive and can be changed as per the need of the children. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

# End-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

Categories			
<b>ACADEMIC</b>			
Recognises family members and can name them			
Recognises parts of the house and places in the neighbourhood			
Differentiates between basic colours			
Recognises which things are non-living (man-made) and living (made in nature)			
Identifies basic fruits and vegetables			
Identifies domestic animals and zoo animals			
Discriminates between left and right directions			
Recognises functionality of 5 senses (touch, sound, sight, taste, smell)			
Arranges puzzle pieces in the correct order			
<b>LANGUAGE DEVELOPMENT</b>			
Expresses needs using gestures and a few words			
Listens and follows directions (left, right, up, down)			
<b>FINE MOTOR DEVELOPMENT</b>			
Uses pencil with ease, and colours and traces objects within an outline			
Finger-paints with ease and minimal support			
<b>GROSS MOTOR DEVELOPMENT</b>			
Jumps, kicks a ball, and skips			
Walks in a straight line and changes direction easily			
<b>TEAMWORK AND GROUP BEHAVIOUR</b>			
Studies and plays with other children without causing trouble			
Maintains friendliness with most peers and adults			
<b>SOCIAL DEVELOPMENT</b>			
Uses basic greetings and respects elders			
Shows awareness of the surroundings and personal safety			

**Teacher's note:** This rubric can help you report the progress of the children. It is by no means exhaustive and can be changed as per need. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

# Single National Curriculum Alignment

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
<b>Competency 1:</b> Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners.	a. Share what they like about themselves and what they like about a friend and others.	pp. 10–11
	b. Identify different occasions when they feel happy, sad, scared, loved, angry, excited and bored.	pp. 10–11, 59
	c. Choose and talk about an activity/work that they enjoy doing the most in class.	p. 10
	d. Express their likes and dislikes and talk about their strengths and areas of improvement.	TG
	e. Develop and understand that as individuals, they have their unique needs, interests and abilities and that they are separate from each other.	pp. 2–5
	h. Perceive himself/herself in a positive way. j. Develop problem solving skills by identifying the problems and finding the best solutions through participating in different activities	TG
<b>Competency 2:</b> Children will be willing to share and work in collaboration with their peers, teachers, family members and neighbours, regardless of any differences, such as, in gender, ability, culture, language and ethnicity.	a. Show an understanding and respect for the feelings of their peers and others.	pp. 6–9, 10, 11
	b. Cooperate with peers, teachers, family and community members.	pp. 11, 60
	d. Form friendly and interactive relations with peers and adult around them.	pp. 10, 60
	e. Learn to respect others' opinion while communicating. f. Learn to take turns. g. Cooperate with and be sensitive to peers, elders, and neighbours who may	TG

\* TG - Teachers Guide

<b>Competency 5:</b> Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood.	<ul style="list-style-type: none"> <li>b. Take care of their own belongings and put classroom materials back in the right place after use.</li> <li>f. Take care of peers in class, school and neighbourhood</li> </ul>	TG
<b>Competency 6:</b> Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me.	<ul style="list-style-type: none"> <li>c. Respect everyone.</li> <li>d. Take initiative to greet others.</li> <li>e. Use courtesy words as per situation.</li> </ul>	pp. 7, 59
	<ul style="list-style-type: none"> <li>a. Speak politely.</li> <li>b. Take turns when speaking and respect the right of others to speak</li> </ul>	TG
<b>Competency 7:</b> Children will learn and develop a sense of citizenship.	<ul style="list-style-type: none"> <li>a. Recognise the fact that rules are important/required in the classroom, school, home and community.</li> <li>b. Understand why rules are necessary and how they help us.</li> <li>e. Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of the play equipment and environment).</li> </ul>	p. 61
<b>Competency 8:</b> Children will develop and demonstrate ethical and moral values such as honesty, inner accountability, social justice, empathy, compassion and respect.	<ul style="list-style-type: none"> <li>a. Develop an understanding of the term kindness and the importance of being kind to others</li> <li>d. Develop the ability to think about and take personal accountability for actions.</li> <li>e. Develop and understanding of truthfulness, honesty, fairness and trustworthiness in their actions.</li> </ul>	TG
<b>LANGUAGE AND LITERACY</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Listening and speaking Competency 1:</b> Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.	<ul style="list-style-type: none"> <li>c. Talk about their experiences and feelings with peers and adults by using complete sentences.</li> </ul>	Throughout the book
	<ul style="list-style-type: none"> <li>l. Draw on words from enhanced vocabulary, and making new words through blending sounds.</li> </ul>	Words to know sections throughout the book

<b>Competency 2:</b> Children will describe objects, events and their plans for the day.	a. Name things in their environment.	pp. 12–13, 16, 20, 22, 29, 32, 38
	b. Describe and talk about pictures, drama, animated, video etc	pp. 2, 6, 12, 15, etc.
<b>Competency 3:</b> Children will enjoy listening to stories and poems/rhymes and make up their own stories and rhymes.	a. Retell and respond to stories, songs and rhymes by joining verbally or with actions as appropriate	pp. 7, 14, 18, etc.
	b. Recognise and differentiate between sounds in the environment	p. 49
<b>WORLD AROUND US</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Competency 1:</b> Children will develop an understanding of how families are important and talk about their family history.	a. Talk about their family members and each one's role and importance to the well-being of the family.	pp. 6–7
	b. Know information about their family members (name, job, contact number).	p. 6
	c. Talk about their family history, like their grandparents, such as where they belong to and what they used to do, their food, language etc.	p. 9
	d. Identify various ways of showing love and respect for family members.	pp. 7–8
<b>Competency 2:</b> Children will develop an understanding of the people and places around them.	b. Recognise places in the community and talk about their purpose and importance.	pp. 15–19, 22, 60
<b>Competency 3:</b> Children will recognise the differences between living and non-living things	b. Understand the concept of non-living things and name a few of them.	p. 32, 61
	a. Understand the concept of living things and name a few of them.	pp. 29–31, 61
<b>Competency 4:</b> Children will recognise the plants and animals in their environment and explore their basic features and habitat.	a. Recognise animals and explore their basic features.	pp. 29–31, 61
	b. Compare a variety of animals to identify similarities and differences and to sort them into groups, using their own criteria.	pp. 37–39
	g. Know that some animals are friendly (pet animals), some are useful (farm animals), some are dangerous (wild animal)	pp. 37–39, 45

	c. Recognise plants and explore their basic parts. Know that there are different types of plants. Some are indoor while some are outdoor. Some can be grown in pots while others grow as big trees. Plants produce flowers and fruits.	p. 31
<b>Competency 5:</b> Children will observe the weather and develop understanding of the seasons and their significance to people	e. Explore and discuss how climate change affects our environment (Global warming and pollution).	pp. 30, 61
<b>Competency 6:</b> Children will develop a caring attitude towards the environment.	a. Understand the need for clean air and how to prevent air pollution. b. Understand the importance of water, its uses and the need to conserve it.	pp. 30, 61
<b>Competency 7:</b> Children will recognise and identify natural resources and physical features of Earth.	a. Introduce and explain with example from real life • Different physical features like mountains, desert, forests, sea, etc. • Natural resources such as water, wind, forests and minerals. b. Name at least three natural resources and three physical features of earth.	p. 46
<b>PHYSICAL DEVELOPMENT</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Competency 1:</b> Children will develop a sense of balance, agility and coordination.	a. Move in a number of ways, such as running, jumping, skipping, sliding and hopping. c. Move around, under, over, along and through balancing and climbing equipment.	pp. 42–43, 59
	c. Refine and improve their movements as they repeat actions.	pp. 42–43
	e. Develop gross motor skills and flexibility through physical exercise, such as stretching, bending and other drills. Learn and understand how different body parts can move.	pp. 41–43, 59
	h. Development of spatial intelligence.	pp. 40–41
	i. Demonstrate the control necessary to hold objects or hold themselves in fixed positions for a couple of minutes.	p. 47

	j. Explore a variety of ways to represent ideas through actions and movements.	pp.41–43
<b>Competency 2:</b> Children will have increased hand-eye coordination and the ability to handle tools and materials effectively.	a. Use a range of child-appropriate tools with increasing control and confidence.	pp. 2, 5, 6, 9, 10, 16, 19, 21, 24–26, 28, 31, 34, 36, 47, 53
<b>Competency 3:</b> Children will develop sensory motor skills	a. Differentiate between smells bad, good, strong, light, fruity, flowery, pungent	p. 52
	b. Differentiate between different tastes; sweet, bitter, salty, sour, and spicy.	p. 51
	c. Differentiate between textures; smooth, rough, hard, soft, silky, fluffy, bumpy, slimy	p. 50
	d. Enhance observation skills by looking at the environment around them	pp. 38, 46
	e. Differentiate between different sounds; loud, soft, shrilly.	p. 49
	f. Differentiate between different temperatures hot, cold, warm.	p. 48
<b>HEALTH HYGIENE AND SAFETY</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Competency 1:</b> Children will develop an understanding of the importance of healthy, safe and hygienic practices, healthy, safe and hygienic practices.	d. Identify healthy and unhealthy food.	pp. 33–36, 44
<b>Competency 2:</b> Children will develop an understanding of personal safety and security.	a. Know and express in situations where they need to report or ask for help, such as bullying/violence. l. Recognise and follow basic safety rules.	p. 59
<b>CREATIVE ARTS</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Competency 1:</b> Children will express themselves through the use of drawings and colours.	a. Hold crayons, colour pencils, paint brushes correctly.	pp. 23, 8, 19, 24–28, 31, 33, 36, 39, 54

	b. Recognise and use a variety of mediums and colours to express their imagination and observations.	pp. 8, 19, 33 23-28, 54
	c. Use a variety of lines, colours, shapes and textures to express ideas and feelings in their drawings, paintings, construction and craft works.	pp. 27–28, 46, 47, 53, 54
	e. Identify a variety of art tools, materials, techniques and demonstrate understanding of their suitable and safe use (brushes, fingers, sponges for painting, markers, pencils, crayons for drawing, modelling clay for making sculptures)	pp. 2, 9, 10, 8, 24–26, 36,
<b>Competency 5:</b> Children will observe, practice and explore various techniques of folding, cutting, pasting, tearing and weaving paper to make objects and patterns.	a. Fold paper in a variety of ways. c. Explore various ways to make different objects by folding and cutting paper.	pp. 2, 8, 9, 10,
<b>Competency 6:</b> Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression.	a. Listen to and identify sounds and rhythms in their surroundings.	pp. 7, 42–43
	b. Experiment with different sound producing objects and observe the differences in the sounds produced by them.	p. 49
	e. Recite poems, folk songs, national songs in chorus and solo.	pp. 7, 14, 18, 30, 42–43
	f. Children will perform poems with actions	pp. 42–43

**Note:** SNC alignment tables at the end of each Teaching Guide represent the alignment of the book at that level, hence the competencies not covered in this table are all adequately represented in the other books and Teaching Guides in this series. The SNC alignment tables of General Knowledge Level 2 and Level 3 are present at the end of their own respective Teaching Guides. Each book also contains value-added content which adds on to the topics recommended for teaching in the Single National Curriculum.



