

NURSERY

MY LEARNING TRAIN

WORLD AROUND ME

AN INTERACTIVE ACTIVITY-BASED COURSE

TEACHING GUIDE

Complimentary Copy—Not For Sale



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Note for the teachers

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

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INTRODUCTION

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

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

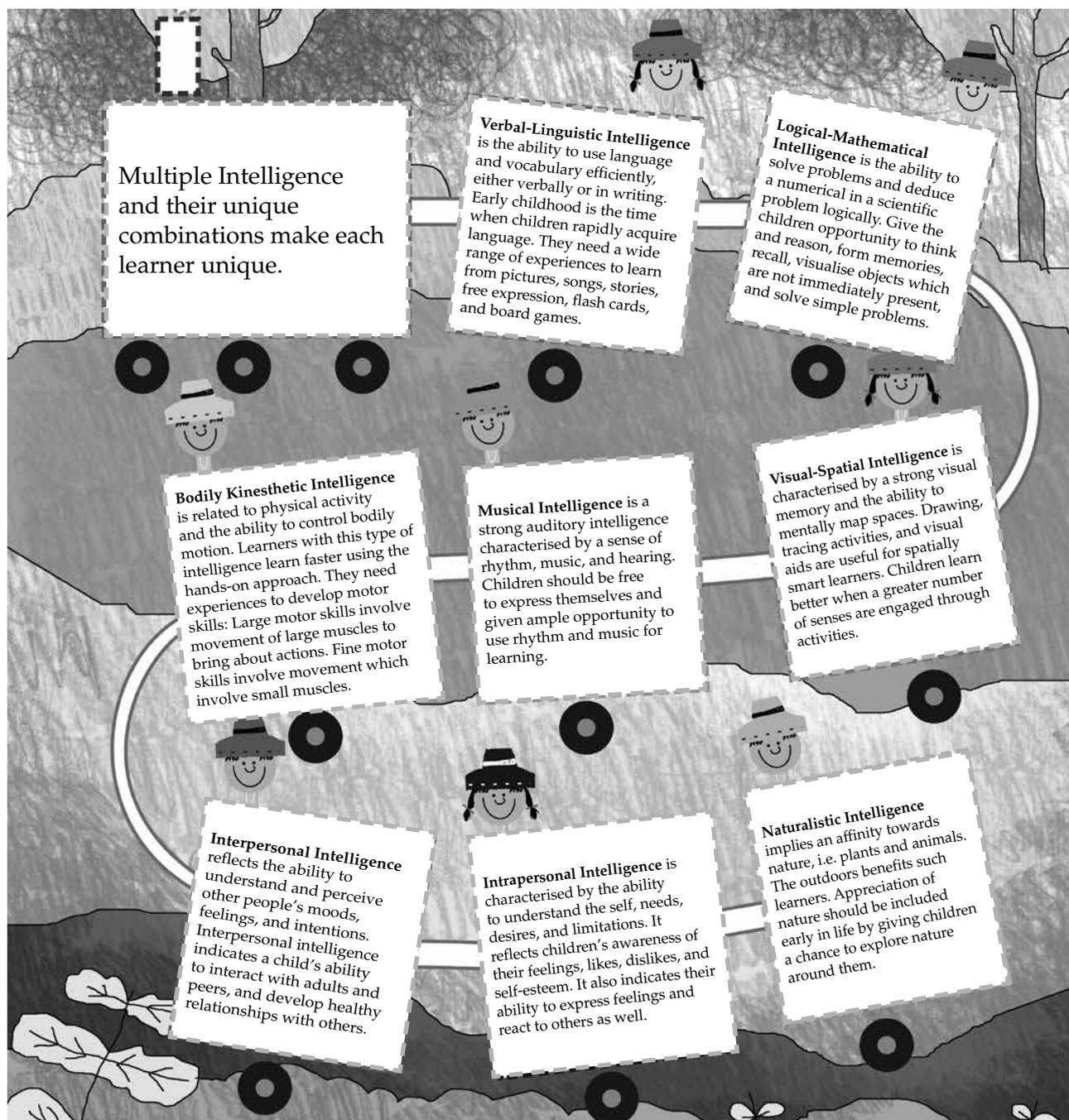
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported by practice/assessment worksheets booklet and Activity Guide for Parents.
- **World Around Me:** Supported by an inbuilt comprehensive easy-to-do life skill activity list in the books itself, practice worksheets booklet, and Activity Guide for Parents.

Components of the Series

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

Multiple Intelligence and Learning

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



Ideas for the Classroom



Why do children need activities for learning?

Children develop skills by social interaction.



Pair Working



Small Group Working



Team Working

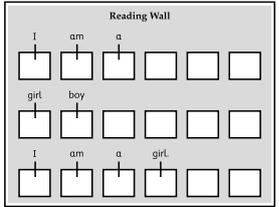
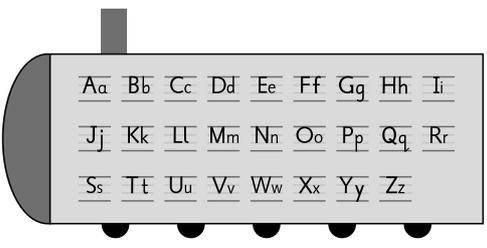
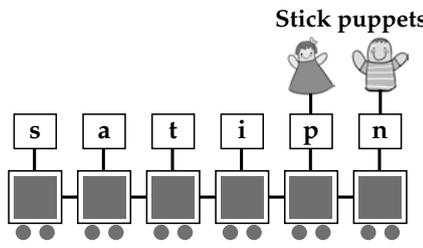


Large Group Working

Children learn through different kinds of experiences.

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

Children learn through different resources.

 <p>Flash cards</p>	 <p>Stories and Rhymes</p>	 <p>Reading Wall</p>
 <p>Picture Alphabet Frieze</p>		 <p>Stick puppets Pocket Train</p>

GET SET GO! ON MY LEARNING TRAIN

Activity Based Environment—Checklist for Teachers and Coordinators

Planning Time for Activities

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

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

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

Tick off the tasks as you complete them.

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

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

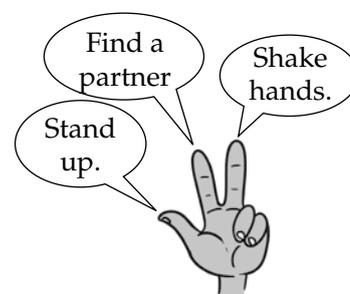
Class Division/Settings for Activities

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

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

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

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



Activity Kit and Resource Centre

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

Essential Materials Required for the Activity Kit

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

Additional Resources for Resource Centre

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

Resource Management

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

Frequently Asked Questions

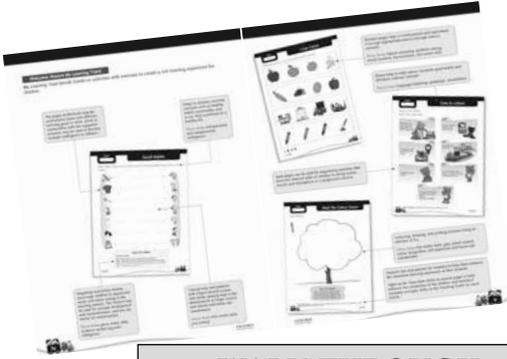
Q: How will we finish our syllabus if we conduct activities? What will the parents say? Activities and experiences are an integral part of the pre-primary syllabus. It is only after children do activities that we should guide them towards writing, following the cycle: Listening – Speaking – Reading –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

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

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

KNOW THE COURSE DESIGN AND RESOURCES

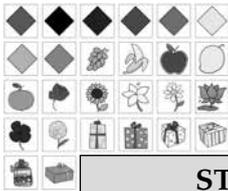
Resources of the Student's books



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



TABLE OF CONTENTS AND ACTIVITY GUIDE
Teachers can choose and plan from this list according to the needs of their classes.



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

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



Parents Activity Guide

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

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

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



ACTIVITY MAP

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

Chapter name and Student's Book page number	TG Page number	Activity name/number as seen in the Table of Contents in the Student's Book	Suggested interactive strategy and approximate time
My World (p. 1)	p. 25	Activity 1a: Circle Time	Large group activity (40 min)
	p. 25	Activity 1b: Rhyme Time	Large group activity (25 min)
	p. 26	Activity 1c: Let's Explore the Natural World!	Large group activity (20 min)
	p. 26	Activity 2: Let's Explore the School	Large group activity (25 min)
This Is Me (p. 2)	p. 26	Activity 3: Let's Meet Ourselves	Large group activity (25 min)
	p. 27	Activity 4a: Self-Identification With Puppets	Large group activity (25 min)
	p. 27	Activity 4b: Workbook	Individual activity (25 min)
Let's Practise Patterns (p. 3)	p. 27	Activity 5: Walking on Patterns	Individual activity (25 min)
	p. 28	Activity 6: Scribbling and Tracing	Individual activity (10 min)
	p. 28	Activity 7: Candles to Show My Age	Individual activity (40 min)
I Feel (p. 4)	p. 28	Activity 8: I Can Sing and Express!	Large group activity (25 min)
Growing Up (p. 5)	p. 29	Activity 9a: Body Parts	Pair activity (20 min)
	p. 29	Activity 9b: I Can Identify Myself	Individual activity (20 min)
	p. 30	Activity 10: Rhyme Time	Large group activity (10 min)
Let's Play with Colours (p. 6)	p. 30	Activity 11a: Let's Trace	Individual activity (30 min)
	p. 31	Activity 11b: Left and Right	Large group activity (15 min)
My Body (p. 7)	p. 31	Activity 12a: See/Smell/Feel/Listen	Large group activity (15 min)
	p. 31	Activity 12b: Memory Tray	Large group activity (15 min)
Time to Listen! (p. 8)	p. 31	Practice Activity: Story Time	Individual activity (15 min)
Good Habits (p. 9)	p. 32	Practice Activity: Circle Time	Large group activity (15 min)
	p. 32	Practice Activity: Match the Pairs	Large group activity (30 min)
My Clothes (p. 10)	p. 33	Activity 13: Dressing Up	Individual activity (20 min)
Let's Learn to Greet (p. 11)	p. 33	Activity 14: Learning to Greet	Pair activity (25 min)

Let's Play (p. 12)	p. 34	Activity 15: Pass the Ball	Large group activity (10 min)
	p. 34	Activity 16: Racing	Small group activity (20 min)
	p. 34	Activity 17: Balancing	Individual activity (20 min)
	p. 34	Activity 18: Obstacle Course	Large group activity (20 min)
	p. 34	Activity 19: Hopscotch	Large group activity (20 min)
Safety First (p. 13)	p. 35	Activity 20: Role-Play	Large group activity (20 min)
My School (pp. 14–15)	p. 35	Activity 21: My School	Large group activity (30 min)
	p. 35	Activity 22a: Naming Game	Large group activity (15 min)
	p. 35	Activity 22b: My Classroom	Small group activity (20 min)
Always on Time (p. 16)	p. 36	Activity 23: Tracing Circles	Individual activity (15 min)
My Family (pp. 17–18)	p. 36	Activity 24: My Family Members	Large group activity (30 min)
	p. 36	Activity 25: Show and Tell	Large group activity (15 min)
My House (pp. 19–20)	p. 37	Activity 26: Things Found in My House	Small group activity (40 min)
	p. 37	Activity 27: Rooms in My House	Small group activity (15 min)
Meet the Colour Yellow (p. 21)	p. 37	Activity 28: Yellow	Large group activity (15 min)
	p. 37	Activity 29: Beads	Individual activity (15 min)
	p. 38	Activity 30: Washing	Large group activity (25 min)
	p. 38	Activity 31: Yellow Day	Large group activity (25 min)
Meet the Colour Blue (p. 22)	p. 38	Activity 32: Sorting	Large group activity (15 min)
	p. 39	Activity 33: Race	Small group activity (20 min)
	p. 39	Activity 34: Drawing	Individual activity (15 min)
	p. 39	Activity 35a: Umbrella Dance	Large group activity (10 min)
	p. 39	Activity 35b: The Blue Basket	Individual activity (20 min)
Meet the Colour Green (p. 24)	p. 40	Activity 36: In the Park	Large group activity (15 min)
	p. 40	Activity 37: Leaf Printing	Large group activity (30 min)
	p. 40	Activity 38: Make a Caterpillar	Individual activity (40 min)
Meet More Colours (p. 25)	p. 41	Activity 39a: Colours	Large group activity (25 min)
	p. 41	Activity 39b: The Night Sky	Individual activity (25 min)
	p. 41	Activity 40: Orange	Large group activity (30 min)
	p. 41	Activity 41: Dress in Colour	Large group activity (10 min)
	p. 41	Activity 42a: Beads	Individual activity (30 min)
	p. 42	Activity 42b: Learning Train	Individual activity (30 min)
	p. 42	Activity 42c: Theme Board (Colours)	Large group activity (15 min)
I Can Paste Colours! (p. 26)	p. 42	Activity 43: Match the Kites	Large group activity (25 min)
	p. 43	Activity 44: Match the Shapes	Large group activity (25 min)
The Weather (p. 27)	p. 43	Activity 45a: I Know the Weather	Individual activity (15 min)
	p. 43	Activity 45b: The Weather	Individual activity (40 min)

Meet Some Fruits (pp. 28–29)	p. 44	Activity 46: Some Fruits	Large group activity (20 min)
	p. 44	Activity 47: Match the Fruits to the Pictures	Large group activity (15 min)
	p. 45	Activity 48: Match the Fruits to the Colours	Large group activity (15 min)
	p. 45	Activity 49: Fruit Salad	Large group activity (45 min)
Meet Some Vegetables (pp. 30–31)	p. 45	Activity 50a: All About Vegetables	Individual activity (10 min)
	p. 46	Activity 50b: Some Vegetables	Large group activity (20 min)
	p. 46	Activity 51a: Vegetable Patch	Large group activity (25 min)
	p. 46	Activity 51b: Vegetable Printing	Individual activity (45 min)
Time to Listen! (p. 33)	p. 47	Activity 52: Story Time	Large group activity (25 min)
	p. 47	Activity 53: Good Eating Habits	Large group activity (20 min)
	p. 47	Activity 54: Green Vegetable Day	Large group activity (20 min)
	p. 47	Activity 55: Favourite Food	Large group activity (25 min)
Wild Animals (pp. 34–35)	p. 47	Activity 56: Forest	Large group activity (25 min)
	p. 48	Activity 57: Theme Board	Large group activity (25 min)
	p. 48	Activity 58: Animal Movements	Large group activity (10 min)
	p. 48	Activity 59: A Visit to the Zoo	Large group activity (10 min)
I Know My Animals! (pp. 38–39)	p. 48	Activity 60: My Farm	Large group activity (20 min)
	p. 49	Activity 61: Farm Theme Board	Large group activity (20 min)
	p. 49	Activity 62a: Farm and Wild Animals	Small group activity (20 min)
	p. 50	Activity 62b: Drawing	Individual activity (25 min)
Water Animals (p. 40)	p. 50	Activity 63a: Underwater Animals	Large group activity (25 min)
	p. 50	Activity 63b: Let's Make the Sea	Small group activity (30 min)
I Can Paste Shapes! (p. 41)	p. 51	Practice Activity: Pasting Shapes	Individual Activity (25 min)
Birds (pp. 42–43)	p. 51	Activity 64a: I Know Birds	Large group activity (15 min)
	p. 51	Activity 64b: Guess the Birds	Small group activity (20 min)
	p. 52	Activity 64c: Making a Nest	Large group activity (15 min)
Drop and Blot Painting (p. 44)	p. 52	Practice Activity: Blot Painting	Small group activity (45 min)
Insects (p. 45)	p. 52	Activity 65: I Know Insects	Large group activity (15 min)
Our Neighbourhood (p. 46)	p. 53	Activity 66: Our Neighbourhood	Large group activity (25 min)
People Who Help Us (pp. 47–48)	p. 53	Activity 67a: People Who Help Us	Large group activity (20 min)
	p. 53	Activity 67b: Match the Tools	Small group activity (25 min)

Let's Print a Tree (p. 49)	p. 53	Activity 68: Sponge Printing	Individual activity (40 min)
Let's Colour (p. 50)	p. 54	Activity 69: Nature Collage	Individual activity (30 min)
Land Vehicles (p. 51)	p. 54	Activity 70: Road Safety	Individual activity (15 min)
	p. 55	Activity 71: Land Vehicles	Large group activity (25 min)
	p. 55	Activity 72: Find Your Pair	Pair activity (25 min)
Water Vehicles (p. 52)	p. 55	Activity 73: Paper Boats	Individual activity (35 min)
Air Vehicles (p. 53)	p. 56	Activity 74: Transport Theme Board	Large group activity (30 min)
I Can Sort! (p. 54)	p. 56	Practice Activity: Vehicles	Small group activity (25 min)
Meet the Four Seasons (pp. 55–57)	p. 57	Activity 75: Seasons	Large group activity (15 min)
	p. 57	Activity 76: Snowman	Individual activity (30 min)
Meet a Rainbow (p. 58)	p. 57	Practice Activity: Colours of the Rainbow	Large group activity (35 min)
Meet Some Flowers (p. 59)	p. 58	Activity 77: Naming Flowers	Individual activity (40 min)
I Can Match! (pp. 60–61)	p. 58	Activity 78: Make a Collage	Large group activity (40 min)
	p. 58	Activity 79: Match the Seasons	Large group activity (30 min)
	p. 59	Activity 80: Theme Boards (Seasons)	Large group activity (20 min)
National Festivals (pp. 62–63)	p. 59	Activity 81: My Country	Large group activity (25 min)
Young Citizens (p. 64)	p. 59	Activity 82a: Avoiding Wastage	Large group activity (25 min)
	p. 59	Activity 82b: My Environment	Large group activity (25 min)
More Festivals (p. 65)	p. 60	Activity 83: Festivals	Individual activity (35 min)
	p. 60	Activity 84: Favourite Food Day	Large group activity (25 min)
	p. 60	Activity 85: Planning a Special Day	Individual activity (35 min)

ACTIVITY SUGGESTIONS FOR STORIES

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

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

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

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

WEEKLY PLANNING GUIDE

Please Note: The below mentioned weekly planning guide can be modified to suit the learners' pace and the classroom environment.

- The suggested design of the book is for 35–40 weeks of instruction time. Given below is a broad break-up of the syllabus, which can be modified according to the school's timetable.
- Use all the given tools both in the student's book as well as the teaching guide. Flash cards are important tools and children must be given an opportunity to use them regularly.
- A few activities are mentioned here. Refer to the related activities in the Table of Contents and add to them as suitable to the classroom needs.
- Worksheets: Can be used for extra practice and assessment.

Note: The immediate environment of the children should be safe and full of experiences where the children can play and learn.

Week	Student's Book Page Numbers	Week	Student's Book Page Numbers
1	Page 1: My World Page 2: This Is Me Introduce Circle Time using page 2 of the student's book. Get the background for the theme boards ready with pockets.	2	Page 3: Let's Practise Patterns Page 4: I Feel Put up a sand tracing pattern train. Use stick puppets to show emotions.
3	Page 5: Growing Up Page 6: Let's Play with Colours Page 7: My Body	4	Page 8: Time to Listen (Little Bear) Page 9: Good Habits Put up a Big Brownie Bear wearing a good habits T shirt (refer to the section 'Creating Classroom Resources' in the TG.) Page 10: My Clothes (Talk to the children about different clothes for different seasons)
5	Page 11: Let's Learn to Greet Page 12: Let's Play Page 13: Safety First Demonstrate personal space safety.	6	Pages 14–15: My School Page 16: Always on Time Pages 17–18: My Family
7	Pages 19–20: My House Page 21: Meet the Colour Yellow Page 22: Meet the Colour Blue	8	Page 23: Meet the Colour Red Page 24: Meet the Colour Green
9	Page 25: Meet More Colours Recap: Red, Blue, Yellow, and Green Page 26: I Can Paste Colours!	10	Page 27: The Weather Nominate a boy/girl to check the weather and put up the relevant weather symbol on the soft board.

11	Pages 28–29: Meet Some Fruits Show the children fruits with many seeds, a single seed, few seeds, fruits one can eat with the peel/without the peel, colours of fruits, etc.	12	Pages 30–32: Meet Some Vegetables Set up a small vegetable/fruit shop, demonstrate weight, and let the children carry heavy and light weight packets of fruits and vegetables
Please Note: Observe the learning outcomes after 10–12 weeks to set pace for the next topics and activities based on the response of the children. Plan Circle Time and interaction regularly and focus on the development of the concepts for long-term learning and assimilation. Use the given worksheets and activities to observe the children. Add to the list as required.			
13	Page 33: Time to Listen (Eat Healthy)	14	Pages 34–35: Wild Animals
15	Pages 36–37: Farm Animals	16	Pages 38–39: I Know My Animals!
17	Page 40: Water Animals	18	Page 41: I Can Paste Shapes! Pages 42–43: Birds
19	Page 44: Drop and Blot Painting Page 45: Insects	20	Page 46: Our Neighbourhood Pages 47–48: People Who Help Us
21	Page 49: Let’s Print a Tree Page 50: Let’s Colour	22	Page 51: Land Vehicles Page 52: Water Vehicles
23	Page 53: Air Vehicles Page 54: I Can Sort!	24	Pages 55–57: Meet the Four Seasons Page 58: Meet a Rainbow
25	Page 59: Meet Some Flowers Pages 60–61: I Can Match!	26	Pages 62–63: National Festivals Page 64: Young Citizens
27	Page 65: More Festivals	28	Page 66: Story Time (The Wood Cutter)
29	Pages 67–74: I Can Recall!	30	Page 75: Shh... Tell children about public places where you need to be quiet.
31	Pages 76–77: We Play At School	32	Page 78: Grandma’s Cloth Bags Story and concept building to reduce plastic bags.
33	Page 79: Let’s Make a Paper Bag!	34	Pages 80–81: At the Supermarket! Talk to the children about being safe in public places and not wandering away from their parents.
35	Page 82: I Know My World! Revisit a few pages a day to recap.	36	Page 83: Time to Listen! (Who Took the Ice Away?) Plan simple experiments with water.
37–40	Pages 62–65 can be done as the festivals fall through the year.		

STORING AND MANAGING MATERIALS

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

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

Sample (English):

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

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

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

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

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

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

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

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

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

Making 'My Learning Train' for the Classroom

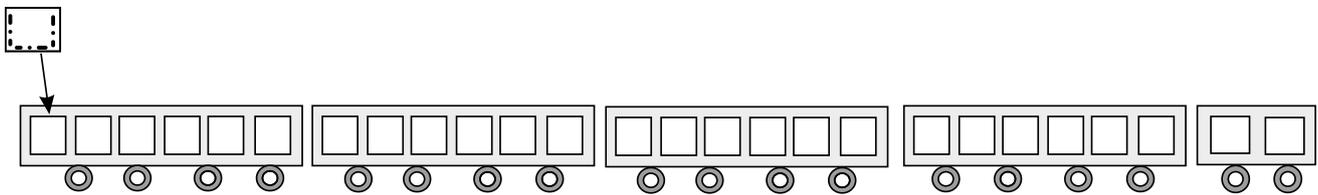
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

Materials Checklist:

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

Instructions:

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



Stick Puppets

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

Materials Checklist:

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

Instructions:

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

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

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

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

Good Habits With Brownie Bear

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

Materials Checklist:

- One chart paper
- Few A4 sheets
- Marker

Process:

1. Draw the outline of a bear on the chart and cut it along the outline.
2. Add a hat and a bow tie.
3. Use the A4 sheets to make the T-shirts with different good habits written on them. The T-shirt can also serve as a pocket.
4. Pin it on Mr Bear and draw the attention of children to it!



TEACHING KINDNESS AND MINDFULNESS

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

A few activities to help teachers create a mindful and kind environment:

My Breath and Me	Seat the children in a circle and encourage them to breathe in and out at an even pace. The teacher can sing softly—‘My breath goes in and then comes out.’ Slowly breathe in and out (repeat in and out over and over till they understand the pace of their breath and then leave them to do this at their own pace).
Stop and Throw a Smile	Seat the children in a circle and ask them to throw a ball with a smiley to each other. Tell them how even when they do not have the ball they just have to smile at people when they see them in the morning.
Kindness Garden	Make a pocket chart with grass and butterflies. Have flower stick puppets with the children’s names ready. In case you notice a kind act by a child during the day tell the class about it and place the flower in the kindness garden. Gradually all the names will be added to the wall for sure.
Moods and Feelings	Use the stick puppets from the student’s book p. 12 to help the children understand emotions and feelings, and teach them how to be at ease while feeling scared or angry. Give them smileys to place with the emotions as they feel something and help them to manage those feelings.
We Are Here	Whenever a child is hurt or crying, ask other children to comfort him/her by saying, ‘We are here for you’. This helps people even as they grow.
Gratitude	Using the golden words: please, sorry, excuse me, thank you, it’s alright. These words are important for children to learn in context of their day to day activities.
Noticing Small Changes	Children must consciously be encouraged to mindfully notice small changes in people and the environment. Teachers can talk about it during Circle Time. Talk to the children about noticing people and being safe, not going to strangers, parts of the body that no one must touch, and so on.
Respecting Public Places	Talk to the children about speaking softly in public, respecting other people’s space, walking on the left side of the staircase/escalators/corridors and allowing people in a hurry to pass, making and respecting queues, respecting public property, using the public toilets carefully and leaving them clean for others.

ART AND CRAFT ACTIVITIES

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

Technique	Materials	Method
Sponge printing Cotton printing	<ul style="list-style-type: none"> • Sponge pieces/Cotton • Water colours • Small bowls 	<ul style="list-style-type: none"> • Tell children to sit in a group. • Place two or three colours in the bowls. • Give each child a newspaper or drawing sheet to spongeprint/cottonprint on. • Variations: Cut the sponge into geometric shapes to make designs.
Finger printing Thumb printing	<ul style="list-style-type: none"> • Water colours • Drawing sheets • Bowls • Pieces of sponge 	<ul style="list-style-type: none"> • Tell children to sit in a group. • Place two or three bowls with pieces of sponge before children. • Pour poster colours on the sponge. • Ask children to press their finger/thumb on the sponge, then print on the page.
Hand-tracing Foot-tracing	<ul style="list-style-type: none"> • Drawing sheets • Crayons 	<ul style="list-style-type: none"> • Give each child a drawing sheet and crayons. • Tell them to trace their hands and feet on the paper.
Play dough	Ready-made play dough Or made using: <ul style="list-style-type: none"> • 2 cups all-purpose flour • $\frac{3}{4}$ cup salt • $\frac{1}{4}$ cup oil • $\frac{1}{2}$ cup water • Food colour 	<ul style="list-style-type: none"> • Mix the ingredients and knead the dough to make play dough. Ask children to make different shapes using the dough.
Paper folding	<ul style="list-style-type: none"> • Origami sheets 	<ul style="list-style-type: none"> • Show children how to fold the paper to make various things such as fans, boats and birds.
Stringing beads	<ul style="list-style-type: none"> • Beads • Strings 	<ul style="list-style-type: none"> • Ask children to string the beads.
Cotton/Yarn pasting	<ul style="list-style-type: none"> • Cotton/Yarn • Outlines of big pictures • Adhesive 	<ul style="list-style-type: none"> • Give children outlines of clouds, sheep, rabbit, etc. • Give children cotton/yarn to paste within the outlines.
Paper crushing	<ul style="list-style-type: none"> • Kite paper • Adhesive • Outlines of pictures 	<ul style="list-style-type: none"> • Give children kite paper pieces of 1 inch. Ask them to crush the paper and roll them into small balls. • The crushed paper can be pasted within outlines of objects such as corn, custard apples and pineapples.
Vegetable printing	<ul style="list-style-type: none"> • Onions • Ladies' fingers • Potatoes • Poster colours • Bowls • Pieces of sponge 	<ul style="list-style-type: none"> • Place the pieces of sponge in small bowls. • Pour poster colours on them. • Cut the vegetables into half. • Tell children to press the vegetables on the sponge and make designs on paper.

DEVELOPING A SCIENTIFIC TEMPERAMENT

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

Materials Checklist:

- Magnifying glass
- Balancing scales
- Transparent beakers
- Funnels
- Balloons
- Crepe paper
- Mirrors
- Seeds
- Magnets
- Feathers
- Water
- Thermometer
- Things found in the immediate environment
- Ice-cream tubs and cups
- Buttons
- Yarn
- Packing sponge
- Egg cartons
- Cardboard roll from toilet paper
- Roll of foil paper
- Straws
- Old toothbrushes
- Old beads and jewellery
- Feathers
- Saw dust
- Wood shavings from the carpenter
- Bottles and lids
- Fabric scraps
- Old magazines
- Paper plates and paper glasses
- Shoe boxes
- Envelopes
- Old greeting cards
- And so on...

Note: Think twice before throwing away things. They can become effective resources!

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

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

ACTIVITY BANK

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

Circle Time can be done both indoors and outdoors for interaction purposes. It is a special time when you sit down with your class, introduce topics, share information, talk about the day, and help the children to share ideas freely.

Activity 1a: Circle Time

Instructions:

For Circle Time, you can:

1. Mark a circle on the floor by spreading mats or pasting coloured tape.
2. Invite children to the circle by singing a Circle Time song/playing the tambourine/ringing the bell. Tell the children that they have to come to the circle following the sound of the tambourine/bell.

Circle Time Songs:

1. Its Circle Time, Circle Time, Circle Time today,
Come to the circle smiling all the way.
I will count 1 to 10,
Will you come to me by then?
1, 2, 3, 4, 5, 6, 7, 8, 9, 10!
2. Good morning, Good morning, Good morning to you,
It's time to learn something new.
Let's tiptoe to the circle and not make a sound,
Let's all quietly sit on the ground.
3. (Sing to the tune of 'Two Little Hands')
Two little hands go clap, clap, clap,
Two little feet go tap, tap, tap.
One little body to turn around,
Two little legs to come to the circle and sit on the ground!

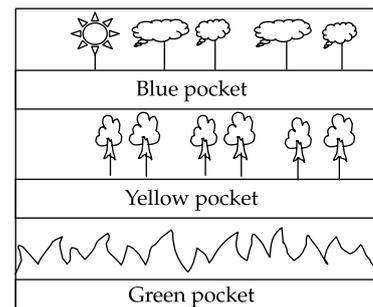
Activity 1b: Rhyme Time

Materials Checklist:

- Stick puppets (Sun, big and small white clouds)
- Theme board (use the given image as an example)

Instructions:

1. Sing the rhyme 'This is my world and this is me' given on page 1 of the student's book.
2. Take the children out to observe the summer sky. Draw their attention to the white clouds.



3. Return to the classroom and distribute the big and small puppets of the clouds.
4. Ask the children to bring one big and one small cloud puppet to the theme board.
5. Tell the children to put the clouds in the blue pocket on the theme board.
6. Ask them what else they saw in the sky.
7. Put up the summer Sun on the theme board.

Teacher Buzz: The theme board must be at a level where children can reach. Teachers can choose to change the backgrounds, but it is helpful to have pockets in the design so that the stick puppets can be changed and reused later.

Activity 1c: Let's Explore the Natural World!

Materials Checklist:

- Drawing sheets
- Stick puppets of trees (big and small)
- Crayons

Instructions:

1. Take the children outdoors regularly and make them breathe in and out, touch trees, leaves, flowers, and feel their textures.
2. Distribute the puppets of the trees in the class and ask the children to find their partners. Ask them to place the puppets in the theme board.
3. Give the children drawing sheets and crayons to express their observations.

Note: Do not assess the drawing sheets as individual differences are to be respected.

Activity 2: Let's Explore the School

Instructions:

1. Take the children for a walk around the school to familiarise them with the different parts of the school. Add the picture of a school to the soft board.
2. Introduce the children to other teachers, helpers, and gatekeepers.
3. Accompany the children to the washrooms as they can be apprehensive about using them. Take care that children are always clean.

Activity 3: Let's Meet Ourselves!

Materials Checklist:

- Mirror
- Decorated box

Instructions:

1. Invite the children to join the circle/square with the suggested Circle Time song (refer to page 2 of the student's book).
2. Place a mirror in a decorated box.
3. Ask the children to open the box, see themselves, and pass the box.
4. Tell the children that they will find a special person inside the box.
5. Encourage your students to sing the song I Am Special! (refer to page 2 of the student's book).

Activity 4a: Self-Identification with Puppets

Materials Checklist:

- Stick puppets (one representing a girl, another representing a boy)
- Tray

Instructions:

1. Make puppets of a girl and a boy, place them in a tray, and pass them around the class.
2. Ask the children to pick the correct puppet and say 'I am a girl/boy.' and 'My name is...'

Activity 4b: Workbook

Materials Checklist:

- Poster colours (yellow/red/blue/green)
- Bowls
- Water
- Sponge
- Crayons

Instructions:

1. Divide the class into small groups.
2. Introduce page 2 of the student's book. Demonstrate how to press the thumb or finger into the paint-soaked sponge and print within the outline.
3. Distribute the bowls with a sponge and poster colour to the children. Pour the poster colour on to the sponge. Ask the children to dip their fingers and thumbs, and print on the balloons.
4. Ask the children to wash their hands. Distribute the crayons. Ask them to identify themselves with the pictures and colour the girl/boy. This activity can be completed over two days.

Activity 5: Walking on Patterns

Materials Checklist:

- Paint
- Paintbrush
- Stick
- Pieces of paper
- Play dough

Instructions:

1. Paint a pattern on the floor, or use a stick on sand to make vertical and horizontal lines for the children to walk on.
2. Ask children to stand in a line and form a train. Lead them on the lines.
3. Let the children engage in activities like crushing and tearing paper, and rolling dough for small muscle development. These activities will help the children acquire pre-writing skills.

Activity 6: Scribbling and Tracing

Materials Checklist:

- Newspapers
- Crayons
- Mini-whiteboard
- Chalk
- Sand

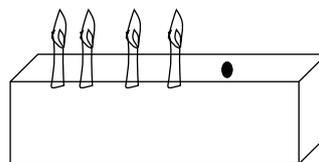
Instructions:

1. Engage the children in activities like scribbling on newspapers, writing on mini-whiteboard, playing with sand, and tracing.

Activity 7: Candles to Show My Age

Materials Checklist:

- Birthday candles
- Rectangular cardboard box
- Crayons
- Drawing books



Instructions:

1. Decorate the cardboard box like a cake. Pierce five holes for candles to be fit in it.
2. Place five candles next to it.
3. Call the children to the table, one at a time, and ask them to fit the correct number of candles on the cardboard box to show how old they are.
4. Each child can say, 'My name is ..., I am ... years old, My birthday is on...'
5. Introduce page 3 of the student's book to the children. Ask them to trace the patterns with crayons.
6. Ask the children questions like 'How old are you?' Or 'Do you like fruits?' Now help them to answer the questions on page 3.
7. Ask children to draw the face of a girl or a boy in their drawing books.

Activity 8: I Can Sing and Express!

Materials Checklist:

- Tambourine
- Stick puppets to represent various moods (as per illustrations on page 4 of the student's book)
- Stick puppets of the names of the children
- Crayons
- Learning Train

Instructions:

1. Invite the children to make a circle and sing the given song with the children.

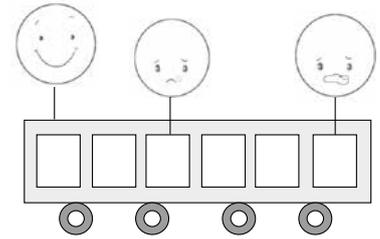
If you are happy and you know it, clap your hands
 If you are happy and you know it, clap your hands
 If you are happy and you know it and you really want to show it,
 If you are happy and you know it, clap your hands.
 If you are angry and you know it, stamp your feet.....
 If you are scared and you know it, come hug me!
 If you are sad and you know it, hug yourself....

2. Introduce the children to the puppets representing various moods.

3. Sing the above song again and flash the puppets representing various moods as you sing the respective line. Relate them to the depicted moods, to help the children become familiar with the expressions.

4. The children can also enact the expressions.

5. Place the puppets in the Learning Train and ask the children to pick the relevant mood puppets to show how they are feeling.



6. Introduce page 4 of the student's book to the children. Give them blue and yellow crayons. Encourage the children to observe the colours, and colour the faces given below accordingly.

7. Ask them to trace the lines on the page.

8. Draw the attention of the children to the pictures given at the bottom of the page. Ask them which of these things would make them happy/sad.

9. Encourage the children to say, 'I feel happy when...' and add what makes them happy.

Activity 9a: Body Parts

Materials Checklist:

- Mirror

Instructions:

1. Sing the rhyme 'Two Little Hands' (refer to page 5 of the student's book) with actions. Point to the different parts of the body and ask the children to follow.
2. Put up a mirror in the class and give the children the opportunity to look into it and name their body parts.
3. Make the children stand in pairs and point to each other's body parts as they sing the rhyme Two Little Hands.

Activity 9b: I Can Identify Myself

Materials Checklist:

- Photographs of each child when they were infants
- Recent photograph of each child
- Adhesive

Instructions:

1. Ask parents to send two photographs of their children, one of them when they were born and one recent one. Ask them to write the name of their child behind the photographs.
2. Place the recent photographs of the children on a table and ask them to come and identify their photograph.
3. Introduce page 5 of the student's book to children.
4. Demonstrate how the children should paste the photographs in the student's book. Help them to paste them on the page.
5. The next day, place the photographs of the children's infancy on a low table and see if they can identify themselves. If they cannot, help them by referring to the names behind the photographs.
6. Help the children to paste the photographs of their infancy in their notebooks.

Activity 10: Rhyme Time

Instructions:

Let the children sing popular rhymes such as 'Boogie Woogie' along with movements. Sing using the left hand and left leg on one day. Repeat the song using the right hand and right leg next day.

Boogie Woogie
Put your left hand in and put your left hand out.
(All children put their left hands in the circle and withdraw their hands.)
Put your left hand in and shake it all about.
Do the boogie woogie and turn yourself around and that's what it's all about!
(Repeat with left leg, right hand, right leg, whole self in.)

Note: Repeat till the children can identify the left and right clearly, using one side at a time.

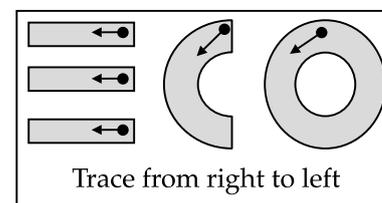
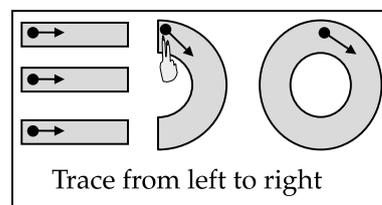
Activity 11a: Let's Trace

Materials Checklist:

- Soft sandpaper
- Chart paper
- Sponge
- Poster colours
- Trays
- Blank A4 pages

Instructions:

1. Cut sandpaper into 2 cm wide × 18 cm long strips, circles, and curves and paste them on chart paper. Draw arrows on them to indicate directions. Put them up at the level of the children.
2. Give each child a chance to trace the sandpaper arrows on the using the index and middle fingers.
3. Introduce page 6 of the student's book to the children.
4. Next, divide the class into small groups. Give each group a tray with a sponge in it. Pour some colour onto the sponge.
5. Demonstrate how they should press their hands on the sponge and print on the sheets.
6. Ask the children to press their hands on a sponge and print on the page of the student's book.



Teacher Buzz: Children take a while to be able to identify their right and left hands. As readiness for both reading and writing, the left to right movement is essential. Therefore, a number of activities must be done at regular intervals to introduce the concept and then revisit as well as reinforce it.

Activity 11b: Left and Right

Materials Checklist:

- Ball

Instructions:

1. Ask the children to pass a ball to their left on the first day.
2. Ask the children to pass a ball to their right on the second day.

Activity 12a: See/Smell/Feel/Listen

Materials Checklist:

- Objects with a distinct fragrance such as chocolates, lemon, and rose petals
- Objects for creating sounds such as bell, tambourine, and paper
- Objects for tasting such as coffee, toffees, and lemon juice

Instructions:

1. Give different objects to the children to look at and identify.
2. Give the children different things such as chocolates, lemon, and rose petals to smell and name.
3. Give them various objects whose textures they can feel and identify. For example, the cover of their drawing books, sand paper, cotton balls, piece of silk cloth, etc.
4. Make different sounds by ringing the bell, beating the tambourine, crumbling paper one by one. Ask the children to identify the sounds.
5. Give toffees, coffee, lemon juice, and so on to the children to taste one by one.
6. Introduce page 7 of the student's book to the children. Draw their attention to the pictures and dotted lines. Ask them to place their index fingers on the pictures and follow the dotted lines to relate what each body part does. For example, ask the children to place their fingers on the picture of the hands and move along the tracing lines saying, 'Hands help us to hold and colour'.

Activity 12b: Memory Tray

Materials Checklist:

- Tray
- Five objects

Instructions:

1. Place a tray where the children can see it. Place a few objects in it. Let the children take a good look at them.
2. Hide one or two objects and ask the children to recollect and tell you what is missing.
3. Repeat the activity by removing some objects and replacing them with different things.
4. Increase the number of objects in the tray gradually.

Practice Activity: Story Time

Instructions:

1. Circle Time: Ask the children to sit in a circle. Begin by having a conversation with them. Talk about their routines: at what time they sleep, their school timings, etc. Explain to them the importance of time.

2. Ask the children to open the story 'Little Bear' on page 8 of the student's book.
3. Ask them to look at the pictures and tell you what they feel is happening. As you have already introduced the concept, some children may be able to interpret the pictures.
4. Next, ask the children to place their fingers on the pictures, as you read the story to them.
5. Repeat the story. Encourage the children to look at the pictures and try to tell the story in their own words.

Practice Activity: Circle Time

Instructions:

1. Ask children about their morning routine. Tell them about the importance of personal hygiene. Let them speak in full sentences.
2. Invite the children for Circle Time. Ask them to stand in a circle and sing the song 'Mulberry Bush' along with actions:

Here we go round the mulberry bush,
So early in the morning!
This is the way we brush our teeth so early in the morning.
Here we go round the mulberry bush,
So early in the morning! (keep adding to the song)
This is the way we comb our hair so early in the morning.
This is the way we bathe ourselves so early in the morning.
This is the way we drink our milk.
This is the way we wear our shoes.
This is the way we go to school so early in the morning.

Practice Activity: Match the Pairs

Materials Checklist:

- Toothpaste and toothbrush
- Bucket and mug
- Books and bag
- Shoes and socks
- Shirt and shorts/Shirt and skirt
- Bottle and glass

Instructions:

1. Place one part of each pair on the teacher's table and distribute the other part to the children. For example, the toothbrush can be on the table and the toothpaste given to a child.
2. Ask them to come on the table one by one and match the pairs.
3. Change the pair. For example, place the toothpaste on the table and give the toothbrush to a child. Do the same with all the pairs and ask them to match the pairs again.
4. Distribute the objects again and enact brushing, combing, bathing, dressing, drinking, and wearing socks and shoes. As you do the actions, ask children to guess what you are doing. The children with the correct matching pairs should come forward and place them on the table together. For example, when you enact brushing of teeth, children with the toothpaste and toothbrush can come forward.
5. Introduce page 9 of the student's book to the children and give them crayons to place on the left dot and draw lines from left to right.

Activity 13: Dressing Up

Option 1

Materials Checklist:

- Wooden frames: 1 ft × 1 ft
- Two pieces of cloth (of equal size)
- Crayons

Instructions:

1. Get wooden frames of 1 ft × 1 ft made.
2. Stitch two shirt-like flaps slightly overlapping each other. One flap can have the buttons and the other flap can have the button holes.
3. Arrange these two shirt flaps on to the frames. You can get 2–6 of these that can be circulated in the class.
4. Ask the children to button and unbutton the shirts.
5. The same can be done for the frames that have shirt flaps with zippers.

Option 2

Materials Checklist:

- Hangers
- Shirts
- Crayons



Instructions:

1. Place a few small shirts (with buttons or zippers) on hangers. Put the hangers at a level where the children can reach.
2. Talk to the children about the clothes they wear.
3. Demonstrate how to open and close buttons and zippers.
4. Pass the frames/hangers and give the children a chance to practise opening and closing buttons and zippers.
5. All the children need not use the frames/hangers on the same day. The frames/hangers can be given to a different set of children throughout the week.
6. Introduce page 10 of the student's book to the children and help them to identify the various clothes shown on the page. Give them crayons to colour the pictures on the page.

Activity 14: Learning to Greet

Materials Checklist:

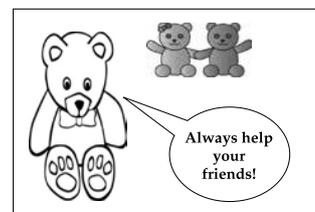
- Mr Bear
- Few sheets of A4 paper

Instructions:

1. Use Mr Bear to teach children good habits and greetings. Cut the A4 sheets to make T-shirts for Mr Bear. Write a good habit on each sheet and dress Mr Bear.

A few examples are mentioned below:

- Always help your friends.
- Keep things back in their proper place.
- Respect elders and listen to them carefully.
- Cross the road at the zebra crossing.



2. Draw the attention of the children to Mr Bear and tell them about the good habits suggested by Mr Bear. Discuss each habit with the children.
3. Introduce page 11 of the student's book to the children. Ask them to observe the pictures. Teach them the different greetings used at different times of the day.
4. Draw the attention of the children to some of the common greetings and ask them how they greet their elders at home.
5. Divide the class into pairs. Give made-up situations to the children and ask them to greet each other accordingly.

Activity 15: Pass the Ball

Materials Checklist:

- Ball

Instructions:

1. Ask the children to stand in a circle and play a game of Catch and Throw.

Activity 16: Racing

Instructions:

1. Divide the children into groups. Designate a starting line and finishing line.
2. Ask each group to stand in a line and get ready for a race.
3. Make them run from the starting line to the finishing line. You can have different races, like 'egg and spoon race', 'sack race', etc.

Activity 17: Balancing

Materials Checklist:

- Low balancing beams
- Bricks

Instructions:

1. Ask the children to balance themselves and walk on low balancing beams/bricks.

Activity 18: Obstacle Course

Materials Checklist:

- Old tyres
- Cardboard boxes

Instructions:

1. Arrange old tyres and cardboard boxes as an obstacle course that children have to cross to get to the finish line.

Activity 19: Hopscotch

Materials Checklist:

- Chalk
- Crayons

Instructions:

1. Draw a hopscotch course with chalk on the floor, and number the squares.
2. Explain the rules of hopscotch to the children.
3. Let every child toss the dice turn by turn and play the game.

4. Introduce page 12 of the student's book to the children. Give them crayons to colour the picture. Encourage them to describe the picture.

Activity 20: Role-Play

Instructions:

1. Use role-play to simulate real-life situations where the children should be careful. Emphasise the importance of safety through a discussion in class.
2. Sing the rhyme 'Everything has a special place' (refer to page 13 of the student's book) with the children.
3. Introduce page 13 of the student's book to the children. Draw their attention to the pictures and ask them to describe the pictures. Ask them to compare and tick the correct pictures.

Activity 21: My School

Materials Checklist:

- Chart paper
- Markers
- Crayons

Instructions:

1. Take the children for a walk around the school. Introduce them to the various parts of the school.
2. In class, put up a chart paper with the basic rules to be followed in class/school such as walk in a line, do not push, and speak softly. Explain these rules to the children.
3. Introduce page 14 of the student's book to the children. Ask them to describe their school. Draw their attention to the picture in the book and give them crayons to colour it.

Activity 22a: Naming Game

Instructions:

1. Play a naming game with the children. Point to various things like pen, pencil, and books which are found in the class. Ask the children to identify the objects and name them.

Activity 22b: My Classroom

Materials Checklist:

- Things found in the classroom (pencil, crayon, and so on)
- Things not found in the classroom (toothbrush, hairbrush, and so on)
- Crayons

Instructions:

1. Introduce page 15 of the student's book to the children. Draw their attention to the pictures and ask them to look for the things shown in the picture in their classroom.
2. Collect some things found in the classroom and those not found in the classroom.
3. Divide the children into small groups. Place the items in the centre of each group.
4. Ask the children to sort the items related and unrelated to the classroom and place them on separate tables.
5. Give crayons to the children and let them colour the pictures on page 15.

Note: Alternatively, the children can be given flash card sets of things related and unrelated to the classroom to sort.

Activity 23: Tracing Circles

Instructions:

1. Introduce the shape of a circle through realia (hula-hoop, compact disc, etc.). Draw a circle on the board and identify the shape as a circle. Let the children trace circles in air, on sand, on paper, and sing the given rhyme.

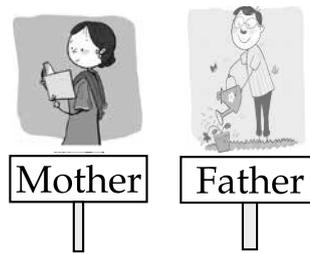
Move to the right and go round,
Then a circle can be found.
Move to the left and go round,
Then a circle can be found.

2. Ask the children about their routine: what time they wake up, leave for school, etc. Show the children the clock and tell them the importance of doing things on time.
3. Introduce page 16 of the student's book to the children. Draw their attention to the direction of the arrows. Ask them to trace the circles with their fingers following the direction of the arrows.
4. Give them crayons to trace and colour the circles.

Activity 24: My Family Members

Materials Checklist:

- Pictures of family members (given in the student's book)
- 10 cm × 10 cm cards
- Ice cream sticks
- Adhesive
- Red crayons



Instructions:

1. Make stick puppets of family members by sticking pictures on 10 cm × 10 cm cards. Paste the cards on to ice cream sticks.
2. Hold up the relevant stick puppet and sing the rhyme with children, This is my family that you see (refer to page 17 of the student's book).
3. Introduce page 17 of the student's book to the children. Give them crayons to trace along the dotted lines.

Activity 25: Show and Tell

Materials Checklist:

- Pictures of family members
- Red and yellow coloured paper
- Adhesive

Instructions:

1. Ask the children to bring pictures of their family members and show them to their friends and teacher.
2. Ask the children to speak about their family members.
3. Introduce page 18 of the student's book to the children. Help them to paste coloured paper on the borders of the photo frame.

4. Ask the children to paste a photo in the photo frame.

Note: Give 5–6 children the opportunity to speak on a single day. Complete this activity over a period of a few days.

Activity 26: Things Found in My House

Materials Checklist:

- Toys related to different rooms of a house
- Crayons

Instructions:

1. Seat the children in small groups and give them toys related to the different rooms in a house. Let them identify and name the objects.
2. Introduce the picture to be coloured (page 19 of the student's book) and ask the children to describe it. Let them identify the features that are common between the picture and their houses. Ask them to identify the kind of house they live in and circle it.
3. Let the children colour the picture in the colours of their choice.

Activity 27: Rooms in My House

Materials Checklist:

- Toy room sets

Instructions:

1. Introduce page 20 of the student's book to the children. Encourage them to picture read and identify the various rooms in a house. Ask them to name the things they see in each room.
2. Divide the class into small groups.
3. Give each group a toy room set and ask them to identify the objects they have in the set. Tell them to arrange and play with the toys.
4. Talk to the children about good habits at home and ask their parents to reinforce the same. You can send them a Mr Bear note:

Note: Encourage the children to develop good habits.

Ask them to put things back in their places in the classroom. Tell them to switch off the lights when they leave the room.



Mr Bear says:

- Put your things back in place.
- Switch off lights and fans.
- Leave your used vessels in the kitchen sink.

Activity 28: Yellow

Materials Checklist:

- Yellow ball, yellow crayon, and other yellow coloured objects

Instructions:

1. Introduce yellow by showing children a yellow ball, crayon, and such other yellow objects.
2. Ask the children to find yellow coloured things around them.

Activity 29: Beads

Materials Checklist:

- Yellow beads
- Thread

Instructions:

1. Ask the children to sort/thread yellow beads.

Activity 30: Washing**Materials Checklist:**

- Yellow containers
- Yellow handkerchiefs

Instructions:

1. Draw the children's attention to the yellow handkerchiefs. Ask them to name the colour of the handkerchiefs.
2. Pour water into yellow containers and let the children wash the handkerchiefs.
3. Ask them to dry the handkerchiefs in the sun.

Activity 31: Yellow Day**Materials Checklist:**

- Yellow fruits/dress
- Yellow coloured paper to make circles (one for each child)
- Scissors
- Bowls
- Knife
- Crayons

Instructions:

1. Plan a yellow fruits/dress day at school.
2. Ask the children to wear a yellow dress to school.
3. Ask the children to bring yellow fruits (bananas, mangoes, etc.) to school. Show them the fruits and ask them to identify the fruits and their colour.
4. Cut the fruits and let the children enjoy eating them.
5. Introduce page 21 of the student's book to the children. Place yellow crayons mixed with other colours in bowls. Ask the children to pick up a yellow crayon and pass the bowl. Ask them to colour the pictures.
6. Cut circles from yellow coloured paper.
7. Give each child a yellow circle to paste and complete the page.
8. Sing the rhymes given on page 21 with the children.

Activity 32: Sorting**Materials Checklist:**

- Red, yellow, and blue beads/cut-outs

Instructions:

1. Ask the children to sort red, yellow, and blue beads/cut-outs.

Activity 33: Race

Materials Checklist:

- Blue blocks/cut-outs/toys

Instructions:

1. Show blue blocks/cut outs/toys to the children and introduce the colour blue.
2. Place the blue blocks/cut-outs/toys on a table.
3. Line up the children in groups of ten. Ask each group to race to the table and bring back a blue block/cut out/toy.

Activity 34: Drawing

Materials Checklist:

- Drawing books
- Blue crayons

Instructions:

1. Encourage the children to do freehand-drawing using blue crayons.

Activity 35a: Umbrella Dance

Materials Checklist:

- Umbrellas
- Crayons
- Bowl

Instructions:

1. Ask the children to carry an umbrella to school.
2. Have an umbrella dance and sing 'Up in the blue sky' (refer to page 22 of the student's book) along with the children.
3. Introduce page 22 of the student's book to the children. Place blue crayons mixed with other colours in bowls. Ask the children to pass the bowl after picking up only the blue crayons.
4. Encourage the children to describe the picture on page 22. Ask them to colour the picture.

Activity 35b: The Blue Basket

Materials Checklist:

- Three baskets (blue, green, and red)
- Balls (of various colours)
- Box

Instructions:

1. Place the three baskets before the children.
2. Place the balls in the box away from the baskets.
3. Ask each child to come up and pick up a blue ball from the box. Tell the child to throw the ball in the blue basket.

Activity 36: In the Park

Instructions:

1. Take the children for a walk in a park. Encourage them to observe the greenery around and sing the rhyme 'Out in the garden' given on page 24 of the student's book along with them.
2. Collect fallen leaves with the children, and grow a green vegetable patch.
3. In the classroom, use the leaves to introduce the colour green.

Activity 37: Leaf Printing

Materials Checklist:

- Leaves
- Sponge
- Green poster colour
- Drawing books

Instructions:

1. Use the collected leaves for leaf printing.
2. Wet a flat piece of sponge with green poster colour. Demonstrate how the children should press a leaf into the sponge and print on paper.
3. Let the children print in their drawing books. Leave the book to dry.

Activity 38: Make a Caterpillar

Materials Checklist:

- Picture of a caterpillar
- Coloured paper (green, blue, red, and so on)
- Drawing sheets (one for each child)
- Scissors
- Pencil
- Adhesive
- Crayons

Instructions:

1. Trace circles on coloured paper and cut them out.
2. Show the children a picture of a caterpillar.
3. Demonstrate the making of the caterpillar by pasting green circles in a row on a drawing sheet.
4. Seat the children in small groups.
5. Give each child a drawing sheet.
6. Give each group a number of circles of various colours.
7. Ask the children to make a caterpillar by picking up only the green circles and sticking them in a row on the drawing sheet.
8. Let them complete the caterpillars using crayons.
9. Take the children outside. Let them feel a tree's rough bark or its smooth leaves. Let them run and touch the brown trunk of a tree and the green grass.

Activity 39a: Colours

Materials Checklist:

- Fruits and vegetables

Instructions:

1. Bring fruits and vegetables to the class and ask children to identify their colours.
2. Take the children outdoors and encourage them to observe and name the colours they see.

Activity 39b: The Night Sky

Materials Checklist:

- Slate
- Chalk

Instructions:

1. Sing the rhyme 'Twinkle twinkle little star' with the children.
2. Give slates and white chalk to the children to draw the stars and the Moon.
3. Introduce the colours white and black through the chalk and slate, respectively.

Activity 40: Orange

Materials Checklist:

- An orange
- Orange squash
- Water
- Disposable glasses

Instructions:

1. Show the orange and bottle of orange squash to the children. Introduce the colour orange.
2. Mix the squash with water in front of them. Pour it into glasses and let the children enjoy the drink.

Activity 41: Dress in Colour

Instructions:

1. Have a special colour day. Ask the children to come dressed in their favourite colour.

Activity 42a: Beads

Materials Checklist:

- Beads
- Small cut-outs (of various colours)
- Big cut-outs (of various colours)
- Flags of various colours
- Trays
- Coloured flash cards
- Thread

Instructions:

1. Introduce the colours orange, purple, pink, and brown with the help of coloured flags and crayons to match.
2. Place the big cut-outs of various colours on the floor.
3. Place the small cut outs in a tray. Ask the children to pick a cut-out.
4. Ask each child to identify the colour of the small cut out and go and stand on the big cut out of the matching colour on the floor.
5. Help children thread the beads.

Activity 42b: Learning Train

Materials Checklist:

- Learning Train
- Stick puppets representing various colours (one pair each)
- Cut-outs (of various colours)
- Tray

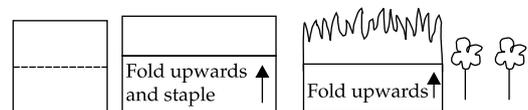
Instructions:

1. Place one set of the stick puppets representing various colours in the Learning Train.
2. Distribute the other set. Ask the children to match the same colours and place the puppets in the pockets of the Learning Train.
3. Place the cut-outs in a tray. Ask the children to pick out a cut-out of their favourite colour and name the colour.
4. Introduce page 25 of the student's book to the children. Let them colour the pictures in the correct colours.

Activity 42c: Theme Board (Colours)

Materials Checklist:

- Green chart paper
- Pairs of puppets of flowers of various colours



Instructions:

1. Cut the chart paper horizontally into two halves.
2. Fold 1 inch upwards and staple to make pockets.
3. Cut the other end in the shape of grass.
4. Place the grass on the theme board.
5. Distribute the flower puppets and ask and children to find partners who have the same puppet. Ask them to place the pairs of puppets of flowers in the grass pockets.

Activity 43: Match the Kites

Materials Checklist:

- Coloured papers (of various colours)
- Scissors

Instructions:

1. Cut the coloured papers in a diamond shape to make pairs of kites of different colours.
2. Distribute them randomly and ask the children to find their matching colour pairs.
3. Sing the given rhyme 'So many kites flying in the sky' (refer to page 26 of the student's book).
4. Introduce page 26 of the student's book to the children. Ask them to paste the matching kite in the outlines.

Activity 44: Match the Shapes**Materials Checklist:**

- Coloured papers (of various colours)
- Scissors

Procedure:

1. Cut the coloured papers in various shapes.
2. Make the children sit in small groups. Give them shapes of different colours to sort according to shape.
3. Redistribute the shapes so that each group has one shape. Ask the groups to sort the shapes according to colour.

Activity 45a: I Know the Weather**Materials Checklist:**

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

Instructions:

1. To make a pocket chart of weeks, write the names of the days of the week on 20 cm × 10 cm cards. Spread adhesive on three sides and paste as pockets on the chart paper, leaving the fourth side open.
2. Paste the pictures of the weather on to the 10 cm × 10 cm cards. Stick them on to ice cream sticks to make puppets of different forms of the weather.
3. Show the puppets of the weather to the children and discuss the various kinds of weather with them.
4. Choose a girl/boy every day and ask the child to observe the weather, choose the correct symbol, and place it in the pocket of that particular day of the week.

Activity 45b: The Weather**Materials Checklist:**

- Yellow coloured paper
- Pencil
- Grey coloured paper
- Scissors
- Adhesive

- Cotton balls
- Drawing sheets
- Crayons
- Scissors

Instructions:

1. Take a yellow coloured paper. Trace circles on it and cut them out.
2. Give each child a drawing sheet and a yellow circle.
3. Ask the children to stick a yellow circle on the drawing sheet, add rays to it, and create the Sun. Ask them to colour the background blue. Give them white cotton balls to stick in the sky to represent the clouds. Ask the children to identify the weather.
4. Take a grey coloured paper. Trace clouds on it and cut them out.
5. Give each child a drawing sheet to colour in blue.
6. Give the children cut-outs of grey clouds to stick on the sheet. Ask them to draw raindrops and identify the weather.
7. Introduce page 27 of the student's book to the children. Ask them to look out of the window and identify the weather. Encourage them to observe the weather and circle the correct symbol. Repeat this activity on three different days.

Activity 46: Some Fruits

Materials Checklist:

- Various fruits

Instructions:

1. Ask the children to carry a fruit to class. Show the various fruits to them and help them name the fruits.
2. Introduce page 28 of the student's book to children. Ask them to look at the real fruit and point to the correct picture on the page.
3. Talk to them about the benefits of eating fruits.

Note: As the children learn to write the letters and associate them with the first sounds of words, visit this page and ask them to name the pictures and write the first letter of the names of the fruits.

Activity 47: Match the Fruits to the Pictures

Materials Checklist:

- Two sets of cards/stick puppets of fruits
- Various fruits
- Learning Train

Instructions:

1. Make two sets of cards/stick puppets of fruits.
2. Seat the children in a circle and place all the fruits in the centre of the circle.
3. Distribute the stick cards/puppets of fruits and ask the children to come forward and place them near the correct fruit.
4. Place one set of stick cards/puppets in the Learning Train and ask the children to go and place the matching puppets/cards in the same pockets.

5. Take the children outside. Set up a table with a set of cards of fruits on it. Distribute the other set to the children.
6. Ask 5–6 children to stand in a line. Ask them to race to the table and pick up the matching cards of fruits and run back to the starting line. Repeat the activity to ensure that every child has had a chance.

Activity 48: Match the Fruits to the Colours

Materials Checklist:

- Coloured puppets
- Stick puppets of fruits
- Learning Train

Instructions:

1. Place the coloured puppets in the Learning Train. Distribute the stick puppets of fruits.
2. Ask the children to match the fruits to their natural colours.

Activity 49: Fruit Salad

Materials Checklist:

- One fruit for each child
- Knife
- Big bowl
- Salt
- Pepper
- Lemon
- Trays
- Serving spoon
- One small paper plate for each child
- One fork for each child
- Napkins
- Crayons

Instructions:

1. Divide the class into groups and ask parents to send one fruit each.
2. Collect them in the morning and wash them.
3. Spread newspapers on the table and place the fruits on them. Ask the children to name the various fruits.
4. Cut the fruits and add salt, pepper, and lemon.
5. Let the children help each other to serve the fruit treat. Enjoy it with them!
6. Introduce page 29 of the student's book to the children. Ask them to colour the fruits correctly.

Activity 50a: All About Vegetables

Materials Checklist:

- Cut-outs of vegetables
- 6 cm × 15 cm strips of chart paper

Instructions:

1. Fold the 6 cm × 15 cm chart paper strips horizontally into half. Open the strip and paste a vegetable cut-out on the fold to make crowns for children.
2. Place crowns of five different vegetables on the table. Ask the children to come and choose one.
3. Ask them to wear the crown and talk about the vegetable or recite a related rhyme.

Activity 50b: Some Vegetables**Materials Checklist:**

- Various vegetables

Instructions:

1. Ask the children to carry a vegetable to class. Show the various vegetables to the children and help them to name the vegetables.
2. Introduce page 30 of the student's book to the children. Ask them to look at the real vegetable and point to the correct picture on the page.
3. Talk to them about the benefits of eating vegetables.

Note: As the children learn to write the letters and associate them with the first sounds of words, visit this page and ask them to name the pictures and write the first letter.

Activity 51a: Vegetable Patch**Materials Checklist:**

- Seeds (of vegetables)
- Crayons

Instructions:

1. Plant vegetables in a small patch in the school. Use seeds of coriander or fenugreek which are easy to grow.
2. Take the children out and show them the seeds. Tell them that when the seeds are sown into the soil, plants sprout from them.
3. Demonstrate how the seeds should be sown. Encourage the children to sow and water them. Let them observe the plants grow over a period of time.
4. Introduce page 31 of the student's book to the children. Give them crayons and ask them to colour the vegetables correctly.

Note: Some activities used to teach about fruits can be repeated to teach about vegetables.

Activity 51b: Vegetable Printing**Materials Checklist:**

- Small onions
- Ladies' fingers
- Potatoes
- Bowls
- Sponge
- Poster colours

Instructions:

1. Introduce page 32 of the student's book to the children and seat them in groups of 6–8.
2. Place a bowl with a sponge in the centre of every group. Pour poster colour on the sponge. Cut each vegetable into half. Provide 6–8 of such halves each group.
3. Demonstrate how to dip the vegetable in the sponge and print with them within the outlines.
4. Help the children print with the vegetables as instructed in the student's book.

Activity 52: Story Time**Instructions:**

1. Introduce page 33 of the student's book to the children.
2. Ask the children to open their books. Draw their attention to the pictures as you narrate the story.
3. The next time, narrate the story with blanks to be filled in by the children. Point to the picture and say 'Reema likes to eat...'. Ask children to look at the picture and complete the sentences.
4. Another time, ask the children to look at the pictures and try to narrate the story.
5. Make use of dramatisation and rhymes to emphasise the importance of eating healthy food.

Activity 53: Good Eating Habits**Instructions:**

1. At lunch time, ask the children to sit in a circle and open their lunch boxes. Talk to the children about table manners such as using a spoon and a napkin and eating with one's mouth closed.
2. Eat with the children and let them follow your example.

Activity 54: Green Vegetable Day**Instructions:**

1. Ask the children to bring a green vegetable dish on a chosen day.
2. Explain to the children the benefits of eating green vegetables.

Activity 55: Favourite Food**Instructions:**

1. On a chosen day, ask the children to bring food items they like to eat.
2. Have a fun food party and tell the children that it is all right to eat junk food occasionally, but not every day.

Activity 56: Forest**Materials Checklist:**

- Twigs
- Toy models of animals

Instructions:

1. Tell the children that a jungle is home to many animals. Show them pictures of forests and wild animals.
2. Help the children identify the animals.
3. Use a few branches to create a jungle in the class.
4. Give the children toy models of wild animals to place in the forest.

Activity 57: Theme Board

Materials Checklist:

- Stick puppets of animals
- Theme board (jungle)

Instructions:

1. Build a theme board of a jungle with the children.
2. Distribute the animal puppets and weave a story for them naming the animals found in the forest. For example, Little Rabbit went to the forest. The forest was very big and green. It had many trees. Little Rabbit saw many animals. First he saw a lion, ...
3. Ask the children to come forward as they hear the name of the animal puppet they are holding and place it in the theme board pocket. Use rhymes to introduce the animals.

Activity 58: Animal Movements

Instructions:

1. Ask the children to imitate animal movements. They can slither like a snake, jump like a frog, waddle like a duck, hop like a kangaroo, and so on.

Activity 59: A Visit to the Zoo

Materials Checklist:

- Crayons
- Cards with the names and pictures of wild animals
- Letter puppets

Instructions:

1. Seat the children in small groups.
2. Give each group 4–5 cards with the names and pictures of wild animals. Give them puppets of letters as well.
3. Ask the children to pick out the correct letters puppets and arrange them to form the names of the given wild animals.
4. Plan a visit to the zoo in order to show various animals to the children.
5. Introduce pages 34–35 of the student's book to the children. Draw their attention to the coloured pictures and ask them to identify and name the animals.
6. Give the children crayons to colour the picture.

Activity 60: My Farm

Materials Checklist:

- Cardboard boxes
- Twigs
- Ice cream sticks
- Toy models of animals

Instructions:

1. Create a farm by using cardboard boxes to represent animal houses. Use the ice cream sticks to make a fence for the farm. Add some twigs to complete the farm.
2. Give toy models of animals to the children to add in the farm.
3. Ask the children to identify the various farm animals.

Activity 61: Farm Theme Board**Materials Checklist:**

- Cut-out of a house
- Ice cream sticks
- Theme board
- Stick puppets of farm animals
- Adhesive
- Pictures of farm animals (given on page 36–37 of the student’s book)

Instructions:

1. Make a farm scene on the theme board. Stick the cut-out of the house on the theme board. Make a fence using the ice cream sticks and a few pockets on the theme board.
2. Let the children place stick puppets of farm animals in the theme board pockets. Talk to the children about farm animals. Discuss about the reasons why we should take care of the farm animals, and their usefulness to people.
3. Tell the children that they will now play a guessing game where they must guess the name of a farm animal.
4. Ask a child to come to the front of the class. Show the child a picture of a farm animal.
5. The child has to act like the animal and the other children have to guess its name.
6. Sing ‘Old MacDonald Had a Farm’ and ask the children to flash the stick puppets of animals named in the rhyme.

Activity 62a: Farm and Wild Animals**Materials Checklist:**

- Models/cards of farm animals
- Models/cards of wild animals
- Crayons

Instructions:

1. Talk to the children about the differences between farm and wild animals. Ask them to name a few wild and farm animals.
2. Divide the class into small groups. Mix the models/cards of farm and wild animals and distribute them.
3. Ask the children to separate the farm and wild animals.
4. Plan a picnic on a farm if possible.

Activity 62b: Drawing

Materials Checklist:

- Crayons
- Drawing sheets
- Chalk
- Slate

Instructions:

1. Introduce page 39 of the student's book to the children. Ask them to name the animals. Let them trace and colour the animals on their own.
2. Give them drawing sheets or slates to draw freehand.

Activity 63a: Underwater Animals

Materials Checklist:

- Videos/pictures of water animals
- Theme board (underwater life)
- Stick puppets of fish
- Crayons

Instructions:

1. Show videos or pictures of water animals to the children.
2. Put up an underwater theme board. Ask the children to place the puppets of fish in the theme board pockets.
3. Introduce page 40 of the student's book to the children. Let them name the various fish and colour them.
4. Take the children to an aquarium. Encourage them to quietly observe the fish.

Activity 63b: Let's Make the Sea

Materials Checklist:

- White chart paper (half a sheet for each group)
- Cotton
- Blue poster colour
- Cut-outs of water animals (given on page 40 of the student's book)
- Crayons
- Adhesive
- Sand
- Shells

Instructions:

1. Seat the children in groups of eight.
2. Give each group half a sheet of white chart paper to create an underwater scene.
3. Give each group some cotton and blue poster colour to carry out cotton printing to paint water.
4. Give each child a cut-out of a water animal. Let them colour the cut-outs with crayons.
5. Help the children to spread adhesive on the bottom of the sheet and spread sand on it to make a seabed.

6. Let them paste a few shells on the sheet.
7. Ask the children to paste the water animals on the chart paper. In this way each group will paste eight water animals on the chart paper to create an underwater scene.

Note: Sequins can be added to represent bubbles. Underwater vegetation can be painted on to the scene.

Practice Activity: Pasting Shapes

Materials Checklist:

- Coloured paper
- Bowl
- Adhesive
- Crayons

Instructions:

1. Cut two circles and three triangles for each child from the coloured paper.
2. Place these cut-outs in a bowl. Ask the children to pick up two circles and three triangles each.
3. Introduce page 41 of the student's book to the children. Ask them to describe the picture.
4. Help the children to place the shapes on the correct outlines.
5. Demonstrate how to spread adhesive and paste the shapes.
6. Help the children spread adhesive and paste the shapes on the correct outlines to complete the fish.

Activity 64a: I Know Birds

Materials Checklist:

- Water
- Grains
- Container
- Stick puppets of birds
- Theme board (forest)
- Pictures of birds
- Pictures of nests

Instructions:

1. Place water and grains in containers outside the class for birds to feed on.
2. Let the children observe the birds. In the classroom, ask the children to describe their observations of the birds.
3. Show them pictures of birds and their nests. Talk about the importance of trees for birds to build nests.
4. Ask the children to place the bird puppets in the theme board pockets.
5. Introduce page 42 of the student's book to the children. Ask them to identify the birds and colour the tree.

Activity 64b: Guess the Birds

Materials Checklist:

- A paper with black and white outlines of birds given on page 42 of the student's book (or a photocopy of page 42 of the student's book)
- Coloured pictures of birds (on page 42 of the student's book)

Instructions:

1. Seat the children in groups.
2. Give each group the sheet that has outlines of the birds.
3. Give each group cut outs of coloured pictures of the birds given on page 42 of the student's book.
4. Let the children match the outlines and coloured pictures of the birds. Ask them to name the birds.

Activity 64c: Making a Nest**Materials Checklist:**

- Plain brown paper
- Crayons
- Adhesive

Instructions:

1. Introduce page 43 of the student's book to the children. Ask them to identify the birds and colour them.
2. Cut the brown paper into strips. Distribute them to the children.
3. Ask the children to tear the strips and paste them with adhesive into the outline of the nest. Help them to make the nest.
4. Let the children draw birds in the nest.

Practice Activity: Blot Painting**Materials Checklist:**

- Poster colours
- Droppers (one for each colour)
- Small bowls (one for each colour)
- Tray

Instructions:

1. Divide the class into small groups.
2. Pour the poster colours in separate bowls. Place the bowls as well as the droppers on a tray.
3. Seat the children in small groups and ask them to open their student's books to page 45.
4. Go to each group and demonstrate how to use the dropper to draw the paint into it and drop the paint on one half of the outline. Fold the page in half and blot the drops to complete the butterfly.
5. Ask the children to identify what they have painted.

Activity 65: I Know Insects**Materials Checklist:**

- Pictures of insects
- Crayons
- Sticks
- Slates
- Chalk

Instructions:

1. Sing the rhyme 'Teeny Weeny, the ant is really small' (refer to page 45 of the student's book) along with the children.
2. Talk about insects, and ask children to describe the insects they have seen. Show them pictures of various commonly seen insects that they can recognise. Help them name these.

3. Talk to the children about protecting themselves from mosquitoes, keeping flies away from food, and keeping their surroundings clean to keep cockroaches away.
4. Introduce page 45 of the student's book to the children. Give them crayons to trace the patterns.
5. Let the children trace the patterns in sand with sticks, or on slates with chalk.

Activity 66: Our Neighbourhood

Instructions:

1. Take the children to a place in the neighbourhood that is useful for people, for example a park. Tell them about the place and how it helps people.
2. In the classroom, encourage the children to talk about their neighbourhood.
3. Use the rhyme 'If you want to play, where would you go?' (refer to page 46 of the student's book) Ask the children to open page 46 of the student's book, look at the picture, and identify the places mentioned on the page.

Activity 67a: People Who Help Us

Instructions:

1. Talk to the children about professionals such as doctors, teachers, and drivers. Act like different people who help others and ask the children to name those people.
2. Introduce page 47 of the student's book to the children. Sing the rhymes and help them identify the people shown in the pictures.
3. Ask parents to dress their children as doctors, teachers, drivers, etc. Help the children say a few lines about the person they are dressed as.
4. Repeat the activity on different days, giving different children different roles to play.

Activity 67b: Match the Tools

Materials Checklist:

- Various tools (for example, stethoscope, watering can, and so on)
- Puppets of various professionals such as doctors, teachers, and drivers
- Cards of the professionals' working tools

Instructions:

1. Bring and display tools that are used by different professionals. For example, teacher: marker and duster, doctor: stethoscope/injection, gardener: watering can, barber: comb and scissors, sweeper: broom and mop, and so on.
2. Make puppets of the helpers and cards of their tools (use ready-made charts or the illustrations given on pages 47–48 of the book).
3. Divide the class into groups and distribute the cards. Ask them to match the cards of tools to the puppets of the different helpers.
4. Introduce page 48 of the student's book to the children. Let them complete the exercise independently.

Activity 68: Sponge Printing

Materials Checklist:

- Green poster colour
- Bowls
- Sponge

Instructions:

1. Take children out and practise breathing exercises.
2. Sing the rhyme 'Breathe in and then out' (refer to page 49 of the student's book) with the children.
3. In the classroom, ask the children to sit in small groups.
4. Introduce page 49 of the student's book to them.
5. Give each group a bowl, a sponge, and green poster colour.
6. Demonstrate to the class how to dip the sponge in the poster colour, remove excess colour from the sponge on the rim of the bowl, and print inside the outlines of the tree.
7. Ask the children to describe what they have painted.

Activity 69: Nature Collage**Materials Checklist:**

- Drawing sheets
- Adhesive
- Crayons

Instructions:

1. Take the children for a nature walk. Draw their attention to natural things around them. Collect flowers and leaves on the way.
2. In the classroom, give the children drawing sheets.
3. Divide the class into groups. Give each group some of the flowers and leaves that were collected.
4. Demonstrate the making of a collage using the flowers and leaves.
5. Help the children to paste flowers and leaves to make a collage on their drawing sheets.
6. Introduce page 50 of the student's book to the children. Ask them to identify the things shown in the picture. Let them colour the picture independently.

Activity 70: Road Safety**Materials Checklist:**

- Traffic signal puppets
- Black chart paper
- White paint

Procedure:

1. Take the children to the school parking area and ask them to observe the vehicles there and name them.
2. In the classroom, introduce them to road safety habits. Talk to them about using the footpath, holding their parents' hand while crossing the road, and observing traffic lights.
3. Paint white stripes on the black chart paper to make a zebra crossing.
4. Create a scene in class with a zebra crossing and traffic signal puppets. Tell the children to cross only at the zebra crossing when the light is green. Let them attempt crossing the road after observing the road sign. Encourage the children to walk on the left. Tell them to keep to the left of the steps and corridors so as to form a habit.
5. Sing the given rhymes with them (refer to page 51 of the student's book).

Note: Ensure children's safety in the parking area.

Activity 71: Land Vehicles

Materials Checklist:

- Toy models of a car, bus, cycle, motorcycle, van, and so on

Instructions:

1. Place toy models of a car, bus, cycle, motorcycle, van, and so on on the table and ask the children to identify the vehicle they use to come to school.

Activity 72: Find Your Pair

Materials Checklist:

- Picture puppets of land vehicles (two sets)
- Bowls
- Theme board

Instructions:

1. Make two sets of picture puppets of modes of land transport.
2. Place the picture puppets in bowls and ask the children to pick up one each. Ask them to name the puppet they are holding.
3. Ask the children to find their pairs and place the puppets in the theme board.
4. Introduce page 51 of the student's book to the children. Ask them to identify the things they see on the page and circle the vehicle they use to reach school.

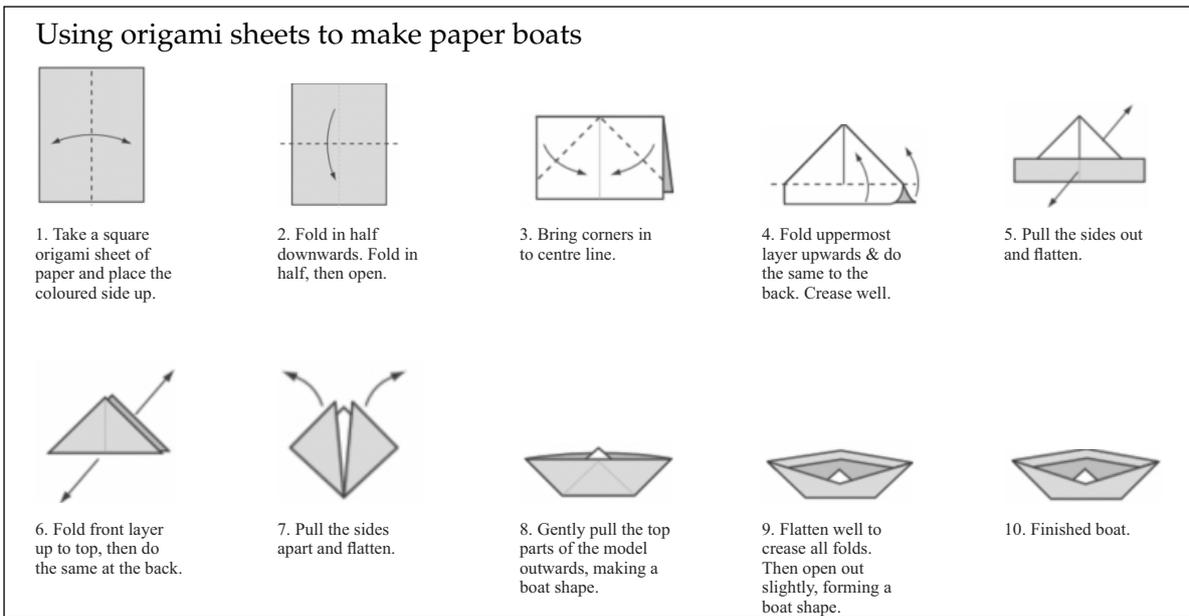
Activity 73: Paper Boats

Materials Checklist:

- Origami sheets/coloured paper (one for each child)
- Tub
- Water
- Poster colours (white and blue)
- Paintbrushes (one for each child)
- Paint palettes
- Crayons

Instructions:

1. Give each child an origami sheet.
2. Teach the children how to fold the origami sheet/coloured paper coloured pager to make paper boats (refer to the given image).
3. Fill the tub with water and tell the children to float their boats on the water.
4. Talk to them about a visit to the beach. Discuss safety measures near water bodies.
5. Introduce page 52 of the student's book to the children. Let them name the pictures on the page.
6. Give the children poster colours, paintbrushes, and palettes to paint water around the ship. Let them colour the ship with crayons of their choice.



Activity 74: Transport Theme Board

Materials Checklist:

- Stick puppets of various kinds of vehicles
- Theme board (transport)
- Crayons

Instructions:

1. Make stick puppets of various kinds of vehicles.
2. Distribute them to the children.
3. Make a theme board to show land, water, and air. Fold the chart horizontally upwards and staple as pockets to make road, water, and air pockets.
4. Ask the children to place the puppets in the correct pockets.
5. Introduce page 53 of the student's book to the children. Draw their attention to the numbers from 1 to 10. Ask them to trace the path from 1 to 10 with their fingers.
6. Give the children crayons to join the dots and colour the pictures.

Practice Activity: Vehicles

Materials Checklist:

- Stick puppets of various kinds of vehicles
- Learning Train

Instructions:

1. Divide the class into groups.
2. Distribute the stick puppets and ask the children to sort the puppets according to the mode of transport.
3. Ask the children to place the puppets in the pockets of the Learning Train.
4. Introduce page 54 of the student's book to the children and let them complete the exercise independently.

Activity 75: Seasons

Instructions:

1. Tell the children about the different seasons. Ask them about the weather. Talk about the clothes they wear in each season.
2. Divide the class into three groups. Tell each group to wear clothes worn during winter, summer, and rainy season. Have a fashion show in class.
3. Sing the rhyme 'It is winter and really cold' (refer to page 55 of the student's book) along with children.

Activity 76: Snowman

Materials Checklist:

- Cotton roll
- Outline of a snowman on A4 sheets
- Black and red buttons
- Black marker
- Adhesive
- Crayons



Instructions:

1. Give the outline of the snowman and some cotton to each child.
2. Help the children spread the adhesive and paste the cotton to make the snowman (refer to the given image).
3. Add buttons to make the eyes and nose. Use a marker to make a smile across the face of the snowman.
4. Outline the sheets with the marker to make a frame. Pin them on the soft board.
5. Introduce pages 56–57 of the student's book to the children. Ask them which season each page is depicting. Give them crayons to colour the pictures.

Practice Activity: Colours of the Rainbow

Materials Checklist:

- Color stick puppets
- Learning Train
- Bowls
- Sponge
- Poster colours (seven colours of the rainbow)

Instructions:

1. Distribute the colour stick puppets among seven children in the class. Sing the rhyme 'Violet, indigo, blue, green, yellow, orange, red'.
2. Ask the children to stand in a line according to the colours of the rainbow.
3. Tell the children to place the colour puppets in the Learning Train in order of the colours of the rainbow.
4. Divide the class into small groups.
5. Introduce page 58 of the student's book to the children. Place a sponge in each bowl and pour a single colour on each sponge. Place the bowls in the order of the colours of the rainbow.
6. Encourage the children to match the given colours and finger print to complete the rainbow.

Activity 77: Naming Flowers

Materials Checklist:

- Flowers (shown in page 59 of the student's book)

Instructions:

1. Take the children to a flower garden or shop and get some of the flowers that are shown in the student's book.
2. Bring flowers to the class. Ask children to open page 59 of the student's book and match the flowers to their pictures. Let them complete the activity on the page independently.
3. Tell the children to look at the flowers and try to name them. Sing the rhyme 'Flowers in the garden smiling at me' with them.
4. Talk to the children about how to take care of plants. Plant a few flowering plants in the school. Ask your students to help you.

Activity 78: Make a Collage

Materials Checklist:

- Pictures (from magazines)
- Chart papers (two)
- Adhesive
- Marker

Instructions:

1. Cut pictures related to the four seasons from magazines.
2. Cut a chart paper into four. Paste the four pieces on to another chart paper to make pockets on it. Label the pockets as winter, spring, summer, and rainy.
3. Seat the children in groups. Give each group pictures related to any one season. Give them a drawing sheet and an adhesive.
4. Instruct the children on how to make a collage.
5. Let each group make a collage of a different season, and place it in the correct pocket of chart paper.
6. Help the children to identify the season in which their birthday occurs. Ask them to write their names on the correct pocket of the chart paper.
7. Introduce page 60 of the student's book to the children. Let them complete the exercise independently.

Activity 79: Match the Seasons

Materials Checklist:

- Pictures (from magazines)
- Letter puppets
- A pair of gloves
- Juice
- Umbrella
- Flowers
- Cup

Instructions:

1. Cut out pictures related to the summer, rainy, and winter seasons from magazines.
2. Seat the children in groups. Give each group some of the pictures.
3. Tell them to sort the pictures according to the three seasons.

4. Distribute the letter puppets. Ask each group to arrange the letters to form the names of the seasons. Ask them to place the names beside the correct pictures.
5. Introduce page 61 of the student's book to children. Let the children complete the exercise independently.
6. Bring a pair of glove, can umbrella, flowers, a cap, and some juicer to class. Ask children when they use these the most.

Activity 80: Theme Boards (Seasons)

Material Checklist:

- Markers
- Chart paper to create pockets
- Board
- Cut-outs of things related to each season

Instructions:

1. Plan a theme board with the different seasons as a background.
2. Paste a few pockets and name them according to the seasons.
3. Use cut-outs for children to sort and place in the current seasons pockets.

Activity 81: My Country

Materials Checklist:

- National flag (one for each child)
- Bowl

Instructions:

1. Place the flags in a bowl. Ask children to pick up one flag each and pass the bowl.
2. Talk to the children about the significance of Flag Day. Ask them to come dressed in the colours of the national flag on a different day.
3. On Independence Day, show the children pictures of Quaid-e-Azam and tell them about him.
4. Introduce pages 62–63 of the student's book to the children. Discuss various national festivals with them. Let them complete the exercises independently.

Activity 82a: Avoiding Wastage

Instructions:

1. Leave a few objects here and there/leave the lights on/leave the taps open.
2. Ask the children to place the objects in their correct places/switch off the lights (with the help of an adult)/close the taps.
3. Teach the children to avoid wastage.

Activity 82b: My Environment

Instructions:

1. Include the parents in this activity and ask them help children spend more time outdoors.
2. Let the children feel the wonder of the rising and setting sun, the water, the sand, the shade of the trees, the air around them, the textures of the leaves and tree barks, the need to save water, keep the environment clean, and respect nature.

Activity 83: Festivals

Materials Checklist:

- Crayons
- Cut-outs of balloons, ribbons, etc., for pasting on page

Instructions:

1. Let children colour the picture on page 65 of the student's book.
2. Paste the cut-outs with them on the page to make it more colourful.

Activity 84: Favourite Food Day

Materials Checklist:

- Paper plates
- Pictures of children's favourite food
- Poster colours
- Paint brusher
- Adhesive

Instructions:

1. Ask parents to send the/pictures of their children's favourite food.
2. Divide the children into small groups and distribute paper plates among them.
3. Ask them to paint the paper plate in their favourite colour.
4. Leave the plates to dry.
5. Help the children paste the pictures in the centre of the plate.
6. Children can be asked to take the plates home to show their parents.

Activity 85: Planning a Special Day

Materials Checklist:

Different activities and pictures related to the festivals can be kept ready in the beginning of the year and put up on the festival theme boards to help the children know the name and more about the festivals.

Teacher Buzz: Given below is a list of activities that can help children learn about festivals.

- Dramatisation and class presentations
- Songs related to the festival
- Special dishes related to various festivals
- Greetings exchanged on festivals/greeting cards made for the purpose
- Celebrating all the festivals to develop an understanding of different special days.

Instructions:

1. Plan special festival days and use music, food, and decorations to bring alive each festival. Talk to the children about the various festivals.

VOCABULARY BANK

During the course of the academic year, children will be exposed to many new words. Here is a complete list of words your students should be familiar/comfortable with by the end of the year:

Groups	Words
Environment	World, Sun, Moon, stars, sky, animals, forest, family, friends, places, beautiful, day, night, weather, sunny, cloudy, rainy, fruits, vegetables
Seasons	Cold, snow, winter, shiver, spring, rainy, summer
Flowers	Daisy, rose, sunflower, jasmine, marigold, violet, lotus
Family	Mother, father, grandfather, grandmother, sister, brother, family
Colours	Red, yellow, blue, green, orange, purple, pink, brown, white, black
Fruits	Apple, orange, cherries, guava, pineapple, pear, papaya, mango, grapes, banana, watermelon
Vegetables	Potato, cabbage, onion, beans, ladies' finger, radish, cucumber, carrot, peas, tomato, spinach
Body Parts	Hands (hold, colour, write), feet (run, walk), mouth (eat, speak), ears (listen), eyes (see), nose (smell), right, left
Greetings	Good morning, good afternoon, good evening, good night, hello, excuse me, please, thank you, Assalamu Alaikum,
Hygiene	Toothpaste, toothbrush, comb, bucket, mug, water
School	Pencil, paintbrush, book, dustbin, slate, chalk, board, duster, swings, bells, doors, windows, gate
Clothes	T shirt, skirt, jeans, frock, pant, shorts, jacket, muffler, cap, raincoat
Wild Animals	Giraffe, elephant, lion, zebra, monkey, tiger, deer, fox, hippopotamus, snake
Farm Animals	Rooster, hen, horse, cow, duck, goose, goat, sheep
Water Animals	Whale, fish, turtle, oyster, octopus, crab, starfish, dolphin
Birds	Owl, parrot, crow, peacock, sparrow, mynah, pigeon
Insects	Beetle, butterfly, caterpillar, bee, fly, mosquito, ant
Neighbourhood	Post office, bank, vegetable market, hospital, police station, park
People Who Help Us	Doctor, nurse, teacher, sweeper, driver, barber
Vehicles	Metro rail, train, cycle rickshaw, taxi, van, bus, bicycle, car, auto rickshaw, scooter, ship, boat, yacht, aeroplane, helicopter
Festivals	Independence Day, Children's Day, Teachers' Day, Eid

ASSESSMENT GUIDE

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

Assessment helps:

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

How to record/gather information for assessment:

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

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



Exceeds learning expectations.
Can work independently all the time.



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



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



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

Criteria to decide informal assessment pattern:

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

Sample Observation Checklist*

Name:

Class:

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

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

