

PRE-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

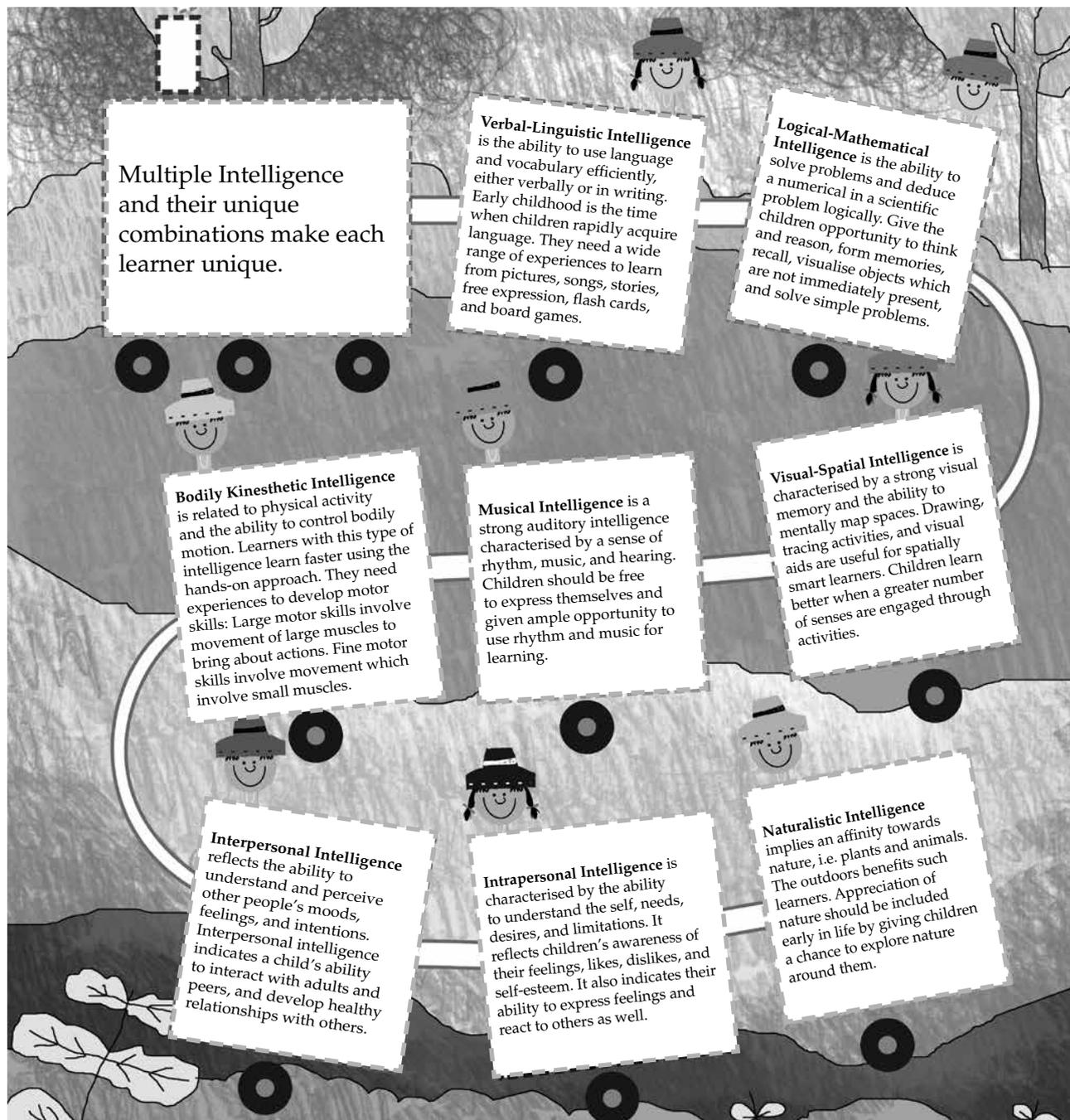
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported 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.


 Play


 Sensorial and Tactile Activities


 Imitation and Practice


 Exploring and Experimenting


 Drawing, Painting, Colouring


 Learning through Different Mediums

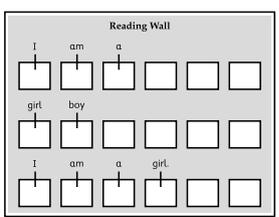

 Responsibility and Discipline

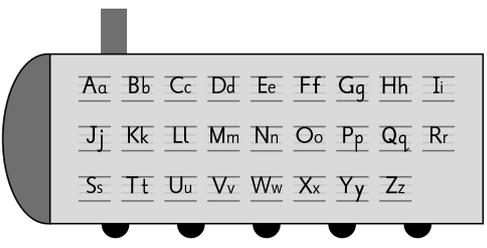

 Citizenship and Environmental Awareness

Children learn through different resources.

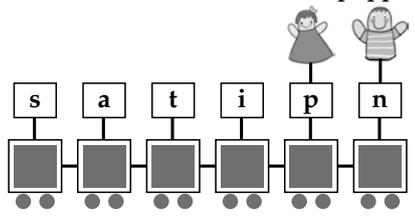

 Flash cards


 Stories and Rhymes


 Reading Wall


 Alphabet Frieze

Stick puppets


 Pocket Train

GET SET GO! ON MY LEARNING TRAIN

Activity Based Environment—Checklist for Teachers and Coordinators

Planning Time for Activities

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

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

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

Tick off the tasks as you complete them.

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

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

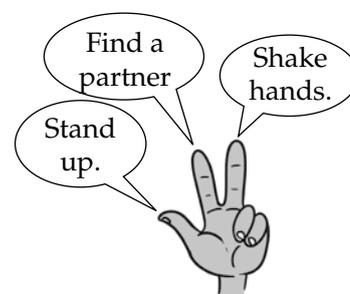
Class Division/Settings for Activities

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

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

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

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



Activity Kit and Resource Centre

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

Essential Materials Required for the Activity Kit

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

Additional Resources for Resource Centre

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

Resource Management

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

Frequently Asked Questions

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

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

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

KNOW THE COURSE DESIGN AND RESOURCES

Resources of the Student's Books

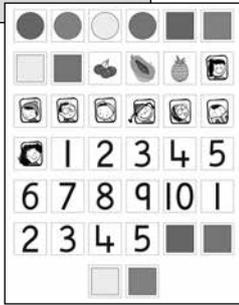


WALK-THROUGH
Walks the teachers and parents through the features of the book with examples.



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

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



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 booklets.

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

Please Note: The Activity Map and the Weekly planner will help the teacher choose from the list to plan and map the activities.

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

Activity Guide for Parents

Dear Parents,

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

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

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

Rhyme time

5 Little Ducks

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

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

2 Little Dicky Birds

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

10 Little Birds

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

3 Little Monkeys

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

ACTIVITY MAP

The following table maps the activities and the teaching guide page numbers to the pages of the student 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 and Student's Book page number	TG page number.	Activity name/number as seen in the Table of Contents of the student's book	Suggested interactive strategy and approximate time
Meet Me! (p. 1)	p. 26	Activity 1a: Chook, Chook Goes the Train	Large group activity (10 min)
	p. 26	Activity 1b: Balloon Train	Small group activity (15 min)
	p. 27	Activity 1c: Circle Time	Large group activity (10 min)
	p. 27	Activity 2a: I Have Grown Up (Mirror and Photograph)	Large/small/individual activity (10/20/30 min)
	p. 28	Activity 2b: I Was a Little Baby!	Individual activity (30 min)
	p. 28	Activity 2c: My Name is...	Individual and small group activity (10 min)
Greetings and Good Manners (p. 2)	p. 29	Activity 3a: Meet and Greet	Large group and pair activity (10–15 min)
	p. 29	Activity 3b: Parts of the Day	Large group activity (10–15 min)
	p. 29	Activity 3c: Day and Night	Individual activity (20–30 min)
	p. 29	Activity 4: Match and Greet	Large group and pair activity (15 min)
Safety First (p. 3)	p. 30	Activity 5: Safety Rules	Large group activity (10 min)
	p. 30	Activity 6a: Let's Make a Line	Large group activity (10 min)
	p. 30	Activity 6b: Find Your Way	Small group activity (30 min)
	p. 31	Activity 6c: Pass It On	Large group activity (10 min)
We Are Kind! (p. 4)	p. 31	Activity 7: My Friends and I	Large group activity (10 min)
	p. 32	Activity 8a: Name Smileys	Small group and individual activity (30 min)
	p. 32	Activity 8b: Attendance Pockets	Individual activity (10 min)
	p. 33	Activity 8c: Mindfulness and Observation	Large group activity (10 min)
	p. 34	Activity 8d: Grow Your Kindness	Large group activity (10 min)
My Toy Train (p. 5)	p. 34	Activity 9: Toy Room	Large group activity (30 min)
	p. 34	Activity 10: Share and Play	Large group activity (30 min)
My Moods (p. 6)	p. 35	Activity 11a: Moods and Feelings	Large group activity (20 min)
	p. 35	Activity 11b: Catch the Mood	Large group activity (20 min)

My Body (p. 7)	p. 36	Activity 12a: My Body	Large group activity (20 min)
	p. 36	Activity 12b: My Body Helps Me	Large group activity (20 min)
	p. 36	Activity 12c: Keeping My Nails Clean	Small group activity (10 min)
	p. 37	Activity 13a: Two Little Hands in the Mirror	Large group activity (30 min)
	p. 37	Activity 13b: Visitors in the Classroom	Large group and pair activity (20 min)
Let's Make a Peacock! (p. 8)	p. 37	Practice Activity: Sponge Printing	Individual activity (30–40 min)
I Love My Family (pp. 9–11)	p. 38	Activity 14: Family Day	Large group activity (60 min)
	p. 39	Activity 15a: Family Puppets	Small group activity (10 min)
	p. 39	Activity 15b: Buntu's Family	Large group activity (30 min)
	p. 40	Activity 16: Family Photograph	Large group activity (20 min)
	p. 40	Activity 17: Greeting Cards	Individual activity (40 min)
My Home (pp. 12–13)	p. 41	Activity 18a: Make Your Home	Large group activity (30 min)
	p. 41	Activity 18b: My Home	Large group activity (15 min)
	p. 42	Activity 18c: Picture Reading	Individual activity (10–15 min)
Places Around My Home (pp. 14–15)	p. 42	Activity 19: Visit to the Neighbourhood	Large group activity (60 min)
Good Food (p. 16)	p. 42	Activity 20a: Healthy Snacks	Large group activity (25 min)
	p. 43	Activity 20b: Fruit Day/ Vegetable Day	Large group activity (40 min)
	p. 43	Activity 20c: Healthy Food	Large group activity (25 min)
	p. 43	Activity 20d: My Favourite Things	Activity to be conducted at home
Off to School! (pp. 17–21)	p. 44	Activity 21a: Things I Do In the Morning	Large group activity (15 min)
	p. 44	Activity 21b: I Can Picture Read	Individual activity (30 min)
	p. 44	Activity 21c: I Can Sequence	Small group activity (25 min)
	p. 45	Activity 22: A Walk Around the School	Pair and large group activity (30 min)

Colours and Patterns (pp. 22–33)	p. 45	Activity 23a: Colours in the Environment	Individual activity (10–15 min)
	p. 46	Activity 23b: My Colour Wheel	Small group activity (30 min)
	p. 46	Activity 23c: Grouping/Same Coloured Objects	Large and small group activity (20 min)
	p. 47	Activity 23d: Sequencing	Pair activity (20 min)
	p. 47	Activity 23e: Modelling	Large group activity (30–40 min)
	p. 47	Activity 23f: Tear and Paste	Individual activity (30–40 min)
	p. 48	Activity 23g: Printing with Cotton Bud	Individual activity (20 min)
	p. 48	Activity 23h: Printing with Sponge	Individual and small group activity (30 min)
	p. 48	Activity 23i: Tracing on Sandpaper	Individual activity (25 min)
	p. 49	Activity 23j: Walk the Path	Large group and individual activity (120 min for outdoor visit/30 min for class activity)
	p. 50	Activity 23k: Trace the Path	Individual activity (25 min)
	p. 50	Activity 23l: Observe and Colour	Individual activity (25 min)
People Who Help Us (pp. 36–37)	p. 50	Activity 24: Fancy Dress	Large group and individual activity (40 min)
	p. 51	Activity 25: Greeting and Magic Words	Individual activity (10 min)
Vegetables (pp. 41–44)	p. 51	Activity 26: My Garden Patch	Large or small group activity (30–40 min)
	p. 51	Practice Activity: Granny and Grandpa’s Farm	Large group activity (10 min)
	p. 51	Activity 27: Vegetables in Class	Large group activity (20 min)
	p. 52	Activity 28: Matching Vegetables to the Colours	Small group activity (20 min)
	p. 52	Activity 29: Vegetable Salad	Large group activity (40 min)
	p. 53	Activity 30: Sorting Vegetables	Small group activity (20 min)
	p. 53	Activity 31: A Vegetable Vendor at School	Large group activity (30 min)
Fruits (pp. 45–47)	p. 53	Activity 32: Tasty Fruits	Large group and individual activity (30 min)
	p. 53	Activity 33: A Fruit a Day Keeps the Doctor Away	Individual activity (10 min)
	p. 54	Activity 34: A Visit to the Fruit Orchards	Large group activity (3–4 hours)

Animals on the Farm (pp. 48–50)	p. 54	Activity 35: A Pet in School	Large group activity (30 min)
	p. 55	Activity 36 and 37: My Pet and I	Large group activity (30 min)
	p. 55	Activity 38a: Stick Puppets of Farm Animals	Small group activity (20 min)
	p. 56	Activity 38b: The Giant Turnip	Individual activity (20 min)
Time to Listen! (The Lion and the Mouse) (p. 51)	p. 57	Activity 39: The Lion and the Mouse	Small group activity (20 min)
	p. 57	Activity 40: Re-enactment	Small group activity (20 min)
	p. 58	Activity 41: Position Words	Large group activity (30 min)
Animals in the Jungle (pp. 52–53)	p. 58	Activity 42: Audiovisual/ Pictures	Large group working (20 min)
	p. 58	Activity 43: Building Theme Boards	Large group activity (10 min)
	p. 59	Activity 44a: Matching Stickers	Individual activity (20–30 min)
	p. 59	Activity 44b: Rhymes and Songs	Large group activity (20 min)
Travel with Me (pp. 54–55)	p. 60	Activity 45: Ride on the School Bus	Large group activity (30 min)
	p. 60	Activity 46a: A Visit to the Parking Area of the School	Large group activity (20 min)
	p. 60	Activity 46b: Class Transport Chart	Individual activity (20 min)
	p. 60	Activity 46c: Songs and Rhymes Related to Vehicles	Large group activity (10 min)
	p. 61	Activity 47: Circle Time Talk	Large group activity (15 min)
	p. 61	Activity 48: Picture Reading	Large group activity (20 min)
	p. 61	Activity 49: Free Play with Toys	Large group activity (30 min)
Festivals (pp. 56–57)	p. 62	Activity 50: Festivals	Large group activity (60–120 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 according to the abilities of the children. The stories can be repeated in all three levels in different ways to help the children enhance their comprehension skills, and to develop listening skills. Children must not be forced to memorise (rote learn) and repeat the stories without understanding what they are saying.

Most of the number concepts have a story connected to them in the Pre-Nursery level. This is for both the development of vocabulary and the clarity of the topic being taught. Take the children outdoors for storytelling and use simple resources.

Theme Boards: Teacher will display all the stories on theme boards. Refer to the section 'Creating Classroom Resources' of the TG.

Story and page number of Student's Book	Resources	Activity
The Animal Train (page 1)	Make stick puppets of all the animals drawn on page 1 of the student's book.	Refer to Activity 1 and its details in the 'Activity Bank' section of the TG.
Big and Small (page 3)	Show the children pairs of big and small things.	Take the children outdoors to show ants from a distance. Ask them to sort big and small leaves, stones, books, blocks, cut-outs of big and small sizes.
1 Green Parrot (page 20)	Mango, bowl, parrot stick puppet, mango stick puppet, tree stick puppet, strips of yellow paper to tear and paste on the activity page.	One child can hold the parrot puppet and be the parrot, and look for the child with the mango stick puppet. Show the children a large mango, cut it into many pieces, and then ask the children to pick only one piece each.
2 Naughty Monkeys (page 24)	-	Encourage the children to use the magic words 'please' and 'sorry'.
3 Bears and Goldilocks (page 28)	Identical objects of different sizes, e.g. bowls, glasses spoons, blocks, etc. of small, medium, and big sizes.	Children can be given sets of these things to arrange from big to small or small to big.

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 30–32 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 resources both in the student's book as well as the teaching guide.
- 'Activity Guide for Parents' is a part of the readers/worksheets booklets. It can be photocopied and given to the parents as and when required.

Note: The learning environment should be safe and full of experiences, where the children can play and learn at the same time.

Week	Pages	Week	Pages
1	Page 1: Meet Me! Page 2: Greeting and Good Manners	2	Page 3: Safety First Page 4: We are Kind!
3	Page 5: My Toy Train Page 6: My Moods	4	Page 7: My Body Page 8: Let's Make a Peacock!
5	Page 9: I Love My Family! Page 10: Buntu and His Family (Story)	6	Page 11: On a Train Ride!
7	Pages 12–13: My Home	8	Pages 14–15: Places Around My Home
9	Page 16: Good Food Page 17: Off to School!	10	Page 18: The Way to School Page 19: My School and I
Observe the learning outcomes after 8 to 10 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.			
11	Page 20: I Have Fun in School Page 21: I Learn in School	12	Pages 22–23: Meet the Colour Yellow
13	Pages 24–25: Meet the Colour Red	14	Pages 26–27: Meet the Colour Blue
15	Pages 28: I Can Match! Pages 29: Sing and Colour (Recap colours red, yellow, and blue)	16	Page 30: Left and Right Page 31: I Can Learn Patterns! Page 32: Spring with Mr Bee! (Patterns)
17	Page 33: Mr Zebra White and Black (Slant patterns) Page 34: Pitter-Patter Raindrops (Slant patterns)	18	Page 35: Here Comes Winter! Page 36: People Who Help Us
19	Page 37: People Who Help Us	20	Pages 38–39: Granny and Grandpa's Farm
21	Page 40: Meet the Colour Green Page 41: At the Farm Page 42: Green Vegetables	22	Page 43: Salad Page 44: I Can Match!

23	<p>Page 45: More Fruits</p> <p>Page 46: Fun with Fruits!</p> <p>Page 47: I Can Colour! (Fruits)</p>	24	<p>Pages 48–49: I Can Colour! (Animals on the Farm)</p> <p>Page 50: To the Farm</p>
25	<p>Page 51: Time to Listen! (The Lion and the Mouse)</p> <p>Pages 52–53: Animals in the Jungle</p>	26	<p>Pages 54–55: Travel with Me!</p> <p>Page 59: I Can!</p>
27	<p>Pages 60–61: Time to Eat! (Picture talk)</p>	28	<p>Pages 62–63: Time to Dress! (Picture talk)</p>
29	<p>Page 64: Fun with Halves!</p> <p>Page 65: Story Time! (The Cats and the Monkeys)</p>	30	<p>Pages 66–67: I Know So Many Names Now!</p> <p>Pages 58: Let's Fly a Kite!</p>
31	<p>Pages 59–67: Recap through activities, observation, and worksheets for the children.</p>	32	<p>Pages 56–57: Festivals (Festivals week can be carried out near the time the festivals are being held as well)</p>

STORING AND MANAGING MATERIALS

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

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

Sample (English):

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

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

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

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

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

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

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

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

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

CREATING CLASSROOM RESOURCES

Making 'My Learning Train' for the Classroom

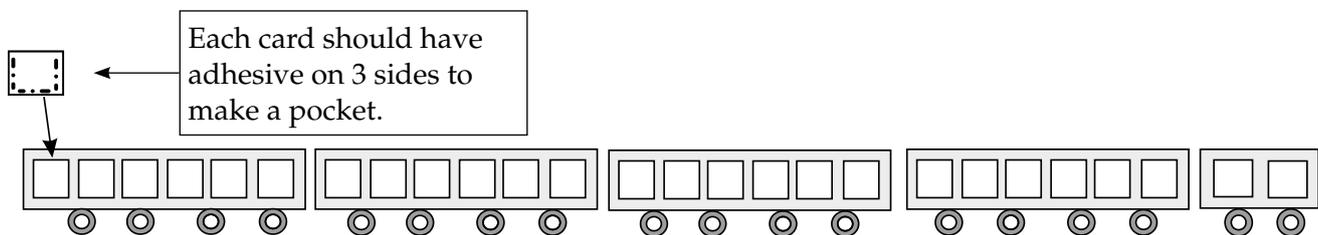
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

Materials Checklist:

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

Instructions:

1. Place the cards on the chart paper strips to get the spacing right.
2. Spread adhesive on three sides of the 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

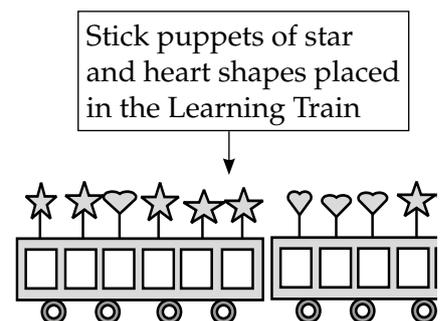
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. They can be used for display and also as an interactive resource for activities.

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.

Theme Boards

Theme boards are used to display images/scenes from stories (jungle, farm, rooms of a house, etc.). For theme boards, chart papers of different colours can be used to create different backgrounds as per the requirements of the activity (for example, jungle animals drawn or pasted for an activity related to the jungle.)

Materials Checklist:

- Chart papers of 2–3 colours
- Picture and word stick puppets

Instructions:

1. Cut the chart paper to the size of the required theme board. Draw or paste images on the chart paper as per requirement of your desired theme board, and slightly fold upwards from the bottom to make a pocket.
2. Staple the upward fold every 2/3 inches.
3. Fix the chart paper on the board and keep adding and removing the stick puppets as per the topic being taught in class.

Good Habits with Brownie Bear

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

Materials Checklist:

- One chart paper
- A4 sheets
- Marker

Instructions:

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



TEACHING KINDNESS AND MINDFULNESS

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

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

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

ART AND CRAFT ACTIVITIES

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

Technique	Materials	Method
Sponge printing/ Cotton printing	<ul style="list-style-type: none"> • Sponge pieces/Cotton • Poster colours • Small bowls 	<ul style="list-style-type: none"> • Tell the children to sit in a group. • Place two or three colours in the bowls. • Give each child a newspaper or drawing sheet to sponge print/cotton print on. • Variations: Cut the sponge into geometric shapes to make designs.
Finger printing/ Thumb printing	<ul style="list-style-type: none"> • Poster colours • Drawing sheets • Bowls • Pieces of sponge 	<ul style="list-style-type: none"> • Tell children to sit in a group. • Place two or three bowls with pieces of sponge before the children. • Pour poster colours on the sponge. • Ask the children to press their finger/thumb on the sponge, and 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	Readymade 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 the children to make different shapes using the dough.
Paper folding	<ul style="list-style-type: none"> • Origami sheets/ coloured art paper 	<ul style="list-style-type: none"> • Show the children how to fold the paper to make various things such as fans, boats, birds, etc.
Stringing beads	<ul style="list-style-type: none"> • Beads • Strings 	<ul style="list-style-type: none"> • Ask the children to string the beads.
Cotton/Yarn pasting	<ul style="list-style-type: none"> • Cotton/Yarn • Outlines of big pictures • Adhesive 	<ul style="list-style-type: none"> • Give the children outlines of clouds, sheep, rabbit, etc. • Give the children cotton/yarn to paste within the outlines.

Paper crushing	<ul style="list-style-type: none"> • Kite paper/crepe paper • Adhesive • Outlines of pictures 	<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 the 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
- Ice cream tubs
- Buttons
- Yarn
- Packing sponge
- Egg cartons
- Cardboard roll from toilet paper
- Roll of foil paper
- Straws
- Old toothbrushes
- Old beads and jewellery
- Feathers
- Sawdust
- Pencil shavings from sharpening pencils
- Bottles and lids
- Fabric scraps
- Old magazines
- Paper plates and paper glasses
- Shoe boxes
- Envelopes
- Old greeting cards
- And so on...

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

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

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

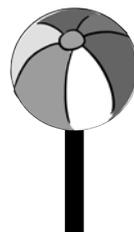
ACTIVITY BANK

Guiding Puppets: Children of 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 which will work as guiding puppets. Show these puppets to the children as you say their names.

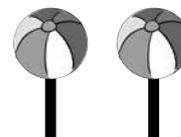
Activity 1a: Chook, Chook Goes the Train

Materials Checklist:

- Tambourine/Music that has a lively beat
- Colour/Picture tags
- Guiding puppets
- For the tags: covers of identity cards, safety pins, sheets of coloured card



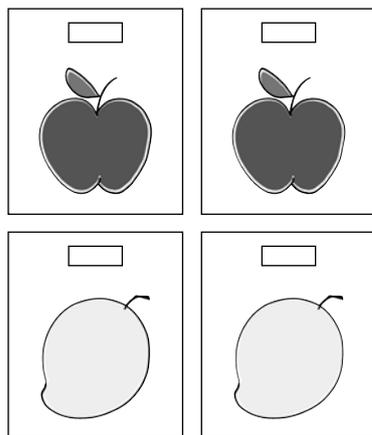
Guiding puppets used by the teachers to conduct the activity



Stick puppets for children

Instructions:

1. Choose any 5–6 colours/fruits/shapes to be used as a symbol to conduct the activity. Make 5 pin-up tags/stick puppets for the children to hold corresponding to the symbols you chose. For example, 5 tags/5 stick puppets of apples, 5 of bananas, 5 of grapes, and 5 of oranges. Also, make one separate stick puppet of each of these fruits to act as a guiding puppet. You can flash these puppets after distributing the tags stick puppets among the children.



Instruction/Building puppets for Teachers



2. Flash a guiding puppet and ask the children to look carefully and group themselves with children who have the same tag/stick puppet.
3. After the children group themselves according to colours/fruits, play the tambourine/music and ask them to follow you like a train.

Activity 1b: Balloon Train

Materials Checklist:

- Inflated balloons of 3–4 different colours

Instructions:

1. Draw the attention of the children to the colours of the balloons. Distribute the inflated balloons to the children.
2. Flash one coloured balloon at a time and ask the children to look for their friends who are holding a balloon of the same colour.
3. Children can then make a train and take a round before sitting down.
4. Repeat the activity till every child has had an opportunity to group into different colours.
5. Take the children to an open area with their balloons for free play.

Teacher Buzz: Encourage the children to get to know each other.

Activity 1c: Circle Time**Materials Checklist:**

- Circle Time song

Instructions:

1. Sing the Circle Time song to invite children to the circle.
2. Plan a Circle Time regularly and give children the opportunity to express themselves through language, movement, and songs.

Circle Time Songs

(Sing to the tune of 'Jingle Bells')

It's Circle Time, Circle Time, Circle Time today,
Quickly, quickly, come and see what we'll do today.
Tiptoe to the circle, do not run.
We will talk, sing, and play,
And have some fun!

(Sing to the tune of 'Here We Go Round the Mulberry Bush')

Here we go round to make a circle, (3)
Here we go round to make a circle, so early in the morning.
This is the way we move around, (3)
This is the way we move around so early in the morning.
This is the way we roll our arms/tap our feet/clap our hands/blink our eyes/snap our fingers.
(Change the movements at regular intervals.)

Activity 2a: I Have Grown Up (Mirror and Photograph)**Materials Checklist:**

- 2 passport-sized photographs of each child (as they look now)
- Adhesive
- Song: I Am Special! (page 68 of the student's book)
- Page 1 of the student's book

Instructions:

1. Invite children to sit in a circle.
2. Talk to them about how children grow to be healthy and strong.

3. Pass around a mirror and ask the children to have a look at themselves.
4. Sing the song, 'I am Special' as the children pass the mirror around.
5. Place one set of the children's photographs on a table.
6. Tell the children that they now have to find their photographs.
7. Divide the children into small groups and invite one group at a time to identify and pick up their photographs.
8. Help the children to paste their photographs in their student's books on page 1.

Activity 2b: I Was a Little Baby!

Materials Checklist:

- 1 photograph of each child taken when they were babies
- Adhesive
- Page 1 of the student's book

Instructions:

1. Send a note to parents a few day before the activity. Ask them to show their children the photographs of them (children) as babies. Also, ask parents to send those photographs to class.
2. Place the photographs of your students (as babies) on a table and encourage children to identify themselves.
3. Help the children to paste the photographs on page 1 of the student's book.

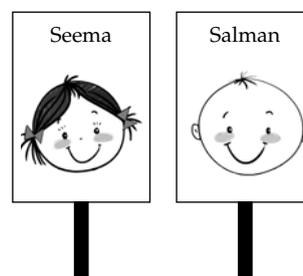
Activity 2c: My Name is...

Materials Checklist:

- Page 1 of the student's book
- Second set of passport-sized photographs of the children
- Ice cream sticks
- Card sheets
- Adhesive

Instructions:

1. After the children complete the activities mentioned on page 1 of the student's book, let them take turns to come out in front of the class and introduce themselves.
2. Children can also show page 1 to each other and say, 'My name is...'
3. Seat children in small groups with their student's books open to page 1. Make sure the student's books are piled up and kept in a manner that the children's names are not visible.
4. Ask the children to identify the pictures and name the other children in their groups.
5. Place the second set of passport-sized photographs and some ice cream sticks on a table.
6. Ask the children to identify and pick up their photograph.
7. Help them to paste the photographs on ice cream sticks to make puppets.
8. Take printouts/write the names of children on card sheets and cut them into name tags.
9. Distribute the puppets and the name tags the next day.
10. Help the children to paste their names on their puppets.
11. Keep the name puppets in class to be used for other activities.



Activity 3a: Meet and Greet

Materials Checklist:

- Music

Instructions:

1. Stand the children in a circle. Walk inside the circle to greet and shake hands with each child.
2. Play music and ask the children to dance/sway to its rhythm.
3. When the music stops, the children can find a partner and greet them.
4. Ask the children to start swaying/dancing when the music begins again.
5. Repeat the process a few times till the children have greeted 3–4 friends every day.
6. Send a note to parents asking them to encourage the children to use the correct greetings on different occasions and at different hours of the day.
7. Ask parents to teach the children the traditional greeting followed in their homes. Children can then be given an opportunity to greet their friends in school with the same greeting.

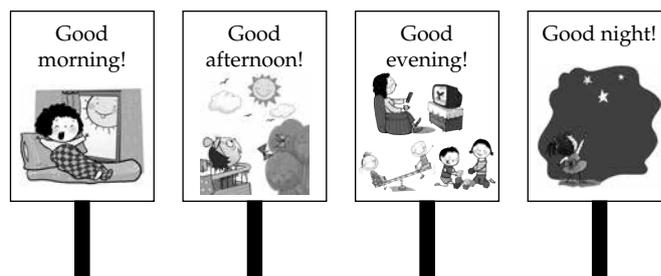
Activity 3b: Parts of the Day

Materials Checklist:

- Stick puppets with various greetings written on them

Instructions:

1. Draw the attention of the children to different parts of the day (when they arrive in the morning and leave in the afternoon).
2. Talk to the children about how different greetings can be used at different times of the day. You can also use puppets (made with pictures on page 2 of the student's book) to help children understand the different parts of the day. Refer to the given image to use as an example.
3. Narrate any story including the different parts of the day (morning, afternoon, evening, and night). Give the children an opportunity to say what greeting they would use on a particular time of the day.



Activity 3c: Day and Night

Material Checklist:

- Page 2 of the student's book
- Day and night stickers given at the end of the student's book

Instructions:

1. Introduce the pictures of night and day (given in the student's book on page 2).
2. Ask the children to paste the corresponding stickers from the sticker sheet given at the end of the book next to the Sun/Moon on page 2.
3. Take the children outside to observe the sky during the daytime.
4. Send a note to parents asking them to take their children outdoors to see the night sky.

Activity 4: Match and Greet

Materials Checklist:

- Tambourine
- Bowl
- Pairs of picture cards of objects that look the same

Instructions:

1. Place the picture cards in a bowl. Ask each child to pick a card and pass around the bowl (while you beat the tambourine).
2. Ask the children to look for their friend who has the same picture card as theirs.
3. Both the children (with the same cards) can then pair up.
4. Encourage each pair to greet each other.
5. Encourage the children to greet and be polite every day.

Teacher Buzz: Invite visitors to the class and encourage the children to wish them. Take the children to other classes and give them the opportunity to greet one another.

Activity 5: Safety Rules

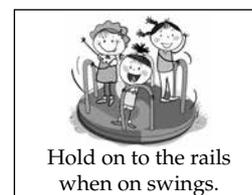
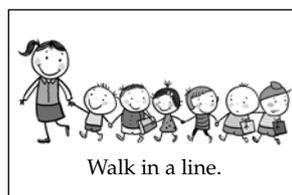
Materials Checklist:

- Stories
- Posters about safety rules

Instructions:

1. Seat children in a circle and narrate some stories related to safety. For example, 'Little Red Riding Hood' (available on the Internet).
2. Tell the children how they must be wary of strangers when they are outside. Talk about safety rules.
3. Put up pictorial safety rules charts/posters on different days. Refer to the given images to use as an example.
4. Draw the attention of the children to the new posters and follow up the ones introduced previously. Explain the importance of following safety rules.
5. Take the children to different parts of the school every day and introduce them to the safety norms at the bus stop, garden, playground, water coolers, toilets, activity rooms, electricity points, etc.

Poster Samples



Activity 6a: Let's Make a Line

Materials Checklist:

- Tambourine/Bell/Rattle

Instructions:

1. Instruct the children to come out of their seats when they hear the tambourine/bell/rattle.
2. Demonstrate how the children must stand behind one another to make a line.
3. Tell your students not to push each other.
4. Play a game where they move-stop-move in a line, to the beat of the tambourine/bell/rattle.
5. Divide the children into small groups and ask them to sit in circles. Give them opportunities to revisit these formations to enable them to become parts of groups and work together.

Activity 6b: Find Your Way

Materials Checklist:

- Poster colours/wet chalk

Instructions:

1. Draw a maze on the floor with a wet chalk/poster colours.
2. Divide children into groups of 4-5. Ask them to take turns and find their way to the other end of the maze.
3. Once a group finishes the activity, the next group can repeat it.

Activity 6c: Pass It On**Materials Checklist:**

- A soft toy

Instructions:

1. Seat the children in a circle and give them a soft toy.
2. The children have to pass on the toy till it comes back to the first child.
3. The children can then pass the soft toy faster/slower.

Note: This activity will help the children prepare for later activities that involve passing of things or picking them up.

Transition Songs: When you want the children to close an activity or change over from one activity to another, the transition songs will indicate to the children that it's time to wind up/change.

Time to Clean Up

(Sing to the tune of 'Mulberry Bush')

Tidy up, tidy up, put the toys away, (replace the word 'toy' with whatever the children are using)

Tidy up, tidy up, we are done for the day.

Tidy up, tidy up, put the toys away, (replace the word 'toy' with whatever the children are using)

We need to put them back and get them ready to use another day!

Activity 7: My Friends and I**Materials Checklist:**

- Music
- Learning Train

Instructions:

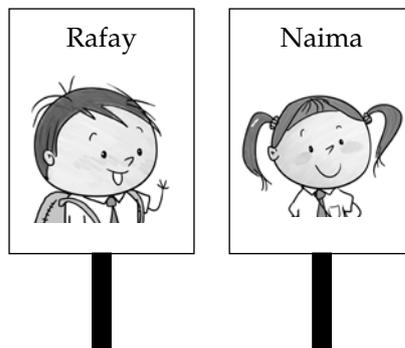
1. Invite the children to an open space where they can move with ease.
2. Divide them into groups of girls and boys.
3. Practise a few times by calling forward a girl from the group and saying, 'All the girls sit/stand/dance...'. Repeat the same by calling out one of the boys and asking them to do an action.
4. Draw the attention of the children to the number of activities they do with their friends throughout the day.
5. Narrate stories related to kindness. You can find them easily on the Internet Ask the children to share when they were kind to someone or when someone was kind to them.

6. Ask the children about the importance of kindness.
7. Introduce page 4 of the student's book and ask them to colour a flower if they have been kind to anyone.
8. Revisit the page daily for a few minutes and ask children if they have been kind.
9. Eventually, ask students to colour all the flowers on the page.
10. Sing the rhyme, 'So many children' given on page 5 of the student's book.

Activity 8a: Name Smileys

Materials Checklist:

- Passport-sized photographs of children and the teacher
- Bowls
- Ice cream sticks
- Name labels
- Adhesive



Instructions:

1. Place the photographs of the children and the teacher on a table.
2. Demonstrate by picking up your own photograph and pasting it on a stick.
3. Invite the children in small groups to come, identify, and pick up their photograph.
4. Place ice cream sticks in a bowl and ask each child to pick up one stick.
5. Help the children paste the photographs on ice cream sticks to make their smileys.
6. Distribute the name labels and help the children paste the labels on the smileys. These will be called 'Name smileys'.

Activity 8b: Attendance Pockets

Materials Checklist:

- 10 cm × 10 cm cards
- Passport-size photographs of children
- One passport-size photograph of the teacher
- Sheet of chart paper
- Adhesive



Pocket chart with photographs and names

Instructions:

1. Make the attendance pocket chart (as shown in the image) and put it up at a level where the children can reach easily.
2. Draw the attention of the children to their names on the pockets by placing your own name smiley in your name pocket.
3. Place the puppets on the table.
4. Ask the children to pick up their name smileys and place them in the pocket chart to mark their attendance.

Activity 8c: Mindfulness and Observation

Material Checklist:

- Bell

Instructions:

1. Seat the children in a circle and tell them to close their eyes. When they hear the sound of the bell, they should open them.
2. The next time ask the children to close their eyes and listen to sounds around them.
3. Eventually they can listen to the sound of their breath. You can also try the following activities:
 - Grow and Plant: Give the children opportunity to plant seeds, water them, and take care of them.
 - Feed the Birds: Make them place water and grain for the birds in the school ground.
 - My Buddy: Encourage the children to find a buddy and do activities together, help each other, tell each other stories, etc.

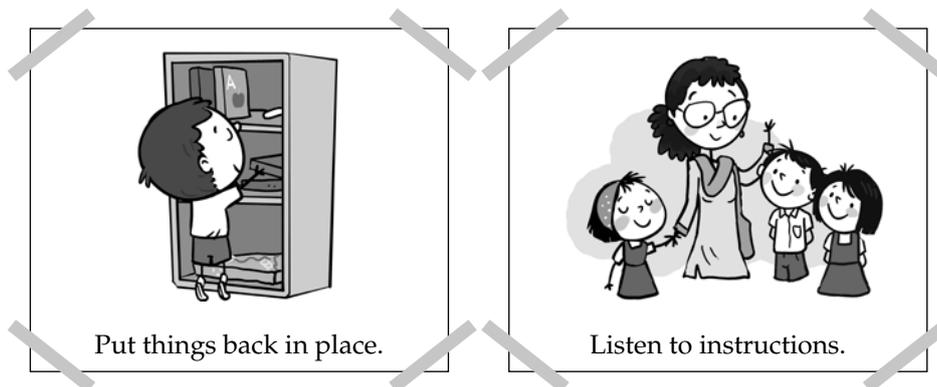
Activity 8d: Grow Your Kindness

1. Make a garden on a chart with chart pockets at the bottom. Each time the children display an act of kindness, place their name smileys in the respective pocket. Use this as a kindness chart.

Activity 9: Toy Room

Materials Checklist:

- Toy room/play area



Instructions:

1. Invite the children to the toy room/play area.
2. Set the rules of the toy room/play area with the children.
3. Display the rules on a chart and revisit the rules regularly with children. Use the above images as an example.
4. Demonstrate how to choose, play with, and place the toys back in their correct places.
5. Allow time for the children to choose and place toys back in place before leaving.
6. Encourage the children to leave spaces clean. Help them develop a sense of responsibility for the things they use.
7. Ask the children to choose their favourite toys and show them to the class.
8. Observe the children during free-play to see if they can cooperate and work in groups.
9. Follow safety norms at all times and monitor group-play with minimal interference.

Activity 10: Share and Play

Materials Checklist:

- Toys
- Mats

Instructions:

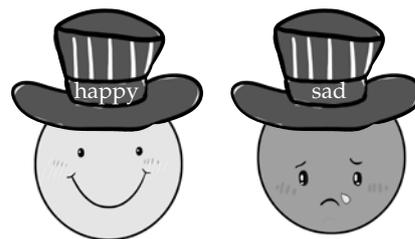
1. Prior to the activity, send a note to parents asking them to send a toy labelled with the name of their child. Mention the toy will be used in a sharing and playing activity in class.
2. Explain to the children how they have to be careful with each other's toys.
3. Encourage the children to share, play, and exchange toys.
4. When the children are comfortable sharing, you can tell them that you are going to put up a toy shop and how they can come to get a new toy.
5. Make a toy shop in the classroom with the help of the children.
6. Ask one of the children to be the shopkeeper and the others can take turns to come and pretend to be buying different toys.

7. Be sensitive to the fact that children at this stage are possessive and may take a little time to share.

Activity 11a: Moods and Feelings

Materials Checklist:

- Markers
- Circles made of card sheets
- Ice cream sticks
- Adhesive
- Picture cards of different activities that children normally do during the day
- Rhyme, 'If you are happy and you know it' (easily available on the Internet)
- Learning Train



Instructions:

1. Cut circles out of card sheets.
2. Draw happy and sad faces on them. Paste them on ice cream sticks to make mood puppets.
3. Invite the children to the circle with a Circle Time rhyme.
4. Play/sing the rhyme 'If you are happy and you know it' with the children.
5. Talk about the things that make them happy/sad. Ask them to make happy and sad expressions.
6. Encourage the children to feel free to express themselves about what makes them happy/sad. (Initially only a few children may be able to express themselves but with the development of their vocabulary, children will become more confident and will express themselves better.)
7. Show the children the happy and sad expressions and let them take turns to listen to a made-up scenario and pick up a happy/sad puppet expressing how they feel about the scenario.
8. Distribute the mood puppets among the children. Show the picture cards of different activities and ask them to hold up their mood puppet to show how they feel about the activity.
9. When the children are familiar with the expressions, they can place the mood puppets in the Learning Train.
10. The concept needs to be revisited regularly to help the children understand how they feel and associate it with mood/feeling puppets.

Activity 11b: Catch the Mood

Materials Checklist:

- Rubber /plastic balls
- Permanent markers

Instructions:

1. Draw happy and sad faces on the rubber/plastic balls.
2. Ask the children to stand in a circle.
3. Show them the balls with different expressions.
4. Demonstrate to the children how they can catch/throw the ball and make the same expression as shown on the ball.

Activity 12a: My Body

Materials Checklist:

- Rhyme 'Two little hands' (page 7 of the student's book)

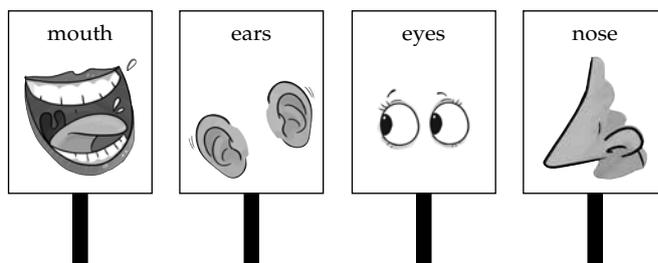
Instructions:

1. Seat the children in a circle and point to the different body parts.
2. Ask children to pair up and stand facing each other.
3. Sing/play the rhyme 'Two little hands'.
4. Help the children to identify the different body parts on their body, their friend's body, and in the book.
5. Demonstrate how we can wash our hands, comb our hair, wash our face, wash our eyes, protect our feet by wearing slippers, etc.
6. Sing the song, 'Here we go round the mulberry bush' (easily available online).
7. Introduce the words brushing, washing, combing, napkins, towels, soap, water, etc.
8. Draw the attention of the children to safety habits and how they must keep away from electric switch boards, hot and sharp objects, keep their hands inside the window while travelling, etc.

Activity 12b: My Body Helps Me

Materials Checklist:

- Picture puppets of different actions (e.g. brushing, walking, etc.)
- Picture puppets of parts of the body
- Learning Train



Instructions:

1. Invite the children for an action game.
2. Play 'Simon Says' where you can use a character that asks the children to do different actions.
3. Add the name of the body part that helps to do the action. For example, jump with your feet and legs, clap with your hands, snap your fingers, draw with your hands and fingers, eat with your mouth and teeth, and taste with your tongue.
4. Show the picture puppets of parts of the body to the children. Ask them to identify each body part.
5. Place the picture puppets of different actions on a table and ask the children to do different actions.
6. Let the children take turns at looking for the related body part after doing the action. Let them put the related parts of the body picture puppets up in the Learning Train.

Activity 12c: Keeping My Nails Clean

Materials Checklist:

- Nail cutter

Instructions:

1. Invite small groups of children to place their hands (palm down) on a table.
2. Ask the children to observe their fingers.
3. Help the children count their fingers, identifying their thumbs, fingers, and nails.

4. Observe if anyone has long/untidy nails.
5. Show the nail cutter to your students. Demonstrate how the children must keep still while someone cuts their nails.
6. Explain to them the harmful effects of dirty and long nails.

Activity 13a: Two Little Hands in the Mirror

Materials Checklist:

- Full length mirror

Instructions:

1. Arrange for a full-length mirror to be brought in the class for this activity.
2. Ask the children to line up in front of the mirror.
3. Start singing the song 'Two Little Hands' mentioned on page 7 of the student's book. Enact the actions mentioned in the song.
4. The child in the front of the mirror will follow the actions of the first line of the song along with you and observe himself/herself in the mirror as well. Sing the line twice. For example, the child will clap along with you on the line 'Two little hands to clap, clap, clap.'
5. Once the child has sung the lines with you, he/she will go at the back of the line and the child behind him/her will now be facing the mirror to sing the second line of the poem, 'Ten little fingers to snap, snap, snap.'
6. Following the same pattern, continue singing the song till all the children have had a chance to sing in front of the mirror.
7. At the end of the activity, ask the children if they had a good look at themselves in the mirror. Tell the children that they should have a good look at themselves in front of the mirror before coming to school to make sure that they are looking tidy and ready to come to school.

Activity 13b: Visitors in the Classroom

Materials Checklist:

- An invitation card made by children
- A formal request letter by the school authorities to a doctor/dentist/nurse/hairstylist

Instructions:

1. Check if any parent is a doctor/dentist/nurse/hairstylist.
2. Request those parents to take turns to visit the school.
3. You can approach local hospitals to come and conduct health and dental check-ups in the school.
4. Tell the children about the visitor.
5. Explain to the children how these people can help us.
6. Introduce the visitors and allow time for them to informally interact with the children.
7. Start by getting your own check-up so that the children feel more comfortable with the visitors.

Practice Activity: Sponge Printing

Materials Checklist:

- Double-sided tape
- Bowls
- Pieces of sponge
- Diluted poster colours

- Trays
- Old newspapers
- Crayons
- Drawing sheets

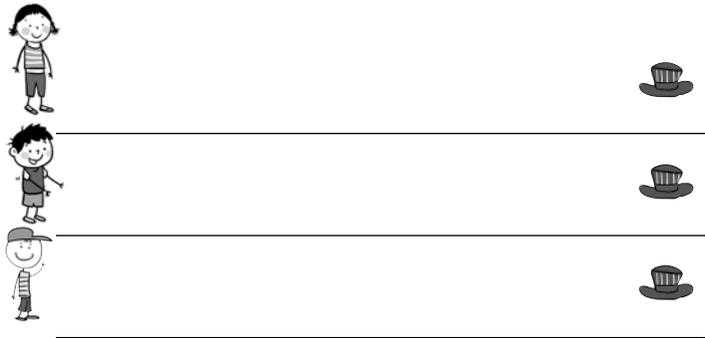
Instructions:

1. Place strips of double-sided tape inside the bowls and place pieces of sponge on them.
2. Pour poster colours (yellow/green/blue) so that you have an equal number of bowls of all the colours.
3. Place one bowl of each colour on a tray, and place it on a table.
4. Invite small groups of children to sit around the table.
5. Spread old sheets of newspaper for the children to practise thumb printing.
6. Once the children understand the concept and have practised, you can give the student's books to the groups and demonstrate how to use their thumbs/fingers to print in the given outlines of the peacock's feathers (refer to page 8 of the student's book).
7. You can leave the page to dry. Ask the children to complete the picture by colouring with crayons.
8. Repeat the activity on drawing sheets and allow the children the freedom to express themselves.

Activity 14: Family Day

Materials Checklist:

- Hula hoops
- Hats
- Balloons
- Lime/chalk powder
- Snacks
- Invitation cards for parents



Instructions:

1. Invite the students' parents for an hour of fun with their children.
2. Send separate invitation cards to parents, which the children can make by thumb/finger printing.
3. Ask for confirmation from parents and start the program at the scheduled date and time.
4. Request each parent to carry a snack to share or you can also organise a light snack in school.
5. Group parents with their children.
6. Plan different games for different groups in such a way that both parents and children participate.
7. List of games:
 - i. Hula Hoop: Place hula hoops in rows. Ask parents to jump into the hoops to reach their children, hold their hand, and run with them to the finishing line.
 - ii. Balloon Race: Stand the children near the starting line and parents near the finishing line. Give deflated balloons to parents and ask them to inflate them by blowing into them. Ask the children to run to their respective parents and bring back the blown balloon.
 - iii. Hat Race: Draw racing tracks with the help of lime/chalk powder and place hats in the middle of each track. Stand the parents and children on the starting line and ask them to run to the hats with their children, help them to wear the hats, and run to the finishing line.

After the activities, the parents and children can share a light snack and the children can be taken back to the classroom.

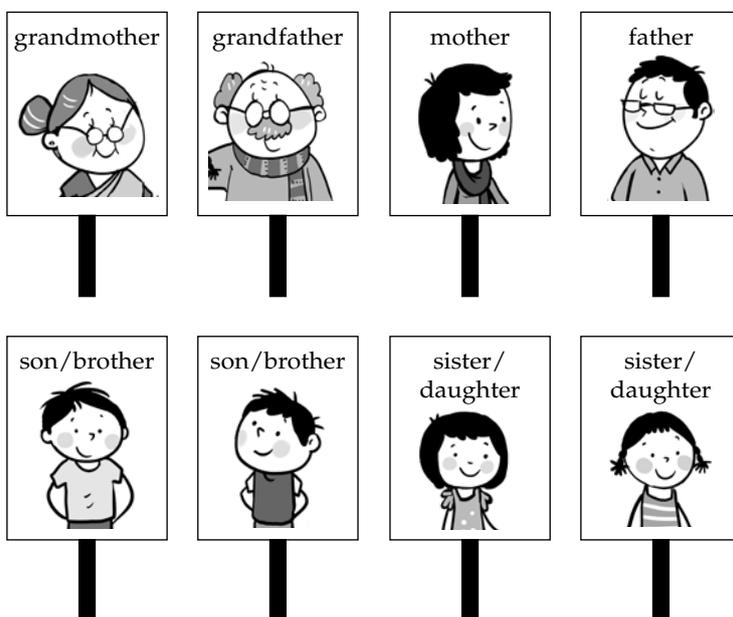
Activity 15a: Family Puppets

Materials Checklist:

- Five sets of 10 cm × 10 cm cards (There should be 8 cards in each set. Each set should have a different colour base.)
- Learning Train

Instructions:

1. Make 5 sets of stick puppets of family members—grandmother, grandfather, mother, father, brother (2 puppets), and sister (2 puppets). Refer to image given below.
2. Invite the children to a circle by singing the Circle Time song.
3. Distribute the family puppets amongst children.
4. Ask the children about their families.
5. Give the children the opportunity to talk about the members of their families.
6. They can place the puppets in the Learning Train as they finish.



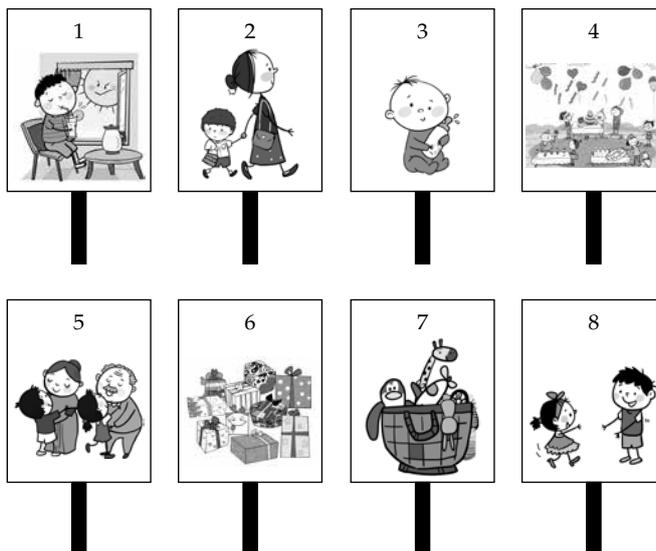
Activity 15b: Buntu's Family

Materials Checklist:

- Pages 10 and 11 of the student's book
- Picture puppets (use scenes from page 10 of the student's book)

Instructions:

1. Invite the children for story time.
2. Narrate the story on page 10 of the student's book.
3. Be sensitive to address the fact that some children might not have grandparents. Talk instead about how they can play with their parents and friends.



4. Introduce page 10 of the student's book to the children.
5. Encourage the children to point to the pictures and narrate a part of the story.
6. Revisit the page regularly till the children can narrate the full story.
7. Make picture puppets using the scenes from the story. Ask the children to sequence them as they learn the story.
8. Introduce page 11 of the student's book to the children.
9. Draw the attention of the children to the different members of Buntu's family.
10. Ask the children to identify the family members with the stickers (given at the end of the student's book).
11. Help the children paste the stickers to complete the train given on the page.

Activity 16: Family Photograph

Materials Checklist:

- Family photograph
- Adhesive
- Crayons
- Page 9 of the student's book

Note: Send a note to parents beforehand asking them to send a family photograph (preferably with grandparents).

Instructions:

1. Ask the children to show their family photographs to the class and ask them to talk about their families. Collect the photographs from the children.
2. The next day, place all the photographs on a table and ask the children to identify their family photograph.
3. Give the children the student's books and crayons to colour the frame on page 9 of the student's page.
4. Help the children to paste their family photograph on the page.
5. Talk about grandparents and ask the children to draw the vertical lines joining the grandchildren to the grandparents/parents on page 9 of the student's book.

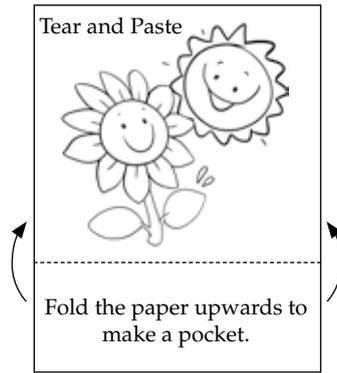
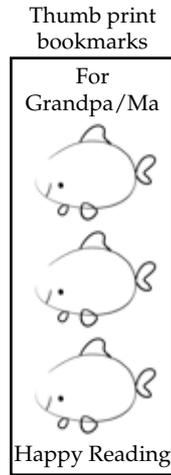
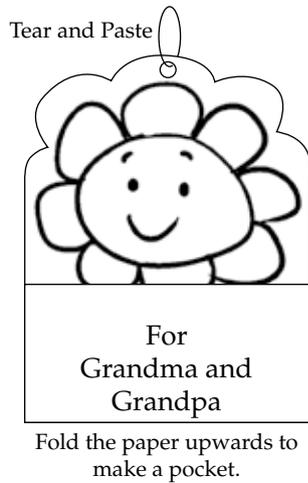
Activity 17: Greeting Cards

Materials Checklist:

- Card sheets
- Materials as per your design

Instructions:

1. Share simple designs with the students (refer to the given images for ideas).
2. Place all the related material in trays and seat the children in small groups.
3. Explain to them that they are going to make cards for their grandparents.
4. Help the children make cards for their grandparents (or parents).



Activity 18a: Make Your Home

Materials Checklist:

- Toys related to things found in the house such as kitchen sets, furniture, small brooms and pans, dusters, buckets, and small mugs
- Trays/Cartons

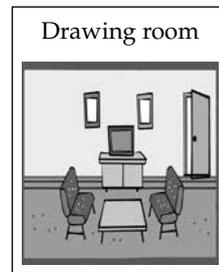
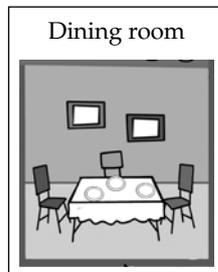
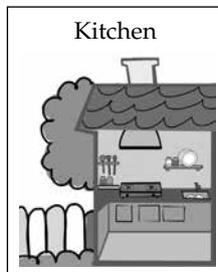
Instructions:

1. Invite the children for play time and leave the toys in trays or cartons.
2. When the children begin playing you can ask them where they find these things in their homes.
3. Encourage the children to set up different rooms with the help of the toys and cartons.

Activity 18b: My Home

Materials Checklist:

- Pages 12, 13, and 68 of the student's book
- Handmade picture cards/posters of different rooms of a house



Instructions:

1. Invite the children to listen to a story and seat them in a circle.
2. Give the children an opportunity to talk about their homes.
3. Narrate the story 'My Home' given on page 68 of the student's book.
4. Show the children the cards/posters of different rooms of a house to help them associate with the story.
5. Distribute the student's books amongst the children and encourage them to picture read pages 12–13.
6. Revisit the pages to help the children develop their vocabulary.

Activity 18c: Picture Reading

Materials Checklist:

- Pages 12 and 13 of the student's book
- Handmade picture posters/cards of rooms and different parts of a house.

Instructions:

1. Display the cards/posters to help the children associate with the story read out in the previous activity.
2. Distribute the student's books and encourage the children to picture read pages 12–13 independently.
3. Revisit the pages regularly to help the children develop their vocabulary.

Activity 19: Visit to the Neighbourhood

Materials Checklist:

- Pages 14–15 of student's book
- Handmade picture cards/posters of places in the neighbourhood

Instructions:

1. Send a note to parents informing them about the introduction of this topic. Ask them to take their children to different places in their neighbourhood. Also, request parents to introduce the names of the places and the people who run those places. (Parents can choose to visit one or two places each day.)
2. Invite children to sit in a circle. Ask them about the places they visited with their parents
3. Display the cards/posters to help the children associate with the concepts.
4. Distribute the student's books amongst the children and encourage them to picture read and colour the blank images on pages 14–15.
5. You can set up different places. For example, use a doctor's set and set up a clinic. Ask the children if they have seen these things before and if they can name the place.
6. Revisit pages 14 and 15 of the student's book to help the children develop their vocabulary. Ask them to name the places they see in the picture.
7. As your students are really young, introduce only the places they might be visiting regularly.

Activity 20a: Healthy Snacks

Materials Checklist:

- Invitation to parents to put up food stalls
- Arrangements to put up the stalls
- Paper plates
- Spoons
- Napkins

Instructions:

1. Invite some of the parents to come to the school and put up food stalls for healthy snacks.
2. Different groups of parents can be invited on different weeks.
3. Draw the attention of the children to the stalls and introduce them to the parents who are setting up the stalls.
4. Let the children taste the snacks.
5. The children must thank the parents and help them to clean up.

Note: 'Green Vegetable Snack Day' can also be made by asking parents to send healthy snacks made up of vegetables from home. The snacks can be shared at lunch time with children.

Activity 20b: Fruit Day/Vegetable Day

Materials Checklist:

- Note to parents asking them to send a fruit with their children
- Plates
- Knives
- Forks

Instructions:

1. Collect the fruits and wash them. Talk to the children about the importance of washing the fruits before eating them.
2. Encourage the children to name the fruits as you cut them.
3. Cut the fruits into small pieces and serve in plates.

Note: You can also have a fresh vegetable day.

Activity 20c: Healthy Food

Materials Checklist:

- Fruits, vegetables, juices, or cooked food (parents can send cooked food in small lunch boxes)
- Toffees, lollipops, chips, and soft drinks
- Page 16 of the student's book
- Smiley stickers (given at the end of the book)

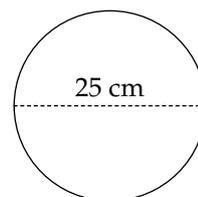
Instructions:

1. Place all the food items on a low stool/table and invite the children to sit in a circle around it.
2. Remind children of the healthy snacks and the fruit/vegetable day.
3. Ask your students if they enjoyed eating the snack/fruits/vegetables and what they liked best.
4. Draw the attention of the children to the food items on the table.
5. Lift one food item at a time and ask the children to say out loud which food is healthy and which is unhealthy.
6. Explain that eating toffees, chips, and so on, should be restricted to once in a while but it is important to eat healthy food regularly.
7. After the activity is completed, distribute the student's books and ask the children to identify the food items on page 16 of the student's book.
8. Let the children paste smiley stickers given at the end of the book near the things they like on the page.

Activity 20d: My Favourite Things

Materials Checklist:

- Note to parents asking them to cut out a circle from a card sheet. The diameter of the circle should be 25 cm. (follow further instructions given below)
- Pictures/Wrappers of the children's favourite things
- Adhesive



Instructions:

Home (to be done by parents)

1. Take a card sheet and cut out a 25 cm diameter circle.
2. Help your child to collect a picture or a wrapper of what they like to eat.

3. Write the name of your child on one face of the circle.
4. Spread adhesive on the other face of the circle and ask your child to paste the pictures/wrappers.
5. Send the card sheet circle to school.

School (to be done by the teacher)

1. Collect the card sheets and place a few at a time on a table.
2. Invite the children whose card plates have been displayed.
3. Ask those children to look for the circle with all their favourite things.
4. Ask them to show it to the class and say, 'I like to eat...'
5. Display the card sheets for the day where the children can easily see them.

Activity 21a: Things I Do In the Morning

Materials Checklist:

- Set up a make-shift stage showing a home scene
- Older children (to enact the morning routines)
- Things that children need for the morning routine such as toothbrush, toothpaste, bucket, mugs, a glass of milk, and comb

Instructions:

1. Invite a few older children from Kindergarten to the class and explain to them what they have to enact for the Pre-Nursery.
2. Put up a play where there are two children: one following a routine on their own and the other being cajoled into doing everything.
3. After the enactment, ask children who they would prefer to be like.
4. Sing the rhyme Good Morning (refer to page 17 of the student's book) with the children.
5. Ask children about their morning routines.
6. Send a note to parents asking them to help their children set and maintain a morning routine.

Activity 21b: I Can Picture Read

Materials Checklist:

- Page 17 of the student's book

Instructions:

1. Distribute the student's books amongst the children and introduce them to page 17.
2. Ask the children to point to the various actions and name them.
3. Ask the children to place their fingers on the specific pictures as you talk about them.
4. Show the children the stickers given at the end of the book and ask them to complete the exercise given on the page.

Activity 21c: I Can Sequence

Materials Checklist:

- Handmade picture cards of 10 cm × 10 cm dimensions (1 set for each group of 4–5 children)
- Stick puppets of 15 cm × 20 cm dimensions (1 common set for the class)



Instructions:

1. Use pictures from page 17 of the student's book to make picture cards and stick puppets.
2. Put up the stick puppets and ask the children to look at the picture cards they have to show the morning routine.
3. Seat the children in small groups and give each group a set of cards to sequence.

Activity 22: A Walk Around the School

Materials Checklist:

- Pages 19–21 of the student's book

Instructions:

1. Take the children for a walk around the school.
2. The children can observe the different activities taking place in various parts of the school.
3. Give the children opportunities to participate in the activities of their choice.
4. Introduce pages 19, 20, and 21 of the student's book and encourage them to picture read and talk about them.
5. Once the children become independent and can do a few activities on their own, you can ask them to circle/colour the block next to the pictures on page 21 of the student's book.

Note: Naming and recognition of colours can be introduced gradually by activities throughout the year.

Activity 23a: Colours in the Environment

Materials Checklist:

- Things in the immediate environment

Instructions:

1. Introduce the children to one colour at a time.
2. Take the children outdoors and ask them to look for things of the colour they have been introduced to.
3. Place a few things of the same colour being introduced outdoors to help the children spot the colour.
4. Send a note to parents to help their children identify and name things of the same colour at home/in the market.

Activity 23b: My Colour Wheel

Materials Checklist:

- Colour wheel
- Crayons
- Drawing sheet
- Colour cut-outs

Instructions:

1. Make a colour wheel. Instructions can be easily found on the internet.
2. Give the children the colour wheel to spin.
3. When the wheel stops, ask the children to name a colour.
4. Place the colour cut-outs on a table. Help the children look for the cut-outs of the same colour. Ask the children to find the same coloured crayon and draw an object of the colour found on the drawing sheet.
5. Keep spinning until all the colours have been identified. Tell the children they cannot use the same colour again.

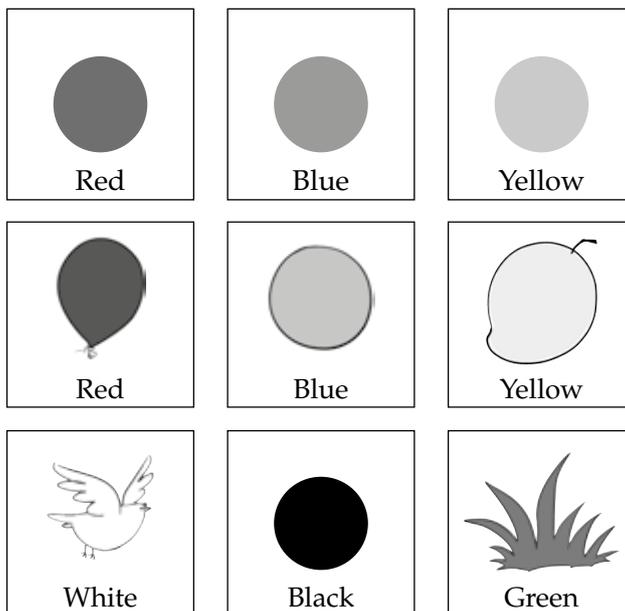
Activity 23c: Grouping/Same Coloured Objects

Materials Checklist:

- Colour flags
- Coloured outlines of circles
- Cut-outs of colours (you can use coloured sheets)
- Beads and bowls/sets of colour cards/tablets to sort and match

Instructions:

1. After introducing 3–4 colours to the children, make coloured tags (squares of different colours) using coloured sheets. Laminate them for future use.
2. Place the corresponding colour cut-out on the table.
3. Draw the attention of the children to the colours on the tags and help them to pin the tags on the cut-out.
4. Other colour activities are as follows:
 - i) Use 2–3 colours to begin with. Give the children some shapes and colour cut-outs to match. Once the children can do the activity with ease, use 4–6 colours.



- ii) Ask the children to find their classmates who have the same coloured tags and then run to the corresponding colour flag.
- iii) You can draw similar coloured circles on the floor using poster colours and ask the children to jump in and out of the circles.
- iv) Give the children coloured tablets/cards to sort and match.
 - v) Seat the children in small groups and give them beads/cut-outs to sort into different colours.
 - vi) Paste coloured cut-outs on sheets of chart paper to make place cards.

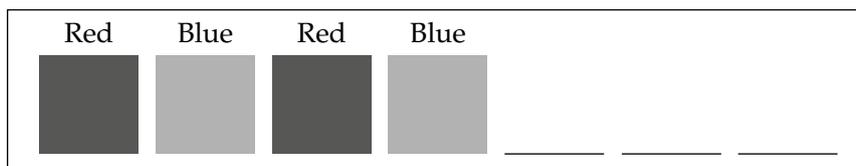
Activity 23d: Sequencing

Materials Checklist:

- Beads/cut-outs/pieces of cloth bearing different designs and colours
- Adhesive
- 5 cm x 15 cm cards

Instructions:

1. Paste beads/cut-outs/pieces of cloth in different sequences on the cards. Leave blank spaces on the cards for children to complete.
2. Give the children beads/cut-outs/cloth pieces to complete the sequence. Refer to image below.



Activity 23e: Modelling

Material Checklist:

- Note to parents asking them to send their children to school in outfits of different colours
- Stage
- Music

Instructions:

1. Send a note to parents asking them to dress their children in outfits of different colours. Parents should also help their children learn the name of the colour of the outfit.
2. Lead the children to the stage and play music.
3. Ask the children to walk across the stage to the beat of the music.
4. Stand the children in a half circle and ask them to introduce themselves. They should also name the colour of their outfit.

Note: Before conducting these activities, introduce the colours to the children with the help of other activities.

Activity 23f: Tear and Paste

Materials Checklist:

- Six yellow strips that are 1 cm in length (for each child)
- A bowl (for each child)
- Adhesive
- Page 23 of the student's book

Instructions:

1. Put the coloured strips in the bowls and distribute them amongst the children.
2. Demonstrate how the children should pick up one strip at a time, tear it, and place it in the bowl.
3. Distribute the student's books and ask the children to open page 23.
4. Spread adhesive on the outline of the Sun and demonstrate how to paste the coloured pieces of paper inside the outlines. Let the children complete the activity on the page.
5. Leave the student's books to dry.

Activity 23g: Printing with Cotton Bud**Material Checklist:**

- A pomegranate
- A bowl containing a sponge soaked in red poster colour (for each group)
- One cotton bud (for each child)
- Red crayons
- Page 25 of the student's book

Instructions:

1. Seat the children in small groups and distribute the student's books among them.
2. Show the children the pomegranate and offer a few pomegranate seeds to them to taste.
3. Demonstrate how to hold the cotton buds, dip them into the sponge, and print to complete the pomegranate on page 25 of the student's book. Help the children carry out the activity. Leave to dry.
4. The next day, ask the children to complete the colouring with the crayons.

Activity 23h: Printing with Sponge**Materials Checklist:**

- A bowl containing a sponge soaked in blue poster colour (for each group)
- An extra piece of sponge
- Page 26 of the student's book

Instructions:

1. Seat children in groups of four and distribute the student's books. Open to page 26 of the student's book.
2. Demonstrate how the children can take turns to hold the sponge and dip it into the paint soaked sponge to print within the outlines.

Activity 23i: Tracing on Sandpaper**Materials Checklist:**

- Sandpaper
- Markers
- Chart paper
- Crayons
- Chalks
- Scissors
- Adhesive

Instructions:

1. Cut the chart paper into strips of approximately 15 cm × 2 cm.
2. Cut the sandpaper into strips of 8 cm × 2 cm.
3. Mark the sandpaper strips with a dot to indicate where to begin and a direction arrow. The children need to follow the dot and the arrow to trace the pattern.
4. Paste the sandpaper strips on the chart paper.
5. Put up the chart paper at a level that is easily accessible to the children.
6. Introduce one pattern/movement at a time.
7. Reinforce by giving the children the opportunity to trace the pattern on air and sand.
8. Draw hollow patterns (using stencils) on card sheets and ask the children to trace them with their fingers and then with crayons.
9. You can give the children crayons and chinks when they are ready to draw patterns freehand.
10. Introduce the pattern tracing pages (pages 30–34 of the student's book) after the children have had the opportunity to explore the patterns and can hold a crayon and trace.
11. If the children cannot trace on the dotted lines, repeat a few tracing activities and allow the children to develop their pre-writing skills.

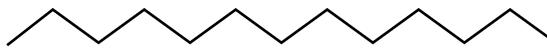
Activity 23j: Walk the Path

Materials Checklist:

- Chalk sticks/Poster colours and brushes/Coloured tape
- Music/Tambourine/Bell/Rattle

Instructions:

1. Draw /paste/paint patterns on the floor.
2. Show children the patterns.
3. Demonstrate how the children have to walk on the pattern to reach the other end.
4. Let the children be seated around the patterns and take turns to walk across.
5. You can play the tambourine/bell/rattle/music while the children walk across.



Activity 23k: Trace the Path

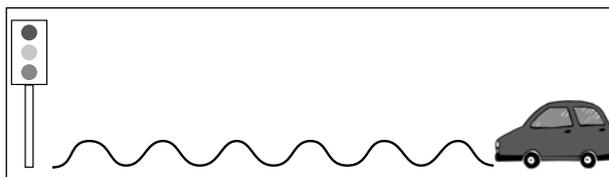
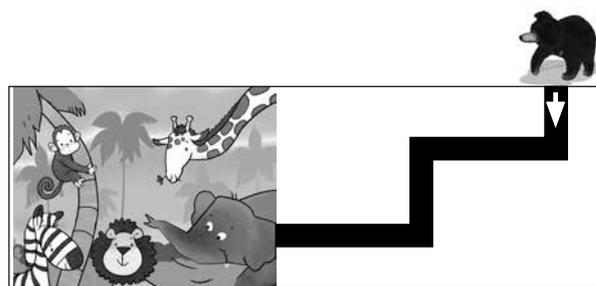
Pattern Cards

Material Checklist:

- Card sheets
- Markers
- Toy animals/cars to move on the path

Instructions:

1. Draw/paste/paint patterns on a card sheet.
2. You can make a path to a forest/road/uphill.
3. Demonstrate how the children can hold a toy and take it across following the pattern.



Activity 23l: Observe and Colour

Materials Checklist:

- Crayons
- Pieces of a sponge soaked with poster colours
- Visit to a garden
- Page 28 of the student's book

Instructions:

1. Take the children to a garden.
2. Encourage the children to observe the flowers and other things in the garden.
3. Allow children to play on their own.
4. Remind your students not to pluck flowers from the garden.
5. Distribute the student's books and ask the children to colour the picture on page 28.
6. Some of them may choose to print with their thumbs/fingers, using pieces of a sponge soaked with poster colours.

Activity 24: Fancy Dress

Materials Checklist:

- Visitors in the classroom (different professionals)
- Stage
- Mike

Instructions:

1. Invite people who work in the school to the class. For example, the gardener, the watchman, class helpers, the driver, and conductor. Make appropriate arrangements.
2. Tell the children how these people help us.
3. Introduce the children to the grocer, cobbler, barber, etc and tell them what they do.
4. When the children are familiar with different people, introduce the related rhymes on pages 36–37 of the student's book.
5. Assign different roles of people who help us to children. Send a note to parents asking them to dress their children according to the role assigned.
6. Write a line for each role for the child to speak.
7. Take the children to the stage and give them an opportunity to walk up to the mike and speak.

Activity 25: Greeting and Magic Words

1. Encourage the children to greet and thank all the people who help us daily, both at home and in school.
2. Instruct them to use the magic words 'thank you', 'good morning', 'please', etc.

Activity 26: My Garden Patch

Materials Checklist:

- Prior instruction to the school gardener to dig a patch
- Gardening equipment (including spade, pots, etc.)
- Seeds/Saplings

Instructions:

1. Ask the gardener to dig a patch prior to the activity so that the soil is loose and the children can dig it with ease.
2. Show the children the gardening equipment and demonstrate how these are helpful for gardening.
3. Demonstrate how to dig, sow, and water the seed/sapling.
4. Let the children take turns to water the seed/sapling every day.
5. Draw the attention of the children to the changes in the patch as the seed/sapling grows.

Practice Activity: Granny and Grandpa's Farm

Materials Checklist:

- Pages 38–39 of the student's book
- Page 68 of the student's book

Instructions:

1. Narrate the story 'Granny and Grandpa's farm' to children from page 68 of the student's book.
2. Ask children to open their student's books to pages 38–39 and picture read.
3. Draw the attention of children to the process of growing vegetables in farms.
4. Also, tell your students how these vegetables are brought to the shops to be sold.

Activity 27: Vegetables in Class

Materials Checklist:

- Pairs of vegetables of different colours and textures
- Basket
- Colours—Red: tomatoes; Brown: potatoes, ginger; Pink: onions; Green: chillies, ladies' finger; Purple: brinjal; White: garlic, radish; Orange: carrot
- Textures:
 - Rough: bitter gourd, yam (sweet potato)
 - Smooth: tomato, capsicum
- Pairs of picture puppets of the vegetables

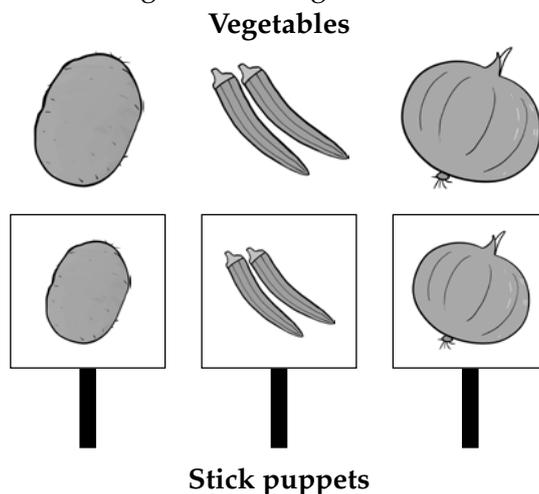
Instructions:

1. Place all the vegetables in a basket and show them one by one to the children.
2. Place the vegetables on a table and invite small groups of children to the table. Ask the children if they know the names of the vegetables. If they don't, introduce the children to the names.
3. Draw their attention to the different colours and textures the vegetable have.
4. Ask the children about their favourite vegetable.
5. Talk to your students about the benefits of eating vegetables every day.
6. Bring a vegetable for lunch regularly and show them how you also eat vegetables every day.

Activity 28: Matching Vegetables to the Colours

Materials Checklist:

- Vegetables
- Stick puppets (use pictures of the vegetables being used in the activity)



Instructions:

1. Place the vegetables on a table and invite small groups of the children to the table.
2. Mix the puppets and ask the children to match the vegetables to the puppets.
3. You can also use the matching activity to help the children learn the names of the vegetables by adding name labels to the stick puppets.

Activity 29: Vegetable Salad

Materials Checklist:

- Note to parents asking them to send vegetables that can be eaten raw in a salad such as tomatoes, cucumber, onion, carrot, radish, lemon, and coriander
- Invitation to a few parents to act as volunteers to help organise Salad Day in the classroom
- Knives
- Chopping boards
- Peelers
- Salt and pepper
- Lemon
- Serving plate
- Plates
- Forks
- Napkins

Instructions:

1. Collect all the vegetables.
2. Wash the vegetables. Peel and chop them in front of the children.
3. Tell children how some vegetables can be eaten raw while others have to be cooked.
4. Place the salad in a serving plate and season with lemon, salt, and pepper.
5. Let the children take turns to come, serve themselves, and enjoy the salad.
6. You can also choose to ask parents to volunteer to set up salad/vegetable snack stands and organise a 'Healthy Food Day' in school.

Activity 30: Sorting Vegetables

Materials Checklist:

- A note to parents asking them to give their child two vegetables to sort and separate (for example, tomatoes and beans) at home
- 1 kg onions and potatoes
- A basket

Instructions:

1. Mix 1 kg of raw onions and potatoes in a basket.
2. Place the basket at the level of the children and ask them to sort the vegetables.
3. The activity can be repeated with different vegetables.

Activity 31: A Vegetable Vendor at School

Materials Checklist:

- A request to a local vegetable vendor to bring his vegetable cart to school for some time
- Toy weighing scales

Instructions:

1. Tell the children that they are going to have a visitor.
2. Take them out to see the vegetable cart.
3. The vegetable vendor can demonstrate how he weighs and packs vegetables.
4. You can also set up a mock shop with weighing scales and enact the role of the vendor.

Note: You can also modify the suggested activities to help the children learn about fruits.

Activity 32: Tasty Fruits

Materials Checklist:

- Note to a few parents asking them to send fruits for a 'Tasty Fruits Day' activity
- Plates
- Knives
- Forks
- Napkins

Instructions:

1. Cut and arrange the fruits in a platter.
2. Invite the children to taste the different fruits.
3. Place the sliced fruits next to the corresponding uncut fruit.
4. Talk about:
 - sweet and sour tastes,
 - colours,
 - textures, and
 - seeds.

Activity 33: A Fruit a Day Keeps the Doctor Away

Materials Checklist:

- Note to parents asking them to send a fruit
- Plates
- Knives
- Forks
- Napkins

Instructions:

1. Take the children to wash the fruits.
2. Peel/cut the fruits.
3. Encourage the children to share and enjoy their fruit break.
4. Talk about how fruits help to keep us healthy.
5. Ask the children about their favourite fruits.

Recipes You Can Send Home

Design recipe cards and ask the children to colour them. Send the cards home for the parents to plan a 'Cook and Eat Day' with their children. Refer to the given image for reference.



I Can Cook!!

Tutti-Fruitti Toss

- Cut fruits into small cubes.
- Give the children spoons and bowls.
- Ask them to spoon the fruits into the bowl.
- Let the children serve the salad to their family members and also enjoy it themselves.



I Can Cook!!

Sample for recipe card

Activity 34: A Visit to the Fruit Orchards

Materials Checklist:

- Transport and helpers to take children outdoors
- Water, a medical kit, and mats

Instructions:

1. Find out if there is a fruit orchard near the school that the children can visit. Talk about people who grow some fruits in their backyards.
2. Inform parents about the excursion.
3. Prepare the children for the trip by telling them about the place they are about to visit.
4. Allow time for the children to explore and enjoy the visit.
5. Talk about the visit during Circle Time the next day.
6. Give drawing sheets and crayons to the children to express their creativity.

Note: You can also show the children a video about fruit orchards if an excursion is not possible.

Activity 35: A Pet in School

Materials Checklist:

- Note to parents asking for volunteers to bring pets to school

Instructions:

1. Invite volunteer parents to bring their pets to school.
2. Inform the children that they will be meeting visitors. Also tell the children about the pets coming to school.
3. Request the parents bringing the pets to ensure the safety of the children.
4. Before letting the children go close to the pets, allow the former to become comfortable around the latter.
5. Parents can talk about how they take care of their pets.
6. Click photographs of children with their pets. Display the photographs in the classroom.
7. Explain to the children that pets are animals that are kept at home.

Activities 36 and 37: My Pet and I**Materials Checklist:**

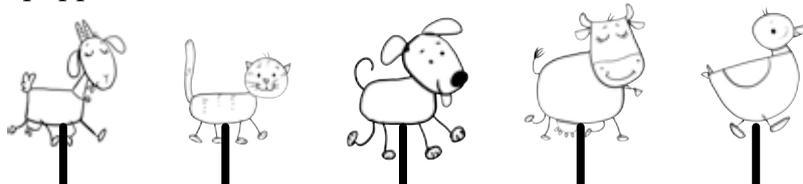
- Note to parents asking for photographs of their children with their pets
- Photographs of how to take care of pets (found online)

Instructions:

1. Invite the children to sit in a circle.
2. Ask the children with the photographs to come forward and tell the group about the pets.
3. They can tell the children how they care for their pets.
4. Show pictures of how pets are fed, cleaned, and kept safe.
5. Put up the pictures in the classroom for a few days.
6. Talk to the children about being kind to animals and taking care of their pets.

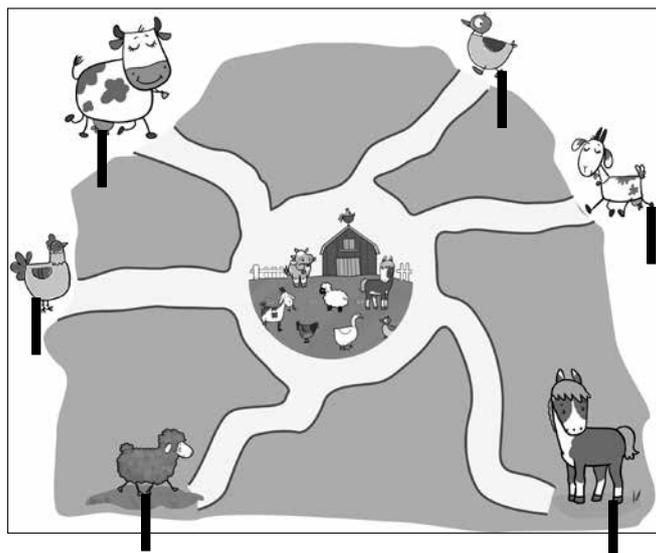
Activity 38a: Stick Puppets of Farm Animals**Materials Checklist:**

- Two sets of stick puppets of farm animals

**Instructions:**

1. Invite the children to the circle for Story Time.
2. Distribute the puppets and narrate the story 'Animals on the Farm' from page 68 of the student's book to the children.
3. Ask two children to act as Grandpa and Grandma.
4. As you narrate the story, children holding the animals puppets can come forward and line up to enact the story.
5. Take the children to the school lawns and plan a tug-of-war to help them understand how they can hold each other around the waist and pull. The grass will make it safe in case they fall.

Stick Puppets and Tracing Charts



6. You can use the puppets to:

- Help the children sort out the pet animals that we can keep at home and the ones that live on the farm.
- Tell them about how animals help on the farm.
- Tell them which animals give us milk, eggs, etc.
- Paste tracing paths on chart paper on which the children can walk the puppets to reach the farm. You can also make the paths with sandpaper for the children to trace with their fingers.

Activity 38b: The Giant Turnip

Materials Checklist:

- Page 48–49 of the student’s book
- Story on page 68 of the student’s book
- Box of crayons (one for each child)

Instructions:

1. Distribute the student’s books and open to pages 48–49.
2. Allow time for the children to look at the page.
3. Give each child their box of crayons.
4. Retell the story ‘Animals on the Farm’ from page 68 of the student’s book.
5. Pause as you mention the names of the characters and allow time for the children to colour the characters in the sequence mentioned in the story.
6. This page can be used for either or all of the following:
 - sequencing,
 - story narration,
 - counting,
 - observation, and
 - picture reading.

Activity 39: The Lion and the Mouse

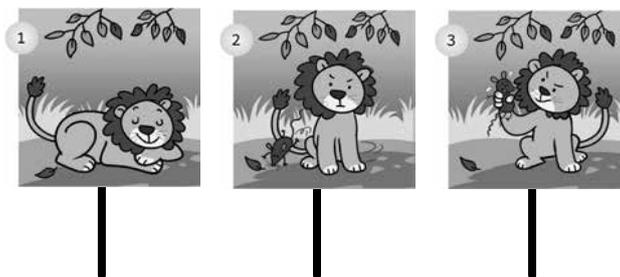
Materials Checklist:

- Page 51 of the student's book
- Sets of 10 cm × 10 cm picture cards to sequence (one for each group)
- Picture puppets

Instructions:

1. Make a set of picture puppets and picture cards using scenes from page 51 of the student's books.
2. Invite the children to listen to the story.
3. Flash the picture puppets as you narrate the story 'The Lion and the Mouse' from page 68 of the student's book.
4. Pin up the puppets on the soft board.
5. The next time, distribute the student's books and repeat the story. Encourage the children to find the related pictures puppets from the soft board as you narrate the story.
6. Once the children are familiar with the story, you can seat them in small groups. Give each group a set of picture cards to narrate the story, and sequence it in the correct order.
7. You can place a student's book (open on page 51) in the centre of each group to help and guide children.
8. A set of picture puppets can be used by the children to narrate the story and enact it.

Story Time: The Lion and the Mouse



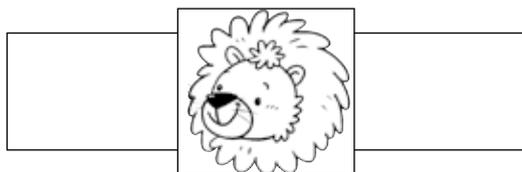
Activity 40: Re-enactment

Materials Checklist:

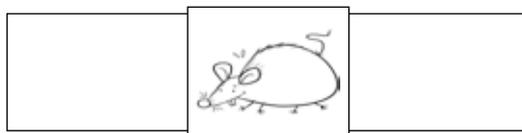
- Strips of chart paper
- Outlines of a lion's head and a mouse
- Adhesive
- Stapler
- Crayons
- Net (You could also use a piece of cloth or dupatta.)

Instructions:

1. Give the children outlines of a lion's head and a mouse to colour.
2. Staple the coloured outline on chart paper strips (long enough to go round the head to staple into a crown).
3. Narrate the story 'The Lion and the Mouse' from page 68 of the student's book to the children and give them crowns to wear.
4. Pair up the children and help them to re-enact the story. You can use the net as a back drop.



Paper crown: Made using cut-outs and chart paper strips



Activity 41: Position Words

Material Checklist:

- Lion/Mouse crowns (use the ones made in activity 40)

Instructions:

1. Divide the class into two groups.
2. Give the mouse crowns to one group and the lion crowns to the other.
3. Ask the children to pair up (a lion with a mouse).
4. You too can wear a mouse crown and pair up with a child wearing a lion crown.
5. Take the children out.
6. Ask each pair of children to listen carefully. Demonstrate the positions of front, behind, beside, near, and far.
7. You can ask all the children wearing the lion crown to stand in a row. You can then say, 'Mr Mouse, can you stand behind the lion?' and ask the children wearing the mouse crown to go and stand behind the children wearing the lion crowns. Do the same with all other positions.

Activity 42: Audiovisual/Pictures

Materials Checklist:

- Pictures of animals in their natural habitat/short documentary on animals (from the Internet)

Instructions:

1. Seat the children to watch the documentary/pictures.
2. Talk to the children about the different kinds of homes and habitats of wild animals.
3. Ask the children to name the animals they know.
4. Revisit the pictures regularly and introduce new ones as the children learn to recognise and name the animals.

Activities 43: Building Theme Boards

Materials Checklist:

- Outlines of animals, trees, bushes, and grass
- Cut-outs of jungle animals
- Crayons and poster colours
- Paintbrushes
- Origami sheets
- Adhesive
- Theme board and charts to make the background. (Refer to pages 52–53 of the student's book to help you build the theme board. The pages of the student's book have been designed to aid the building of backdrops and theme boards.)

Instructions:

1. Keep the outlines ready.
2. Plan activities like tearing and pasting, sponge printing, painting, and colouring using the outlines.
3. The children can also colour the cut-outs of animals.
4. Spend a few days in building the resources with the children.
5. Put up the coloured pictures on the theme board to create a jungle scene.
6. Paste sticks on the animal cut-outs to make puppets.
7. Use these puppets to play matching games and then put them in the pockets on the theme boards.

Note: Theme boards can be used for activities other than just naming and recognition:

- Understanding that animals can live in different habitats
- Understanding that there are animals that can live in the jungle/homes/farms
- Counting
- Developing observation skills
- Verbal expression

Activity 44a: Matching Stickers

Materials Checklist:

- Pages 52–53 of the student’s book
- Stickers given at the end of the student’s book

Instructions:

1. Distribute the student’s books among the children and open to pages 52–53.
2. Ask the children to point to the animals and name them.
3. Show the sticker page to the children and ask them to look for the matching animal stickers.
4. Demonstrate how they can paste one sticker at a time near the corresponding animals.

Activity 44b: Rhymes and Songs

Material Checklist:

- Rhymes and songs related to animals

Instructions:

1. Play/sing rhymes and songs given below.
2. The children can sing along besides imitating animal movements and sounds.

Birds	Animals
<p>If I were a bird, I’d sing a song, If I were a bird, I’d fly all day long. If I were a bird, at night I would rest, Curl up and sleep in my little nest.</p>	<p>In the jungle lives a bear With long fuzzy hair. (Pretend to walk like a bear.) In the jungle the lion growls, When he is hungry this is how he prowls. (Pretend to be an angry lion.) In the jungle lives a long-necked giraffe, And the naughty monkeys that make us laugh. (Everybody laughs.) In the jungle lives the elephant, too. He is big, big, so big, bigger than me and you! (Walk like an elephant.)</p>

Activity 45: Ride On the School Bus

Materials Checklist:

- Prior information to parents and the school authorities
- Information to the transport in charge

Instructions:

1. Prior to the activity, seat the children in a circle and talk about the importance of obeying safety rules while travelling.
2. Take the children to the buses and seat them safely.
3. Take the children to a park nearby.
4. Talk to the children about the importance of transportation for travelling.

Activity 46a: A Visit to the Parking Area of the School

Instructions:

1. Take the children to the parking area of the school to see the different vehicles there.
2. Encourage the children to name the vehicles.

Activity 46b: Class Transport Chart

Materials Checklist:

- Pocket chart (Make a chart with pockets on which the children's names are written)
- Cut-outs of vehicles that the children use to come to school
- Learning Train
- Ice cream sticks
- Adhesive
- Crayons

Instructions:

1. Make cut-outs of the vehicles that the children use to come to school.
2. Ask the children to come and pick up the correct cut-out and colour it.
3. Help the children to paste the cut-outs on ice cream sticks to make puppets and leave them to dry.
4. Distribute the puppets the next day and ask the children to group up with the children who use similar vehicles.
5. The children can place the puppets in the Learning Train and see which vehicle is used by more children.
6. The children can also place their puppets in the name charts to indicate how they come to school.

Activity 46c: Songs and Rhymes Related to Vehicles

Materials Checklist:

- Songs and rhymes related to vehicles

Instructions:

1. Sing/play the given songs and rhymes related to vehicles.
2. You can introduce the traffic lights to the children and tell them what each light signifies.
3. You can introduce different kinds of land, water, and air vehicles through the following rhymes:

<p style="text-align: center;">Red Light</p> <p>Red light, red light, what do you say? I say 'stop!' right away Yellow light, yellow light What do you say? I say 'wait!' right away Green light, green light, What do you say? I say 'go!' right away</p>	<p style="text-align: center;">I'm a Little Airplane</p> <p>I'm a little airplane, way up high, With my great big silver wings, watch me fly! When the pilot tells me, I'll come down, Gliding, gliding, to the ground (Hold arms out like wings and spin in a circle, then kneel on the ground.)</p>
<p style="text-align: center;">Down by the station</p> <p>Ready on its tracks, See the train going front and back Many, many, people sitting on their seat, Do you know whom they are going to meet?</p>	<p style="text-align: center;">Row Your Boat</p> <p>Row, row, row your boat, Gently down the stream Merrily, merrily, merrily, merrily, Life is but a dream</p>
<p style="text-align: center;">My Little Car</p> <p>Bumping up and down, My little car takes me to town This is how I start my car, It takes me near and it takes me far! Shining, shining, bright and blue, I am going for a ride, would you come too?</p>	<p style="text-align: center;">My School Bus</p> <p>This is my school bus yellow and bright, At the bus stop standing on the side Honk, honk! Can you hear it call? Come in a line, it says to us all</p>

Activity 47: Circle Time Talk

Instructions:

1. Invite the children to Circle Time.
2. Ask the children how they travel to see their grandparents and family, how they travel to a holiday destination, etc.

Activity 48: Picture Reading

Materials Checklist:

- Pages 54–55 of the student's book

Instructions:

1. Distribute the student's books and open to pages 54–55.
2. Draw the attention of the children to the red light, zebra crossing, footpath, and so on.
3. Create a road scene in the school and demonstrate road safety rules.
4. Talk about road safety rules.
5. Send a note to parents, asking them to help their children understand the concept of road safety when they take their children out.

Activity 49: Free Play with Toys

Materials Checklist:

- Toys (vehicles)

Instructions:

1. Place the toys in the play area and let the children pick a toy of their choice to play with.
2. Encourage the children to take turns and share the toys after some time.
3. If only a few toys are available, smaller groups of children can take turns to play.

Activity 50: Festivals

The best way to help children learn about festivals is to celebrate them together in the school. Following are some activities you can carry out:

Fancy Dress: Children can come in their traditional dresses usually worn on specific festivals.

Festival Treats: Parents can be requested to volunteer and treat children with different cuisines from different parts of the country.

Festive Look: Plan the decoration of the classroom in a way that reflects the efforts of children.

Art and Craft: Refer to ideas given below for simple craft ideas related to the festivals.

Theme Boards: The theme boards can be decorated with festival-related pictures/craft/cut-outs.

Dance and Songs: Traditional songs and dances related to different festivals can be introduced to the children.

The illustrations of this series have been designed to help teachers build theme boards and classroom displays with the children. Theme boards can be built using these templates and illustrations.

Hints for building Theme Boards:

- Design the boards with backdrops that have pockets.
- Make festival-related cut-outs and ask the children to colour/paint to complete them.
- Paste the cut-outs on ice cream sticks and place them in the Learning Train.
- Write vocabulary/short sentences related to the festival on 10 cm × 20 cm cards and add them to the board to encourage recognition and reading.
- Use printed letters to build words related to the festival.
- Change the stick puppets on the boards regularly and store them for recapitulation and future activities.

Craft Ideas for Festivals: Glitter Sparklers**Materials Checklist:**

- Triangular cut-outs from card sheet
- Punching machine
- Thick thread
- Glitter of various colours
- Adhesive
- Marker

Instructions:

1. Draw horizontal lines on the triangular cut-outs.
2. Apply adhesive on one line at a time and ask the children to spread glitter one colour at a time. Leave to dry.
3. Punch a hole in the cut-out and tie a thread through the hole to hang as a decoration.



Door Hangers

Materials Checklist:

- Green strips cut out from card sheet
- Yellow circles
- Adhesive
- Thread to tie the hanger across the door frame

Instructions:

1. Give the children green strips and yellow circles.
2. Help the children to apply adhesive and ask them to paste the circles on the green strips.
3. Punch holes on both ends of the green strips and tie a thick thread through the holes which can be tied to the nails on the door frame to make decorations on the door.

Yellow and green door hangers



Paper Flowers

Materials Checklist:

- Ice cream sticks
- Cut-outs of circles, petals, and leaves
- Adhesive
- Baskets

Instructions:

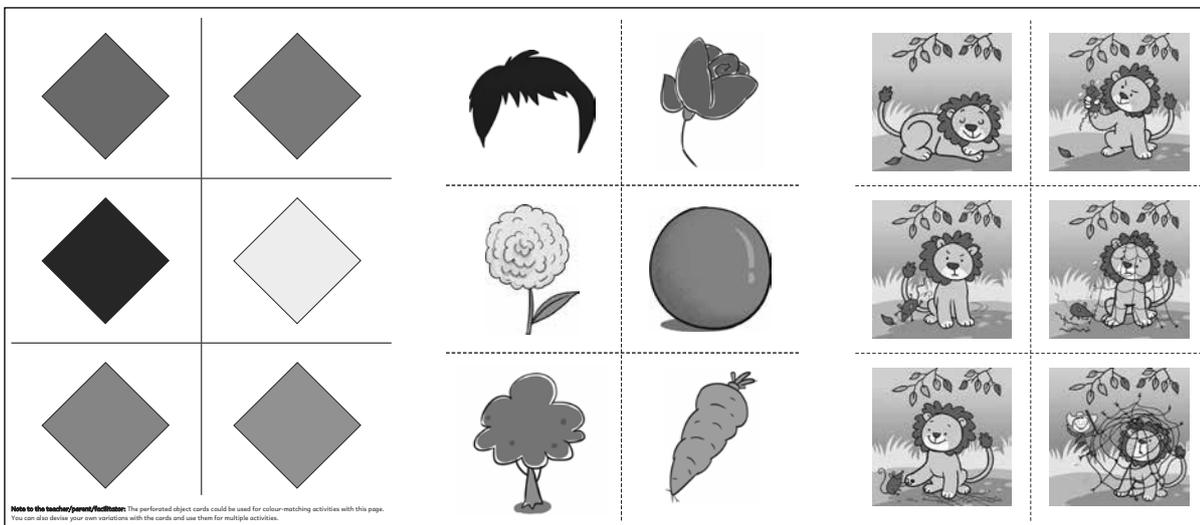
1. Place the sticks and cut-outs of petals and leaves in the baskets.
2. Seat the children in small groups and give one basket to each group.
3. Demonstrate how the children have to place the petals and leaves on the sticks to make a paper flower.
4. Help the children to apply adhesive.

5. Ask the children to paste the petals.
6. Apply adhesive in the centre where all the petals meet and demonstrate how to paste the circle.
7. Paste the leaves on the lower portion of the ice cream sticks.
8. Leave to dry.

Fun Time

There are various activities that can be conducted with various story and picture cards used throughout the activities:

- Sequencing and completing the story
- Matching the objects with the colours
- Naming the colours featured in each card
- Naming the objects
- Giving instructions like:
 - o Point out the object that you play with
 - o Pick out the colour card and show it to the class.
 - o Point out the objects present in your bag.
- You can make cut-outs of different colours and ask the children to sort and place them in the correct coloured blocks.
- The children can toss a dice on coloured blocks and choose a crayon of the corresponding colour to colour on a blank sheet.



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				

Please Note: Teachers may make their own cards on the chart paper or card sheets according to the level of the children and the topics they can speak on.

