

**NURSERY**

MY LEARNING TRAIN

# WORLD OF NUMBERS

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**

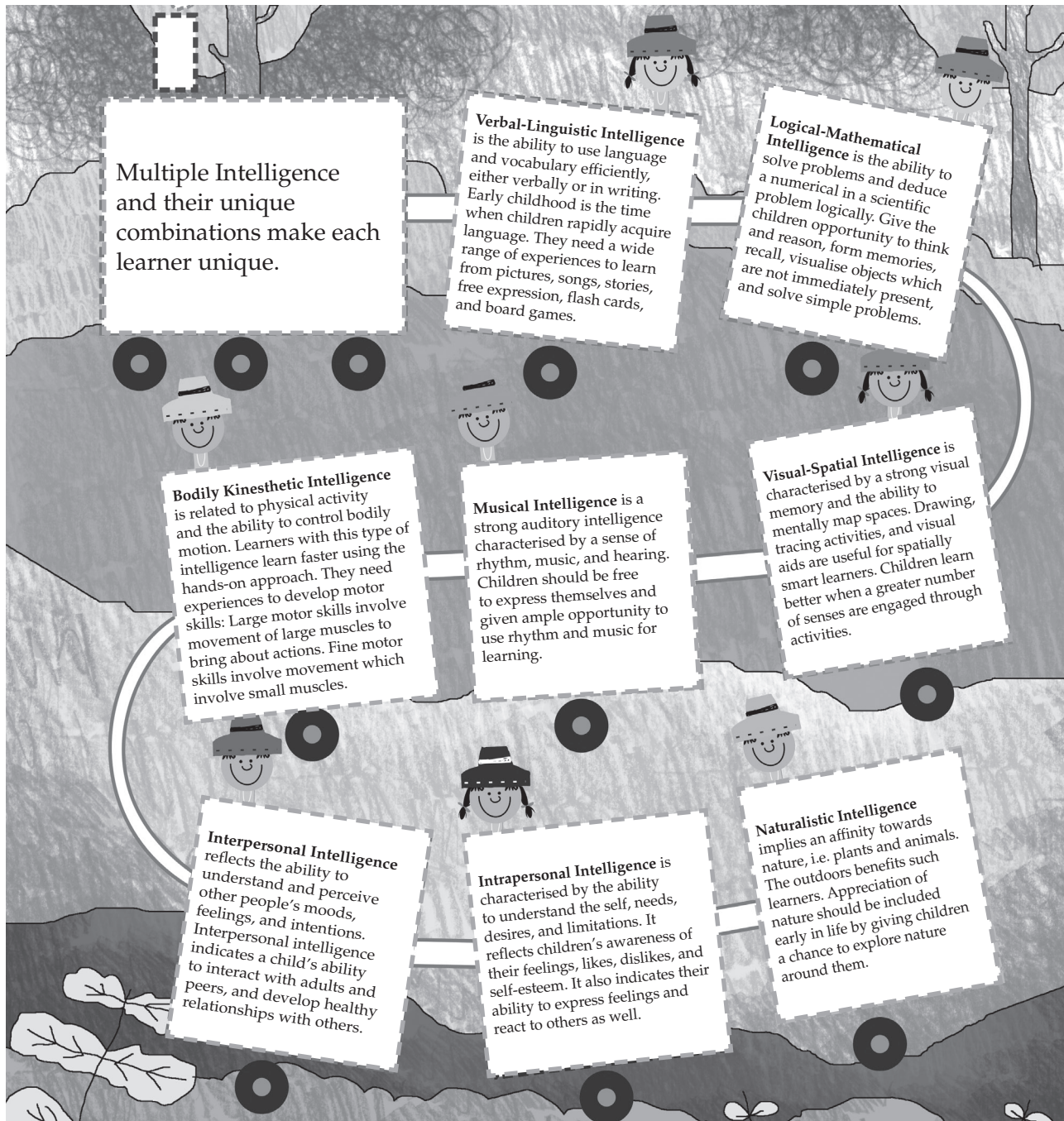
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.  
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported 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"><li>• Detailed Table of Contents with activity suggestions for each lesson.</li><li>• Flash cards and stickers</li><li>• Practice exercises</li><li>• Parents Activity Guide</li><li>• Worksheets/Supplementary Readers</li></ul>	<ul style="list-style-type: none"><li>• Suggestions for activity settings</li><li>• Weekly planning guide</li><li>• Activity map</li><li>• Detailed activity guidelines</li></ul>

## Multiple Intelligence and Learning

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



# Ideas for the Classroom



**Why do children need activities for learning?**

**Children develop skills by social interaction.**



Pair Working



Small Group Working











Team Working



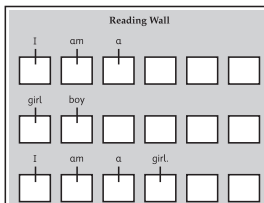
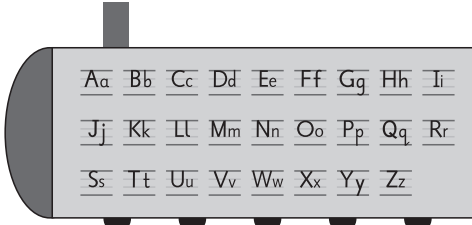
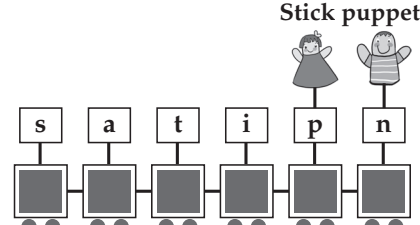


Large Group Working

**Children learn through different kinds of experiences.**

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

**Children learn through different resources.**

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

# GET SET GO! ON MY LEARNING TRAIN

## Activity Based Environment—Checklist for Teachers and Coordinators

### Planning Time for Activities

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

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

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

Tick off the tasks as you complete them.






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

6.	Introduce a kindness chart in the beginning of the session. Put up names of children who do acts of kindness. Talk about the importance of being kind.	
7.	Make a 'Good Habits Bear'. Refer to section 'Creating Classroom Resources' in the <i>World Around Us</i> TG.	
8.	Get the Alphabet Frieze ready. Refer to section 'Creating Classroom Resources' in the <i>World of Letters</i> TG.	
9.	Pull out and number all the flash card sets from the books: Pull out from perforation and not the binding. (Number each complete set with a number. For example, set 1: all the flash cards will have number 1)	
10.	Plan and practise short simple instructions: Ask children to repeat the instruction with the speaking fingers where they make a fist and open one finger at a time repeating the instructions. Refer to the section 'Class Division/Settings for Activities' in the TG.	
11.	Talk about classroom rules with the children. They can be written on a chart and put up in the class. Refer to them regularly.	
<b>GET READY FOR THE PARENTS!</b>		<b>I am ready!</b>
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><b>Large Group Activities</b></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><b>Pair Activities</b></p>	<p>Here the learners work in pairs at their desks/ activity space.</p>
 <p><b>Small Group Activities</b></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><b>Individual Activities</b></p>	<p>Here children work by themselves. Teachers should facilitate the students.</p>	 <p><b>Team Activities</b></p>	<p>Here the class is divided into two teams for activity time.</p>

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

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



## Activity Kit and Resource Centre

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

### Essential Materials Required for the Activity Kit

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

### Additional Resources for Resource Centre

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

## Resource Management

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

## Frequently Asked Questions

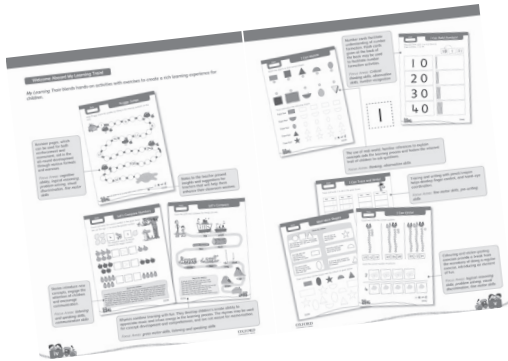
**Q: How will we finish our syllabus if we conduct activities? What will the parents say?** Activities and experiences are an integral part of the pre-primary syllabus. It is only after children do activities that we should guide them towards writing, following the cycle: Listening – Speaking – Reading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

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

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

# KNOW THE COURSE DESIGN AND RESOURCES

## Resources of the Student's Books



### WALK-THROUGH

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



### TABLE OF CONTENTS AND ACTIVITY GUIDE

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

### STICKERS

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



### ASSESSMENT STICKERS

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



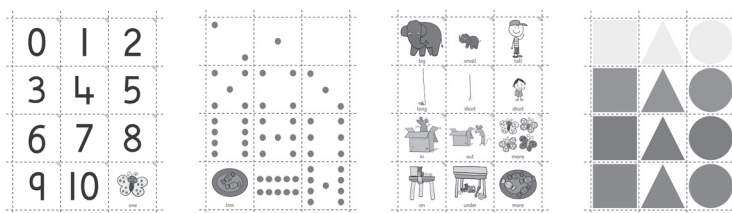
## Flash cards

Flash cards are a very important teaching and learning tool. These must be given to the children at regular intervals.

- Remove the flash cards from the perforation near the binding as soon as the children bring the books to school.
- Number each complete set with one number or symbol for easy identification. For example, all the cards of the first set should be marked with the same symbol. This helps when the cards get mixed up.
- The set of flash cards sets can be used with pair/small/large group activities.
- Use flash cards for individual activities for observation and assessment of learning.
- Start by using only 10 sets of flash cards and add as required. Use the other sets to create games and stick puppets.

## Managing Flash Cards – Distribution and Collection

Bring 10 bowls to the class. Write the numbers 1 to 10 on the bowls with markers. Cover the numbers written on the bowls with transparent adhesive tape. Place the flash cards according to their numbers in bowls. Children can collect the bowls number-wise and put them back in their places after an activity.



## Parents Activity Guide

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

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

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

There is a page out to 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 more for normally developing experiences for the child and you. Mathematics is not just about number symbols and their rules, but also about developing memory, problem-solving skills, and cognition through experiences. Children at this stage usually learn by using their hands, so their senses are not yet ready to understand symbols. The focus of this stage should therefore be on experiences and activities with tangible objects which the children can feel, touch and handle. Parents as well as teachers need to be provided to engage children in as many activities as possible, so that their experiences and hence their understanding, on their own. We have suggested various activities in the worksheet which will be done at school. However, here are a few suggestions which you can use to review the concepts at home. These will add to the child's learning experience and build a foundation for long-term learning.

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

Please note that learning and memorisation should not be encouraged as children will not be able to memorise all the words 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.

**By the fire**

**1 Little Duck**  
1 little duck went out to play,  
Over the hill and far away,  
Mother duck said, "Quack, quack, quack,"  
4 little ducks come back, back, back!

**4 Little Ducks**  
4 little ducks went out to play,  
Over the hill and far away,  
Mother duck said, "Quack, quack, quack,"  
3 little ducks come back, back, back!

**3 Little Ducks**  
3 little ducks went out to play,  
Over the hill and far away,  
Mother duck said, "Quack, quack, quack,"  
2 little ducks come back, back, back!

**2 Little Ducks**  
2 little ducks went out to play,  
Over the hill and far away,  
Mother duck said, "Quack, quack, quack,"  
1 little duck came back, back, back!

**1 Little Duck**  
1 little duck went out to play,  
Over the hill and far away,  
Mother duck said, "Quack, quack, quack,"  
No little duck came back, back, back!

**1 Little Duck**  
1 little duck went out to play,  
Over the hill and far away,  
Mother duck said, "Quack, quack, quack,"  
No little duck came back, back, back!

**2 Little Ducks**  
2 little ducks went out to play,  
Over the hill and far away,  
Father duck said, "Quack, quack, quack,"  
All little ducks come back, back, back!

**1 Little Duck**  
2 little ducks both sitting on the wall,  
1 round Peep and 1 round Paul,  
Fly away Peep,  
Fly away Paul,  
Come back Peep,  
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.)

**1 Little Monkey**  
1 little monkey jumping on a tree,  
Swinging his long tail,  
"You can't catch me!"  
Along came the alligator quickly,  
And snatched 1 monkey from the tree,  
2 little monkeys jumping on the tree,  
Swinging their long tails,  
"You can't catch me!"  
Along came the alligator quickly,  
And snatched 1 monkey from the tree,  
3 little monkeys jumping on the tree,  
Swinging their long tails,  
"You can't catch me!"  
Along came the alligator quickly,  
And snatched the monkey from the tree,  
No more monkeys jumping on the tree,  
Here is Mr Alligator eating quickly!

## ACTIVITY MAP

The following table maps the activities and the teaching guide page numbers to the pages of the student's book to help teachers see the activities at a glance and plan. All activities are not mandatory and can be done as per teacher's convenience.

<b>Chapter and Student's Book page number</b>	<b>TG page number</b>	<b>Activity name/number as seen in the Table of Contents of the Student's Book</b>	<b>Suggested interactive strategy with approximate time</b>
Number Train (p. 1)	p. 25	Activity 1a: One-to-One Correspondence with Objects	Large group activity (20 min)
	p. 25	Activity 1b: Introducing Words through Cut-outs and Picture Cards	Large group activity (20 min)
	p. 25	Activity 1c (i): Patterns	Large group activity (20 min)
	p. 25	Activity 1c (ii): Patterns	Large group activity (20 min)
	p. 26	Activity 1c (iii): Patterns	Small group activity (10 min)
	p. 26	Activity 1c (iv): Patterns	Individual activity (10 min)
	p. 26	Activity 1c (v): Patterns	Small group activity (10 min)
	p. 26	Activity 1c (vi): Patterns	Individual activity (10 min)
	p. 26	Activity 1c (vii): Patterns	Small group activity (10 min)
	p. 27	Activity 1c (viii): Patterns	Individual activity (10 min)
	p. 27	Activity 1d: Rhyme Time with Stick/Finger Puppets	Large group activity (10 min)
	p. 27	Activity 2a: Counting Objects	Individual activity (20 min)
	p. 27	Activity 2b: Matching Flash cards with Objects	Small group/Individual/Pair activity (20 min)
	p. 28	Activity 2c: Numbers in the Learning Train	Large group activity (15 min)
	p. 28	Activity 2d: Flash Cards and Sticks	Small group/Individual/Pair activity (15 min)
Let's Compare (p. 2)	p. 28	Activity 3: Pairing	Pair activity (25 min)
	p. 28	Activity 4: Sorting	Small group activity (40 min)
	p. 29	Activity 5: Jumping	Large group activity (25 min)
Let's Match (p. 3)	p. 29	Activity 6: Find the Pairs	Large group and pair activity (45 min)
	p. 29	Activity 7: Pairing with Rhymes	Pair activity (25 min)
	p. 30	Activity 8: Monkey Crowns	Large group activity (25 min)
Things That Go Together (p. 4)	p. 30	Activity 9: Matching Pairs	Large group activity (30 min)

Let's Meet The Shapes (pp. 5–8)	p. 31	Activity 10: Exploring Solid Shapes	Large group activity (10 min)
	p. 31	Activity 11: Shapes That are Round	Large group activity (10 min)
	p. 31	Activity 12: Observation	Large group activity (10 min)
	p. 32	Activity 13: Tracing Shapes	Large group activity (15 min)
	p. 32	Activity 14: Sorting Shapes	Small group activity (15 min)
I Can Paste! (p. 9)	p. 32	Activity 15: Puzzles	Individual activity (10 min)
	p. 33	Activity 16: Movement Pattern	Large group activity (10 min)
Long and Short (p. 10)	p. 33	Activity 17: Arranging Shapes	Small group activity (20 min)
	p. 33	Activity 18: Trains	Large group activity (40 min)
Tall and Short (p. 11)	p. 34	Activity 19: Identify the Line	Large group activity (20 min)
	p. 34	Activity 20: Race	Small group activity (40 min)
More and Less (p. 12)	p. 34	Activity 21: Who is Taller?	Large group activity (15 min)
	p. 34	Activity 22: More or Less	Pair activity (10 min)
Equal to (p. 13)	p. 35	Activity 23: Toffee Treat	Large group activity (10 min)
	p. 35	Activity 24a: I Can Count Using My Fingers	Large group activity (15 min)
	p. 35	Activity 24b: Count and Show Equal Number of Things	Individual activity (15 min)
Up and Down (p. 14)	p. 36	Activity 24c: Throw the Dice and Show an Equal Number of Things	Individual activity (25 min)
	p. 36	Activity 25: At the Playground	Large group activity (30 min)
In and Out (p. 15)	p. 36	Activity 26: Tracing	Large group activity (20 min)
	p. 37	Activity 27: Demonstrating In and Out	Large group activity (20 min)
Far and Near (p. 16)	p. 37	Activity 28: Obstacle Course	Large group activity (30 min)
	p. 37	Activity 29: Story Time	Large group activity (30 min)
Full and Empty (p. 17)	p. 38	Activity 30: Near and Far	Large group activity (10 min)
	p. 38	Activity 31: Pour and Fill	Small group activity (30 min)
Same and Different (p. 18)	p. 38	Activity 32: Heavy and Light	Small group activity (20 min)
	p. 39	Activity 33a: Same and Different	Small group activity (25 min)
	p. 39	Activity 33b: Identify Objects	Small group activity (25 min)
	p. 39	Activity 33c: Identify the Stick Puppets	Large group activity (25 min)
Count and Match (p. 19)	p. 39	Activity 34: Odd One Out	Individual activity (15 min)
	p. 40	Activity 35: Counting Body Parts	Pair activity (15 min)
Time to Sing (pp. 20–21)	p. 40	Practice Activity: Rhyme Time	Large group activity (30 min)
Let's Meet the Number 1 (pp. 22–23)	p. 40	Activity 36: Pick the Correct Number of Objects	Large group activity (25 min)
	p. 41	Activity 37: Count Things	Individual activity (25 min)
	p. 41	Activity 38: Number Line Jumps	Individual activity (20 min)
	p. 41	Activity 39: Counting 1 Using the Number Train	Small group activity (20 min)
	p. 42	Activity 40: Number Jumps	Large group activity (10 min)
	p. 42	Activity 41: Number 1	Large group activity (20 min)

Let's Meet the Numbers 2, 3, 4, 5 (pp. 24–31)	p. 42	Activity 42a: Counting in Pairs	Pair activity (10 min)
	p. 43	Activity 42b: Counting Using the Learning Train	Large group activity (30 min)
	p. 43	Activity 42c: Pick the Correct Number of Objects	Small group activity (20 min)
I Can Count! (p. 32)	p. 43	Activity 43, 44a: Match the Numbers/Values	Small group activity (20 min)
	p. 43	Activity 44b, 44c, 44d, 44e: Numbers 2, 3, 4, 5	Individual activity (15 min each)
I Can Paste and Match! (p. 33)	p. 44	Practice Activity: Number Stickers	Individual activity (30 min)
I Can Fill! (p. 34)	p. 44	Activity 45: Fill in the Missing Numbers	Large group activity (20 min)
	p. 44	Activity 46: Place the Next Number	Large group activity (20 min)
	p. 44	Activity 47: Arrange the Number	Small group activity (20 min)
I Can Count Blocks! (p. 35)	p. 45	Activity 48: Counting with Blocks	Small group activity (20 min)
Let's Meet the Number 6 (pp. 36–37)	p. 45	Activity 49a: Groups of 6	Large group activity (30 min)
	p. 45	Activity 49b: Number 6	Large group activity (20 min)
Let's Meet the Numbers 7, 8, 9 (pp. 38–43)	p. 46	Activity 49c: Numbers 7, 8, 9	Individual activity (15 min each)
	p. 46	Activity 49d: Pick the Correct Number of Objects	Small group activity (20 min)
I Know More Numbers! (p. 44)	p. 46	Practice Activity: Fill in the Missing Numbers	Large group activity (20 min)
	p. 46	Practice Activity: Arrange the Numbers	Large group activity (20 min)
	p. 46	Practice Activity: String the Beads	Small group activity (20 min)
Let's Meet the Number 0 (p. 45)	p. 47	Activity 50: Listen, Count, and Show the Correct Number of Sticks	Individual activity (20 min)
I Know My Numbers! (p. 48)	p. 47	Activity 51: Toss the Dice and Jump the Correct Number of Times	Large group activity (10 min)
	p. 47	Practice Activity: I Know My Numbers	Small group activity (20 min)
Let's Meet the Number 10 (pp. 46–47)	p. 48	Activity 52a: Animal Train	Large group activity (20 min)
	p. 48	Activity 52b: Number 10	Individual activity (20 min)
I Can Count Fingers (p. 49)	p. 48	Activity 53: Finger Counting	Large group activity (10 min)
	p. 48	Activity 54: Match the Numbers and Values	Large group activity (10 min)
I Can Count Beads (p. 50)	p. 48	Activity 55: Stringing Beads	Individual activity (25 min)
I Can Count Things! (p. 51)	p. 49	Practice Activity: Counting Items	Individual activity (30 min)
I Can Write! (p. 52)	p. 49	Practice Activity: Counting 1 to 10	Individual activity (30 min)



I Can Draw! (p. 53)	p. 49	Practice Activity: Freehand Drawing	Individual activity (30 min)
Let's Meet the Numbers 11–20 (pp. 56–65)	p. 49	Activity 56a: Counting Beads	Individual activity (20 min)
	p. 50	Activity 56b: Numbers 11 to 19 with Birds	Small group activity (15 min)
	p. 50	Activity 56c: Number 20	Individual activity (20 min)
I Can Write! (p. 66)	p. 50	Practice Activity: Numbers from 1 to 20	Small group activity (20 min)
I Can Fill! (p. 67)	p. 51	Practice Activity: Fill in the Missing Numbers	Large group activity (20 min)
1 to 20 with Thumbprints (p. 68)	p. 51	Practice Activity: Making Thumbprints	Small group activity (45 min)
	p. 51	Practice Activity: Bits of Grass	Individual activity (45 min)
Farm Fun (p. 69)	p. 52	Practice Activity: Fill in the Missing Numbers	Individual activity (20 min)
I Can Paste! (p. 70)	p. 52	Practice Activity: Tear and Paste	Individual activity (25 min)
	p. 52	Practice Activity: Spot the Differences	Individual activity (20 min)
I Can Compare! (p. 71)	p. 53	Practice Activity: Compare the Objects	Large group activity (30 min)
I Can Listen and Cross Out! (p. 72)	p. 53	Practice Activity: Cross Out the Pictures	Individual activity (20 min)
	p. 53	Practice Activity: Bingo	Individual activity (20 min)
Birthday Bash (p. 73)	p. 54	Practice Activity: Birthday Bash	Small group activity (30 min)
Time to Listen (p. 74)	p. 54	Practice Activity: Story with Animal Puppets	Large group activity (30 min)
Numbers with Apples (p. 75)	p. 54	Practice Activity: Draw the Correct Number of Objects	Individual activity (20 min)
Fun with Numbers (pp. 76–77)	p. 55	Activity 57a: I Can Count	Individual activity (20 min)
	p. 55	Activity 57b: I Can Add with My Friend	Pair activity (15 min)
	p. 55	Activity 57c: I Can Add on My Own	Individual activity (25 min)
Meet More Numbers (pp. 84–86)	p. 55	Practice Activity: I Can Count Numbers	Individual activity (10 min)
	p. 56	Practice Activity: I Can Count More Numbers	Large group activity (25min)
I Have Grown! (p. 87)	p. 56	Practice Activity: Number Wall	Small group activity (30 min)

## ACTIVITY SUGGESTIONS FOR STORIES

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

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

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

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

## WEEKLY PLANNING GUIDE

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

- The suggested design of the book is for 30–34 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.
- The Parents Activity Guide 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	Student’s Book Page Numbers	Week	Student’s Book Page Numbers
1	<b>Page 1:</b> Number Train (1 to 10) <b>Page 2:</b> Let’s Compare (Big/Small) Rhyme: Up in the Night Sky <b>Page 20–21:</b> Time to Sing (Number Rhymes)	2	<b>Page 3:</b> Let’s Match Story: The Monkeys and the Cap Seller (one-to-one correspondence) <b>Page 4:</b> Things That Go Together
3	<b>Page 5–8:</b> Let’s Meet the Shapes <b>Page 10:</b> Long and Short <b>Page 13:</b> Equal to	4	<b>Page 14:</b> Up and Down <b>Page 11:</b> Tall and Short <b>Page 19:</b> Count and Match <b>Page 15:</b> In and Out
5	<b>Pages 22–23:</b> Let’s Meet the Number 1 Story: Rabbit is off to school (this story is extended to number 10 with animals being added) <b>Page 16:</b> Far and Near <b>Pages 24–25:</b> Let’s Meet the Number 2	6	<b>Pages 26–27:</b> Let’s Meet the Number 3 <b>Page 32:</b> I Can Count! <b>Pages 30–31:</b> Let’s Meet the Number 5
7	<b>Page 17:</b> Full and Empty <b>Page 18:</b> Same and Different <b>Pages 28–29:</b> Let’s Meet the Number 4	8	Practise Counting Solve 4–5 piece puzzles (Use ready made puzzles or build your puzzle with pictures pasted on card sheets)
9	<b>Page 9:</b> I Can Paste! <b>Page 19:</b> Count and Match <b>Page 33:</b> I Can Paste and Match! <b>Page 34:</b> I Can Fill!	10	<b>Page 35:</b> I Can Count Blocks! <b>Pages 36–37:</b> Let’s Meet the Number 6 <b>Page 70:</b> I Can Paste!
11	<b>Page 12:</b> More and Less <b>Page 38–39:</b> Let’s Meet the Number 7	12	<b>Pages 40–41:</b> Let’s Meet the Number 8 <b>Page 44:</b> I Know More Numbers!
Review the achievement of the learner after 10–12 weeks to set pace for the next topics and activities. Plan Circle Time and interaction regularly and focus on the development of the concepts for long term learning and assimilation. Read the Developmental Indicators (Refer to the section ‘Assessment Guide’ in the TG.) carefully to assess if the children are meeting the general standards mentioned. Add to the list as required. Use the given worksheets, flash cards, and activities to reinforce lessons taught to the children.			

13	<b>Pages 42–43:</b> Let's Meet the Number 9 Practise numbers and number values from 1 to 9	14	<b>Page 45:</b> Let's Meet the Number 0 <b>Pages 46–47:</b> Let's Meet the Number 10
15	<b>Page 49:</b> I Can Count Fingers! <b>Page 48:</b> I Know My Numbers! Introduce concepts through activities (heavy/light, full/empty)	16	<b>Page 50:</b> I Can Count Beads! <b>Page 51:</b> I Can Count Things! Introduce concepts through activities (thick/thin) <b>Page 52:</b> I Can Write!
17	<b>Page 53:</b> I Can Draw <b>Page 54–55:</b> One More Story: Rabbit is off to School	18	<b>Page 56:</b> Let's Meet the Number 11 <b>Page 57:</b> Let's Meet the Number 12
19	<b>Page 58:</b> Let's Meet the Number 13 <b>Page 59:</b> Let's Meet the Number 14	20	<b>Page 60:</b> Let's Meet the Number 15 <b>Page 61:</b> Let's Meet the Number 16
21	<b>Page 62:</b> Let's Meet the Number 17 <b>Page 63:</b> Let's Meet the Number 18	22	<b>Page 64:</b> Let's Meet the Number 19 <b>Page 65:</b> Let's Meet the Number 20
23	<b>Page 66:</b> I Can Write! <b>Page 67:</b> I Can Fill! <b>Page 68:</b> 1 to 20 with Thumbprints	24	<b>Page 69:</b> Farm Fun <b>Page 70:</b> I Can Paste! <b>Page 71:</b> I Can Compare!
25	<b>Page 72:</b> I Can Listen and Cross Out! <b>Page 73:</b> Birthday Bash <b>Page 74:</b> Time to Listen (A Number Story)	26	<b>Page 75:</b> Numbers with Apples <b>Pages 76–77:</b> Fun with Numbers Reinforce with activities using materials
27	<b>Pages 78–79:</b> Flash card Fun! Recap numbers and related concepts from 1 to 20	28	<b>Page 80:</b> Let's Play Bingo! <b>Page 81:</b> Yipee! So Many Numbers!
29	<b>Pages 82–83:</b> I Can Spot!—recap of numbers and pre-number concepts.	30	<b>Page 84:</b> Meet More Numbers (21–30) These numbers can also be used for oral counting only and if the children are not ready then they can be introduced to this in the next level.
31	<b>Page 85:</b> Meet More Numbers (31–40)	32	<b>Page 86:</b> Meet More Numbers (41–50 )
33	<b>Page 87:</b> I Have Grown!	34	<b>Page 88:</b> I Can Count!
35–40	Recap concepts learnt so far through activities, observation, and worksheets. Teaching of topics on pages 34–73 should be planned keeping in mind that all children learn at different pace.		

# 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):

<b>E-1</b> <b>Picture puppets</b> <b>A to Z (2 sets)</b>
--

<b>E-2</b> <b>Picture puppets</b> <b>a to z (2 sets)</b>
--

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

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

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

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

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

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

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

# CREATING CLASSROOM RESOURCES

## Making 'My Learning Train' for the Classroom

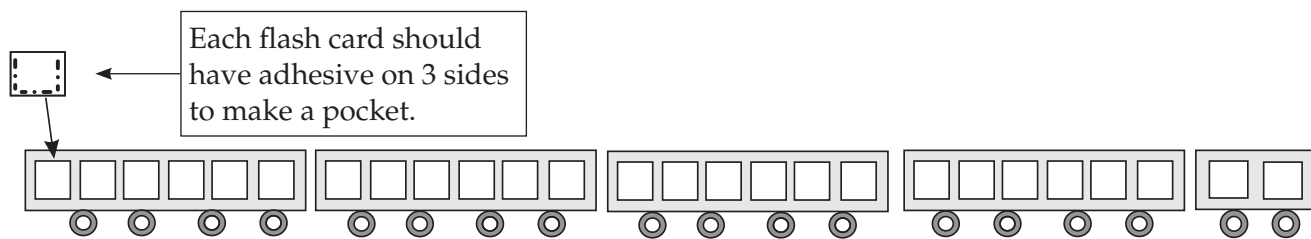
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

### Materials Checklist:

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

### Instructions:

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



## Stick Puppets

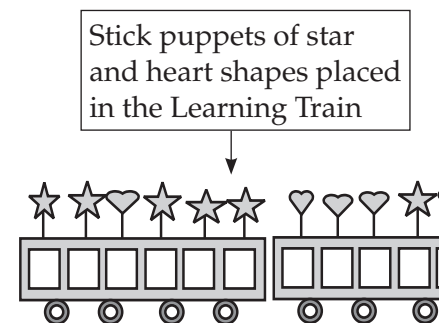
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. It can be used for display and also as an interactive resource for activities.

### Materials Checklist:

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

### Instructions:

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



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

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

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

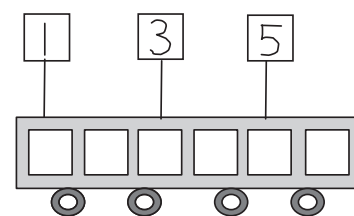
### Number Puppets

Stick puppets which display numbers (1, 2, 3, etc.)

#### Materials Checklist (for each set):

- Twenty 10 cm x 10 cm cards of any colour
- Adhesive
- Two 12 cm x 10 cm resealable transparent bags
- Twenty ice cream sticks
- Black, blue, and red markers
- Two 10 cm x 10 cm purple cards for labeling

Number puppets (stick puppets of numbers) placed in the Learning Train



#### Instructions:

1. Create stick puppets with numbers 1 to 20 written on the cards. Refer to the given image to use as an example.
2. Keep them in the resealable transparent bags. Place the number puppets 1 to 10 in one bag and 11 to 20 in a second bag.
3. Write the activity numbers and the topics the puppets will be used in on purple cards. Staple each card outside the respective bag.

**Please Note:** If you are making more than one set of Number Puppets for number skills, then each set of Number Puppets should be in a different colour to help in distribution and collection.

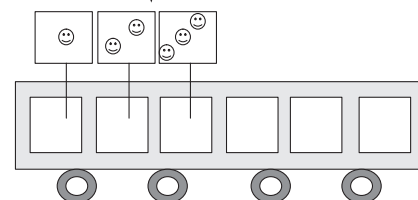
### Number Value Puppets

Stick puppets which display objects of varying quantity (2 cats, 4 smileys, etc.)

#### Materials Checklist (for each set):

- Twenty 10 cm x 10 cm cards of any colour
- Twenty ice cream sticks
- Adhesive
- Black, blue, and red markers
- Sketch pens/stickers
- Two 12 cm x 10 cm resealable transparent bags
- Two 10 cm x 10 cm purple cards for labeling

Number Value puppets (stick puppets depicting quantity of objects) placed in the Learning Train.



#### Instructions:

1. Create stick puppets with images drawn on the cards. These images will vary in quantity (e.g. 2 cats, 4 smileys etc.) and represent number values. Refer to the given image to use as an example.
2. Keep them in resealable transparent bags. Write the activity numbers and the topics the puppets will be used in on purple cards. Staple each card outside the respective bag.

## 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:

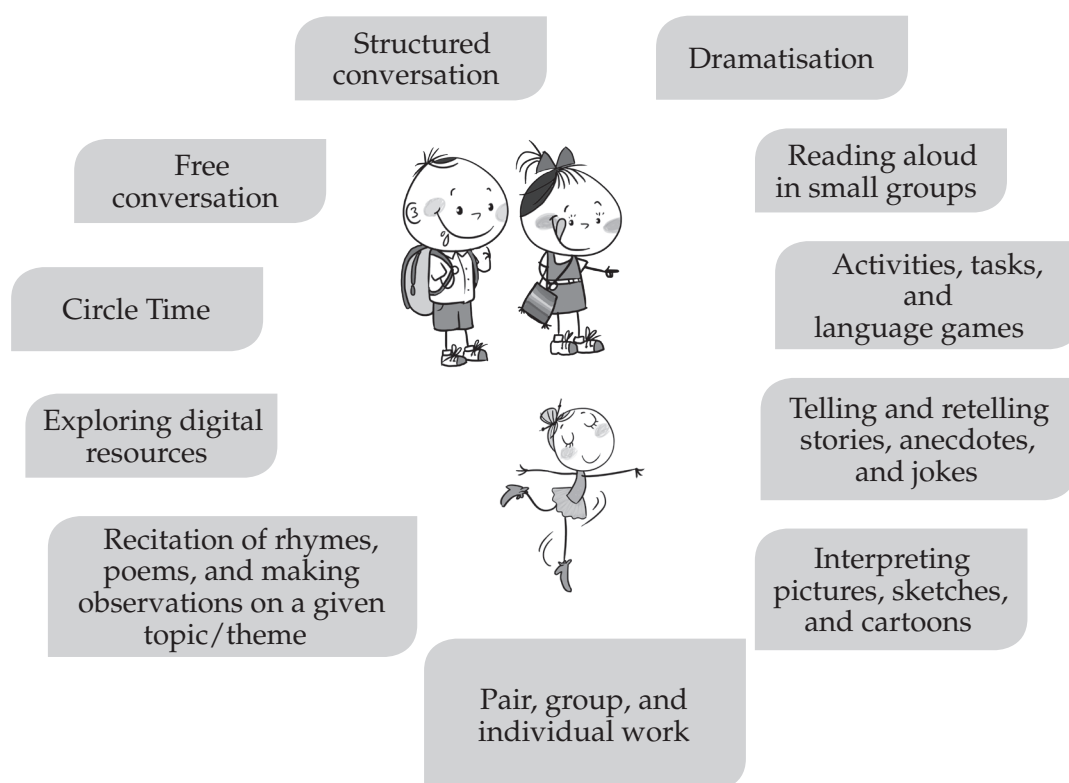
- Chart papers of 2–3 colours
- Picture and word stick puppets

### 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.

## Strategies to Encourage Student Participation

By making classroom activities highly interactive, teacher can promote optimal learner participation, leading to an urge to use language both in speech and writing. The selection of strategies is left to the discretion of the teacher. However, the following are recommended:





# FLASH CARD ACTIVITIES FOR NUMBER SKILLS

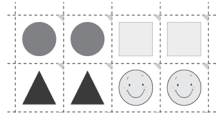
Pre-Nursery, Nursery, and Kindergarten have different sets of flash cards but teachers teaching different grades can borrow them as required:

- To recapitulate topics taught at the level.
- To teach matching, sorting, sequencing etc.

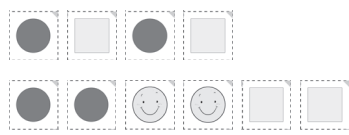
The following are suggested ways in which flash cards can be used by the teachers to engage students. Further details of the activities mentioned below are given in the 'Activity Bank' section of each TG.

## Flash Cards Activity 1: Sequencing and Patterns

**Nursery flash cards**




**Sequencing and Patterns**




**Read and Match**  
Print/Make reading cards and combine them with the flash cards.

square      circle      triangle




## Flash Cards Activity 2: Pre-Number Concepts and Reading

**Nursery flash cards**



**Pre-Nursery**  
Identification and Matching of similar objects



### Reading and Vocabulary Building (Kindergarten)

Make reading cards and ask the children to identify the word with the picture and match.

far      on      under      same

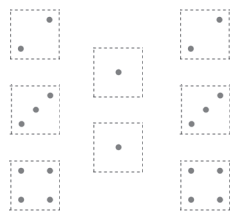


## Flash Cards Activity 3: Number Values and Number Names

**Pre-Nursery**  
Count and arrange in order



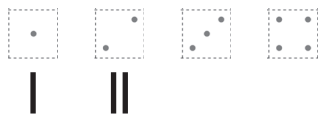
Use two sets to play snap



**Nursery flash cards**

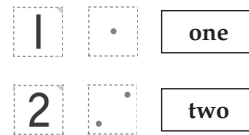
1	2	3	4	1	2	3	4
5	6	7	8	5	6	7	8
9	10	11	12	9	10	11	12
13	14	15	16	13	14	15	16
17	18	19	20	17	18	19	20

### Count and place the correct value



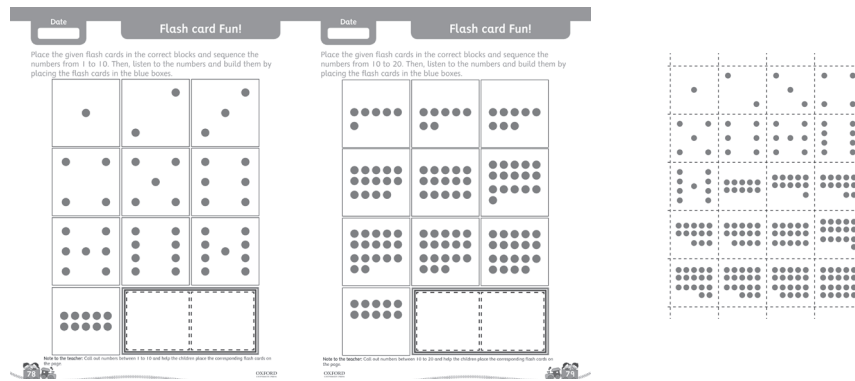
### Match the numbers to their value and number names

#### Make number name cards



## Flash Cards Activity 4:

Use page 78–79 of the *World of Numbers Nursery* book and flash card sets to match the values to numbers and vice versa.

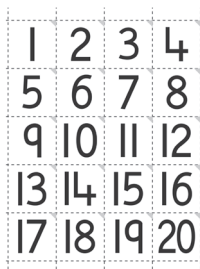


## Flash Cards Activity 5: What Comes After

Choose a number

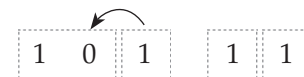
Place it aside

Now find the number that comes after it



## Flash Cards Activity 6: Building Numbers

- Take 2 separate cards (5 cm x 5 cm) and write the numbers 1 on the first card and the number 0 on the second.
- Hold the two together to make the number 10.
- Show children the flash cards of numbers 1 to 9.
- Place the cards (1 to 9) one by one over the number 0 of the two cards that are making 10. This will make the numbers 11 to 19. For example, placing the number 2 flash card over 0 will make the number 12.
- This helps to teach children to build numbers from 11 to 19.



# ACTIVITY BANK

## Activity 1a: One-to-One Correspondence with Objects

### Materials Checklist:

- Lollipops/Pencils/Toys/Crayons (one for each child present in the class)
- Tray/Basket/Bowl

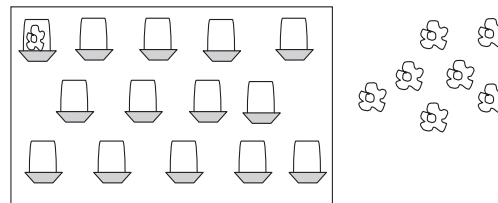
### Instructions:

1. Place the lollipops/pencils/toys/crayons in the tray/basket/bowl.
2. Invite children to be seated in a circle.
3. Pass around the tray/basket/bowl. Ask children to hold the bowl, pick up an object, and pass the bowl. Encourage children to observe what they have and to place it in front of them.
4. Ask them: Does anyone have a lollipop/pencil/toy/crayon?

## Activity 1b: Introducing Words through Cut-outs, and Picture Cards

### Materials Checklist:

- Markers
- Scissors
- Adhesive
- One chart paper
- Flower cut-outs



### Instructions:

1. Make outlines of baskets on the chart paper. Refer to the given image.
2. Seat children in a circle and place the chart in the middle.
3. Give each child one flower cut-out.
4. Ask them to place their cut-out flower on top of the outlines of the baskets drawn on the chart paper.
5. Ask them to observe and see if every basket has a flower.
6. Remove a few and ask them to notice if each basket has a flower.
7. Introduce the words 'some' and 'many' to the children by referring to the chart with cut-outs.

## Activity 1c: Patterns

### Activity 1c (i)

#### Instructions:

1. Clap in a rhythm to form a pattern and ask children to try and repeat it.
2. Ask children to repeat body movement patterns, for example, roll your arms and snap your fingers. Repeat and add more movements as children master the combination of the two movements.

### Activity 1c (ii)

#### Materials Checklist:

- Stick puppets with different shapes drawn on them.
- Learning Train (as described in the 'Creating Classroom Resources' section of the TG)

**Instructions:**

1. Distribute stick puppets showing at least two different shapes and ask children to place them in the Learning Train to make different patterns. For example children can place a stick puppet with a circle drawn on it next to a stick puppet with a square drawn on it. Repeat the sequence to form a pattern.
2. Ensure that children learn to identify at least 2 shapes.

**Activity 1c (iii)**

**Materials Checklist:**

- Pebbles/Sticks/Beads/Cut-outs/Blocks/Leaves



**Instructions:**

1. Ask children to make patterns with leaves, pebbles, sticks, beads, cut-outs, and blocks.

**Activity 1c (iv)**

**Materials Checklist:**

- Vegetables (for example onions or lady fingers cut in half)
- Paint (yellow/red/blue/green)
- Paintbrush
- Water
- Blank sheets of paper (one for each child)



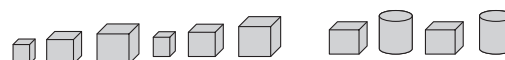
**Instructions:**

1. Demonstrate how to dip the paintbrush in paint, apply paint on the cut surface of the vegetable, and press the painted surface on paper to create a design on the paper. Refer to the given image.

**Activity 1c (v)**

**Materials Checklist:**

- Blocks of various sizes



**Instructions:**

1. Ask children to arrange the blocks in patterns of their choice.
2. Demonstrate how to arrange blocks in patterns. Refer to the given image.

**Activity 1c (vi)**

**Materials Checklist:**

- Cut-outs of various shapes



**Instructions:**

1. Ask children to arrange the cut-outs in patterns (as shown above or in similar patterns.)

**Activity 1c (vii)**

**Materials Checklist:**

- Cut-outs of various shapes

**Instructions:**

1. Children to sit in a circle.
2. Place the cut-outs in the centre of the circle to form a pattern.
3. Ask children to pick up a cut-out each and take turns to complete the pattern.

## Activity 1c (viii)

### Materials Checklist:

- Slates/Mini-whiteboards
- Chalk/Whiteboard markers
- Sand
- Sticks

### Instructions:

1. Ask children to make patterns on slates with chalk/on mini-whiteboards with whiteboard marker/in the sand with sticks.

## Activity 1d: Rhyme Time with Stick/Finger Puppets

### Materials Checklist:

- Number puppets
- Rhymes on page 2 of the student's book

### Instructions:

1. Introduce the rhymes and have regular rhyme time.
2. Place the number puppets in a bowl.
3. Let children play 'Passing the Parcel' to the beat of a tambourine or music.
4. When the music stops, the child holding the bowl picks up a puppet. Assist the class to recite a related rhyme. Ask the child to place the puppet in a separate bowl kept in the middle of the circle. Continue the game in this manner.

**Teacher Buzz:** Encourage children to sing the rhymes to a rhythm with voice modulation.

## Activity 2a: Counting Objects

### Materials Checklist:

- Sticks/Beads (Objects of different kinds that children can count)

### Instructions:

1. Give children two sticks or beads each and encourage them to count them, arranging them from left to right.

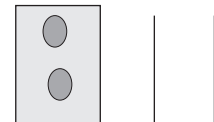
## Activity 2b: Matching Flash Cards with Objects

### Materials Checklist:

- Flash cards of numbers 1 to 6
- Six beads or sticks per child
- Bowls

### Instructions:

1. Distribute a set of six sticks to each child in bowls.
2. Hold up a number flash card, for e.g. the flash card with number 1 written on it.
3. Ask the children to hold up the same number of sticks as shown on the number flash card you are holding up. For example, if you hold up the flash card of the number 5, children should hold up 5 sticks.



## Activity 2c: Numbers in the Learning Train

### Materials Checklist:

- Two sticks/lollipop puppets (puppets made in the shape of lollipops)
- Learning Train

### Instructions:

1. Introduce children to the concept of counting objects.
2. Introduce them to two numbers at a time, for example, 1, 2.
3. Mark each box of the train with a number and ask children to place the corresponding number of sticks or lollipop puppets in the Learning Train.

## Activity 2d: Flash Cards and Sticks

### Materials Checklist:

- Number flash cards 1, 2, 3, 4, and 5 (for each child)
- Sticks/Beads

### Instructions:

1. Give children the number cards 1, 2, 3, 4, and 5 from the flash card set.
2. Place sticks in a bowl and ask children to pick up a few sticks and pass the bowl. Help them place the correct number of sticks next to each flash card.

## Activity 3: Pairing

### Materials Checklist:

- Pairs of big and small things, for example, big and small books, plates, glasses, cut-outs, puppets, toys



### Instructions:

1. Ask children to stand in two lines facing each other.
2. Distribute the objects; give one line the small objects and the other line the big objects.
3. Take two objects, for example, two books. Show children the big book and tell them it is 'big'. Then point to the other book and tell them it is 'small'.
4. Tell children to look at the objects carefully and find their partner.
5. Ask them to place the objects together in a row. As they place the objects, ask them to identify the big and the small objects. Tell them to return to their positions in the lines.

## Activity 4: Sorting

### Materials Checklist:

- Big and small objects like leaves, pebbles, cut-outs
- Trays
- Two bowls
- Pen

### Instructions:

1. Seat children in small groups.
2. Place the objects in trays.
3. Write 'big' on one bowl and 'small' on the other. Place the bowls in the middle of each group.

4. Inform children that one set of objects is 'big' and the other is 'small'.
5. Ask children to sort out the objects according to their sizes into big and small bowls. Tell them to use their thumb, index, and middle finger while sorting. (This ensures the development of the pincer grip required for writing skills.)

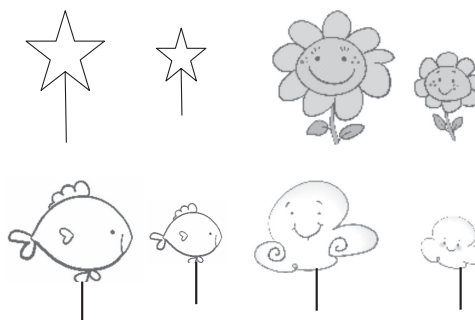
## Activity 5: Jumping

### Materials Checklist:

- Chalk/Poster colours
- Paintbrush/Stick
- Stick Puppets related to the rhyme 'Up in the Night Sky' (refer to the student's book)

### Instructions:

1. Use chalk on a rough floor/poster colours on smooth floor/sticks in sand to draw big and small circles.
2. Gather children around the circles on the floor.
3. Ask them to listen carefully. Explain to them that when you call out either 'big' or 'small', children have to go and stand close to the big or small circle.
4. Children can jump in and out of the circles to the beat of a tambourine or drum.



Stick puppet samples

5. Next, distribute the stick puppets to children.
6. Introduce the rhyme 'Up in the Night Sky' (refer to page 2 of the student's book) with the help of puppets.
7. Children can find their partners by matching big and small puppets of the same kind (for example, cloud, star, etc.)
8. Introduce page 2 of the student's book and give children crayons to place on the left dot and draw lines from left to right. Help them colour the big and the small pictures.

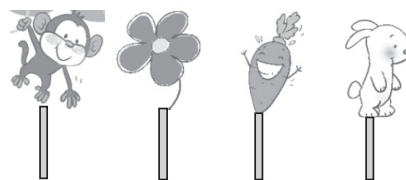
## Activity 6: Find the Pairs

### Materials Checklist:

- Two sets of stick puppets of a flower, a carrot, a rabbit, a monkey, etc.

### Instructions:

1. Place 10 puppets or objects at a distance.
2. Ask ten children to line up for a race.
3. Ask them to run and pick up the puppets/objects and come back.
4. Repeat the activity till all the children have had a chance.



## Activity 7: Pairing with Rhymes

### Materials Checklist:

- Two sets of stick puppets related to the rhyme on page 3 of the student's book.

### Instructions:

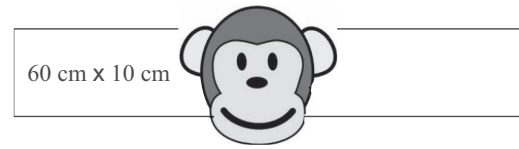
1. Draw lines and ask children to stand in two rows on either side of the lines.
2. Distribute the puppets.
3. Sing the given rhymes (refer to page 3 of the student's book) one by one with children and ask those holding the related puppets to walk on the path and find their partners.

4. For example, as everyone sings, 'One little butterfly, sitting on a wall, he saw a flower, really tall!' Children with the butterfly can walk to children holding the flower.

## Activity 8: Monkey Crowns

### Materials Checklist:

- 60 cm × 10 cm strips of chart paper
- Cut-outs of monkey images (one for each child)
- Caps (one for each child)



Monkey Crowns

### Instructions:

1. Fold sheets of chart paper into 60 cm × 10 cm size strips. Staple a cut-out of the monkey image in the middle to make monkey crowns which children can wear while enacting the story.
2. Children can also wear a cap to suit the role.
3. Read the story 'The Cap Seller and the Monkey' (Refer to page 20 of *World of Letters Stories and Reading Skills Reader Pre-Nursery*). Facilitate children in enacting it.
4. Introduce page 3 of the student's book to children and give them crayons to complete the activity on the page.

## Activity 9: Matching Pairs

### Materials Checklist:

- Shoes and socks
- Gloves
- Book and pencil
- Mini-Whiteboard and Whiteboard Markers
- Cup and saucer
- Toothbrush and toothpaste
- Lock and key
- Poster colours and paint brushes
- Crayons and colouring sheet
- Bowl and spoon, etc.

### Instructions:

1. Seat children in a circle and display all the pairs in a row (for example, shoes and socks, book and pencil).
2. Draw the attention of children to each pair.
3. Place one part of each pair in a basket and distribute it among children. Let the other part of the pair remain in the centre of the circle.
4. Ask children to place the correct pairs together.
5. Introduce page 4 of the student's book and give children crayons to draw lines from left to right and top to bottom.



## Activity 10: Exploring Solid Shapes

### Materials Checklist:

- Solid shapes e.g. cylinder, cube, etc.
- Trays
- Balls

### Instructions:

1. Ask children to stand in a circle/square in order to throw and catch a ball. They can feel it and say 'round'.
2. They can pass cubes/pyramids and be encouraged to feel the sides, edges, and corners of these solid shapes.

## Activity 11: Shapes that are Round

### Materials Checklist:

- Balls
- Balloons
- Apples
- Tomatoes
- Playdough

### Instructions:

1. Show children round objects and introduce the word round.
2. Hide the objects in the class. Tell children to look for them and place them on the teacher's table.
3. Introduce these objects with their names.
4. Next, ask children to roll playdough into big and small balls.

## Activity 12: Observation

### Materials Checklist:

- Plastic balls of different sizes cut in half (so that children can see a circle on one side and a round surface on the other)
- Circular cut-outs corresponding to the sizes of the balls

### Instructions:

1. Place the circular cut-outs and the plastic balls on a table.
2. Ask children to match the circles and the balls.
3. Show them the circle cut-outs and introduce the word 'circle'.
4. Carry out a similar activity to introduce the square using a cube.

## Activity 13: Tracing Shapes

### Materials Checklist:

- Sand
- Sticks
- Crayons
- Drawing sheets
- Whiteboard Markers
- Mini-whiteboards

### Instructions:

1. Let children draw circles, squares, and triangles on sand with sticks, on drawing sheets with crayons, or on mini-whiteboards with markers.
2. Have rhyme time and let them sing the given rhymes (refer to pages 5–8 of the student’s book) while they are drawing the shapes.
3. Pages 5, 6, 7, and 8 of the student’s book can be done on different days. Give children crayons to trace the shapes and complete the other activities.

## Activity 14: Sorting Shapes

### Materials Checklist:

- Three-dimensional solid shapes, like balls, cones, cubes
- Two-dimensional cut-outs of circles, triangles, and squares

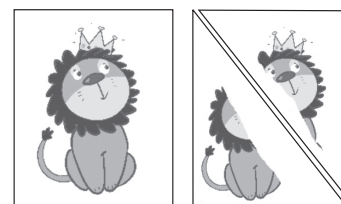
### Instructions:

1. Ask children to sit in a circle. Place the cut-outs in the middle of the circle and ask children to match the three-dimensional shapes with the cut-outs one at a time.
2. Help children sort the same cut-outs with their corresponding three-dimensional shapes and place them together.

## Activity 15: Puzzles

### Materials Checklist:

- 10 cm × 10 cm cards of thick paper of different colours
- Markers
- Scissors
- Resealable transparent bags 5" × 4" (one for each puzzle)
- One resealable transparent bag 10" × 12"
- One purple card for labelling



### Instructions:

1. Preparation: Draw / paste pictures of simple figures on the 10 cm × 10 cm cards; make a copy of each picture.
2. Cut one picture into two and leave the other one as the guiding picture.
3. Place each pair of pictures in a small resealable transparent bag. Place all the bags in a big resealable transparent bag and label it with a purple card.
4. Give the individual puzzles to children.
5. Demonstrate how they have to place the guiding picture in front of them and then use the two pieces to make the same picture.
6. Let children complete the puzzles.

## Activity 16: Movement Pattern

### Instructions:

1. Play music and create a foot movement pattern. (e.g. tap each foot twice, first left and then right and then tap left, right, left.)
2. Ask children to follow this pattern at varying speeds.

## Activity 17: Arranging Shapes

### Materials Checklist:

- Beads
- Sticks
- Cut-outs of various shapes
- Blocks of various sizes
- Stickers (given at the end of the student's book)

### Instructions:

1. Divide the class into small groups.
2. Make any pattern by arranging beads and sticks. Ask children to reproduce the pattern. (Repeat the same with the cut-outs and then with the blocks.)
3. Introduce page 9 of the student's book to children. Demonstrate the activity on the page.
4. Give them the stickers they will need to complete the exercise. Encourage children to attempt it independently.

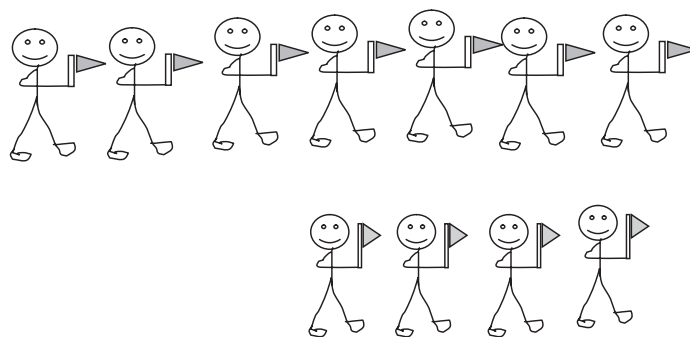
## Activity 18: Trains

### Materials Checklist:

- Triangle cut-outs of two colours (one set should be more in number than the other and there should be one cut-out for each child)
- Sticks (one for each child)
- Two bowls
- Adhesive

### Instructions:

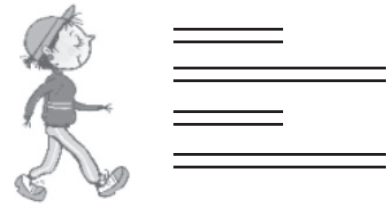
1. Place the triangle cut-outs in one bowl and the sticks in the other bowl.
2. Ask children to pick up one triangle and one stick and pass the bowls around.
3. Help children to paste the triangles onto the sticks to make flags and leave them to dry.
4. Take children outdoor with the flags. Ask them to group themselves according to the colours and line up.
5. The group with fewer flags will automatically make a shorter line than the group with more flags.
6. Compare the lines and ask children to point out which line is long and which one is short.



## Activity 19: Identify the Line

### Instructions:

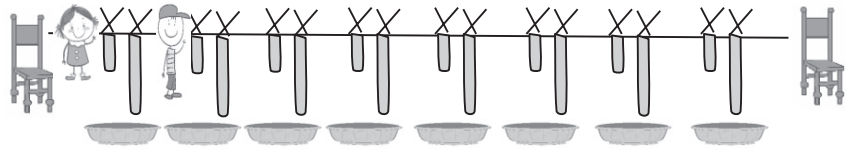
1. Draw short and long lines on the floor and ask the children to walk on them as you call out 'short'/'long'.



## Activity 20: Race

### Materials Checklist:

- Long and short strips of paper
- Bowls
- Clothes string
- Clothes pegs
- Sponge
- Poster colours



### Instructions:

1. Tie the string at a level that children can reach.
2. Place the bowls of long and short strips of paper as well as the clothes pegs on the table.
3. Demonstrate how they can run to the bowl, pick up two strips of paper (one long and one short) and peg long and short strips alternatively on the clothes line.
4. Divide children into small groups and let them carry out the activity.
5. Ask children to open up page 10 of the student's book. Give them sponge, poster colours, and bowls. Demonstrate how to create fingerprints and then let them do the activity independently.

## Activity 21: Who is Taller?

### Instructions:

1. Ask children to sing the rhyme below: (Sing it to the tune of 'Come little children, come to me, I will teach you abc').

Come little children, one and all,  
Some are short and some are tall!

2. When children stop singing ask them to find a partner.
3. Divide the class into groups of four. Assist children in comparing their heights with each other.
4. Introduce page 11 of the student's book to children. Encourage the use of the words 'tall' and 'short'.

## Activity 22: More or Less

### Materials Checklist:

- Beads
- Leaves
- Pebbles
- Toys
- Ice cream Sticks
- Bowls

**Instructions:**

1. Place two bowls with beads/leaves/pebbles/toys before children. One bowl should have more objects than the other.
2. Ask children to tell you which bowl has 'more' and which has 'less' items.
3. Ask children to spread the objects in front of them and try counting the items.
4. Children to sit in pairs. Give each child a few ice cream sticks, so that one child has more sticks than the other.
5. They can compare and say who has 'more' and who has 'less'.

**Activity 23: Toffee Treat****Materials Checklist:**

- Toffees
- Two bowls

**Instructions:**

1. Give children two bowls, one with more toffees than the other.
2. Ask children which bowl has more toffees. Let them pick a toffee from one of the bowls and enjoy the treat.
3. Ask children to open page 12 of the student's book. Draw their attention to the fact that they have to compare the bogies with the apples and then the ones with the oranges, followed by the ones with the mangoes.

**Teachers Buzz:** Even if children cannot count, they are usually able to compare and understand the idea of more and less.

**Activity 24a: I Can Count Using My Fingers****Instructions:**

1. Children can remain seated in their places and sing the poem, 'Where is Thumbkin?' (The poem is easily available online.)
2. Introduce the numbers 1 to 5 by counting on fingers.
3. Start with 1 and ask children to follow and count using their fingers.

**Activity 24b: Count and Show Equal Number of Things****Materials Checklist:**

- Ice cream Sticks
- Number Value stick puppets (as described in the 'Creating Classroom Resources' section of the TG)
- Learning Train

**Instructions:**

1. Give each child 5 ice cream sticks.
2. Place one number value puppet from 1 to 5 in the Learning Train display.
3. Ask children to count them with you and place equal number of sticks in a row in front of them.

## Activity 24c: Throw the Dice and Show an Equal Number of Things

### Materials Checklist:

- Bowls
- Strings (one for each child)
- Beads (five for each child)
- Dice with values 1 to 5 (repeat the value five on the sixth face of the dice).

### Instructions:

1. Place a string and five beads in a bowl. Give a bowl to each child.
2. Demonstrate how to string the beads.
3. Toss the dice and say the number out loud that the dice shows. Help children to count the value on the dice and string the correct number of beads.
4. Introduce page 13 of the student's book to children. Draw their attention to the fingers that are equal and complete the activity on the page.

## Activity 25: At the Playground

### Materials Checklist:

- Large plastic ball

### Instructions:

1. Introduce the words 'up' and 'down' to children. Toss the ball up in the air and describe the direction as 'up'. Throw the ball down and describe the direction as 'down'.
2. When children have understood these concepts, take them out to the playground.
3. Take children to a slide and let them take turns to go up the ladder and down the slide. Inform them that they are climbing 'up' the ladder and coming 'down' the slide.
4. They can swing up and down, climb up and down the steps, go up and down on a see-saw as well. As they play, ask them to identify the direction in which they are moving.

## Activity 26: Tracing

### Materials Checklist:

- Sand
- Sticks
- Chalk/whiteboard markers
- Slate/mini-whiteboards

### Instructions:

1. Ask children to trace patterns with upward and downward movement in air, with sticks in sand, and with chalk on slates or with whiteboard markers on mini-whiteboards.
2. Facilitate children in completing the activity page on 14 of the student's book.

## Activity 27: Demonstrating In and Out

### Materials Checklist:

- Pencils/Beads/Sticks/Toys
- Small plastic balls
- Bowls
- Baskets

### Instructions:

1. Distribute pencils/beads/sticks/toys and bowls separately. Ask children to place the object in the bowl. Inform them that the objects are 'in' the bowl.
2. Ask children to remove the objects, and while they are doing that, inform them that they have taken the objects 'out' of the bowl.
3. Place a basket in the middle of the classroom. Ask children to aim and try to throw a ball in the basket, one at a time. Each time they throw the ball, tell children the ball is out of/in the basket. While saying this, stress on 'in' and 'out'.

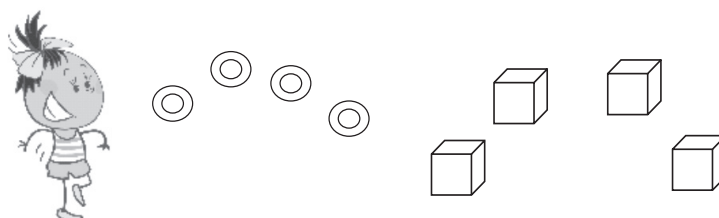
### Activity 28: Obstacle Course

#### Materials Checklist:

- Cardboard boxes
- Old tyres

#### Instructions:

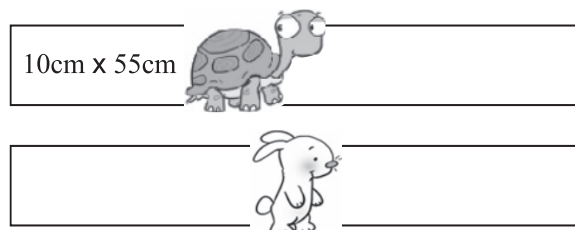
1. Collect cardboard boxes/old tyres and create an obstacle course.
2. Ask children to step in and out of the obstacles saying, 'Jump in and jump out'. Point out the direction each time you instruct a child to jump in or out.
3. Facilitate the children in completing page 15 of the student's book.



### Activity 29: Story Time

#### Materials Checklist:

- 10 cm × 55 cm strips of chart paper (one for each child)
- Cut-outs of the tortoise and rabbit
- Adhesive
- Cut-out of a tree



#### Instructions:

1. Half of the children can be tortoises and the other half can be rabbits. Take a strip of chart paper and fold it into half. Open the chart paper and paste a picture of a tortoise or a rabbit in the centre where the crease has formed. A crown is ready. There should be one crown for each child. Place the tree cut-out at the side of the class, or besides you, while narrating the story, as the finishing line.
2. Narrate the story of 'The Tortoise and the Rabbit'. Children with the rabbit crown can hop fast like the rabbit and the ones with the tortoise can walk slowly like the tortoise, following the actions of the teacher. The story (along with the actions to be followed) is given below.

The rabbit saw the tortoise walk

(move slowly crouching really slow)

He laughed very hard, did you know?

The tortoise got angry and said, 'Let's have a race,'

The rabbit and the tortoise then found a racing space and decided that whoever will reach the tree (point towards the tree cut-out) would be declared the winner.

The rabbit hopped fast (hop in one place) and far and then went to sleep thinking he has time to nap,

The tortoise slowly walked (crouch slowly in one place like the tortoise) and reached near the rabbit and took a quiet peep.

He was smart and kept walking till the finishing line and did not stop,  
The rabbit woke up and went to the finishing line, next to the tree cut-out with a jump and a hop!  
(rabbits will hop in one place)

The tortoise (who was already there) said, 'Slow and steady wins the race!'

3. Place the tree cut-out at one end of the classroom. Ask one of the tortoise crowned children to stand near the tree and one of the rabbit crowned children to stand far from the tree.

### **Activity 30: Near and Far**

#### **Materials Checklist:**

- One big toy

#### **Instructions:**

1. Make a circle with children and place a toy at the centre.
2. Hold hands and move one step at a time towards the toy and then move two steps away from the toy.
3. Use the words 'near' and 'far' as you do the activity.
4. Give children crayons to colour and circle the trees on page 16 of the student's book.
5. Facilitate the children in completing the activities on the page.

### **Activity 31: Pour and Fill**

#### **Materials Checklist:**

- Eight small buckets
- Four small mugs

#### **Instructions:**

1. Mark a starting and a finishing line in an open area. Place four water-filled buckets and four empty small mugs at the starting line. Place four empty buckets at the finishing line.
2. Point out to children that the buckets at the starting line are full while those at the finishing line are empty.
3. Divide the class into groups of four.
4. Line up a group of children and demonstrate how they can fill the empty mugs, carefully carry and pour the water into the empty buckets at the finishing line.
5. As more children take turns to do the activity, the buckets at the starting line will become empty and the ones at the finishing line will become full.
6. Point out to the children that the buckets at the starting line are now empty while those at the finishing line are now full.
7. The activity can be repeated with other objects in the class too.
8. Help children complete page 17 of the student's book.

### **Activity 32: Heavy and Light**

#### **Materials Checklist:**

- A few books
- A few small buckets

#### **Instructions:**

1. Give children a few books to carry. Tell them that 'These are heavy'.
2. Give children one thin book to carry. Tell them that 'This is light'.



3. Ask children to carry full small-sized buckets and tell them that 'These are heavy'.
4. Ask children to carry empty small-sized buckets and tell them that 'These are light'.

### Activity 33a: Same and Different

#### Materials Checklist:

- Sets of pencils, erasers, beads, stick puppets

#### Instructions:

1. Show children a set of objects (for example, pencils). Tell them that these objects are the same. Now add an eraser to the pencils. Tell children that the eraser is 'different'.
2. Give children a few objects. Let them compare the objects. Help them to identify the objects that are the 'same' and then identify the one that is 'different'.

### Activity 33b: Identify Objects

#### Materials Checklist:

- Sets of pencils, erasers, beads, stick puppets; each set will have one different object.

#### Instructions:

1. Distribute the sets of objects among children. Ask them to identify others with the same objects and form groups.
2. Call one group at a time and ask them to identify the different object in their group.

### Activity 33c: Identify the Stick Puppets

#### Materials Checklist:

- Stick puppets (of different types)
- Learning Train



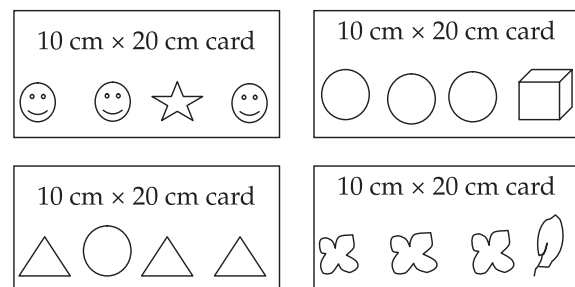
#### Instructions:

1. Place stick puppets in the Learning Train such that there is one that is different from the others in each compartment (Refer to the above image).
2. Ask children to identify the puppets which are the 'same' and the one that is 'different'.

### Activity 34: Odd One Out

#### Materials Checklist:

- 10 cm × 20 cm cards with four pictures in each, where three pictures are the same and one is different (one card for each child)
- Bangles (one for each child)



#### Instructions:

1. Give each child a picture card and a bangle.
2. Ask them to identify the picture that is 'different' and place a bangle on top of it.
3. They can exchange the cards and repeat the activity.
4. Give children the opportunity to find the odd one out using up to four pictures.
5. Draw the attention of children to the pictures on page 18 of the student's book that are different in each row and help them complete the exercise on the page.

## Activity 35: Counting the Body Parts

### Materials Checklist:

- Mirror
- Number flash cards of 1 and 2

### Instructions:

1. Pair up children and make them stand facing each other.
2. Ask children to sing the rhyme '2 little hands go clap, clap, clap' (refer to page 19 of the student's book) with you, along with actions.
3. Children can point to their partner's body parts as they sing the rhyme.
4. If you have a mirror in school, children can stand in front of the mirror and count the body parts mentioned.
5. Flash the number cards 1 and 2 to draw their attention to one nose, mouth, tongue, head, and two eyes, ears, hands, arms, legs, and feet.
6. Help children match the pictures on page 19 of the student's book.

## Practice Activity: Rhyme Time

### Materials Checklist:

- Stick puppets like rabbits, ducks, and monkeys
- Pages 20–21 of the student's book

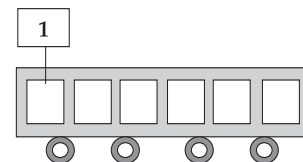
### Instructions:

1. Gather children in a circle and have a rhyme time in order to introduce the numbers. The rhymes can be accompanied by action, as follows:
  - **Finger Counting Rhymes:** Children can be encouraged to count using their fingers as they sing the rhymes, for example, '1, 2 buckle my shoe', '3, 4 shut the door' or '1, 2, 3, 4, 5, Once I caught a fish alive'.
  - **Stick Puppet Rhymes:** You can make stick puppets relating to the rhyme you will sing and give them to a few children. As the class sings the rhymes, children can come forward as they hear the name of the puppet they are holding, for example, 'Rabbits, rabbits 1, 2, 3, Will you come and play with me?'
  - **Motor Control Rhymes:** You can encourage children to follow a pattern and combination of finger and hand movements that need motor control. Actions like moving fingers, opening and closing the hands, moving them in front and behind can be carried out, for example, '2 little dicky birds sitting on the wall'.
  - **Dramatisation Rhymes:** Children can be given different roles to enact as the class sings the rhyme, for example, '5 little ducks went out to play', 'Over the hills and far away'.

## Activity 36: Pick the Correct Number of Objects

### Materials Checklist:

- Stick puppet of the number 1
- One pencil/eraser/book/toy/crayon (one object for each child)
- Learning Train



### Instructions:

1. Place the stick puppet of number 1 in the Learning Train and write '1' on the board.
2. Place a number of objects on a table which children can reach. There should be one of each kind of object.

3. Draw the attention of children to the number in the train and on the board.
4. Let them take turns to come and pick up one object.

### Activity 37: Count Things

#### Materials Checklist:

- Rabbit stick puppet
- Pencils
- Crayons

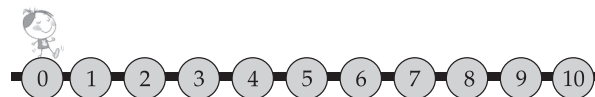
#### Instructions:

1. Give children pencils and crayons to complete pages 22–24 of the student’s book. Help children while they are working.
2. Show them the picture of the rabbit in the train at the bottom left corner of page 24 of their student’s book. The picture shows a rabbit going for a ride in a train. Now show them the rabbit stick puppet.
3. Draw their attention to one bag, one bottle, etc. depicted on the page and talk about the things children need to bring to school.
4. Ask them to trace the number on the page.
5. Ask them to count and do the activity.
6. Let them count the number of compartments in the train in which the rabbit is sitting on page 24.

### Activity 38: Number Line Jumps

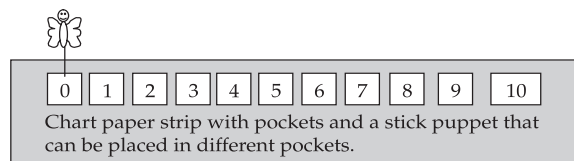
#### Materials Checklist:

- Poster colours
- Brush
- One 19 cm × 20 cm chart paper strip
- Eleven square cards of 10 cm × 10 cm (to make the number pockets)
- Adhesive
- Stick puppets (used previously)



#### Instructions:

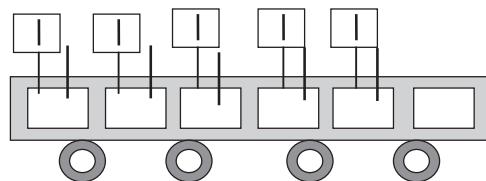
1. Preparation: Paint the number line with circles on the floor space in front of the board.
2. Demonstrate how children can stand on the circle with the number 0 on it and jump one step at a time.
3. Label the square cards in order from 0 to 10 and draw a line connecting them. Pin them on the softboard like the pockets of the Learning Train. Refer to the given image.
4. Place a stick puppet in the square card with 0 on it and let children move it one place at a time.



### Activity 39: Counting 1 Using the Number Train

#### Materials Checklist:

- Five number puppets of number 1
- Sticks
- Learning Train



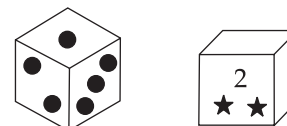
### Instructions:

1. Place the number puppets and a few sticks on a table near the Learning Train.
2. Ask 5 children to come at a time and pick up the number puppets and the correct number of sticks to represent the value of the number.
3. Ask them to place the number and the sticks in the compartments of the Learning Train.
4. Remove them and place them on the table and give the other children a chance to carry out the activity.

## Activity 40: Number Jumps

### Materials Checklist:

- Square cardboard box
- Sketch pen



### Instructions:

1. Preparation: Make a dice using a square cardboard box to use for number jumps. Mark the sides with the values or a combination of numbers and values.
2. Choose a boy / girl who can toss the dice.
3. Ask children to stand in a circle. Ask a boy / girl to toss the dice. Tell the others to observe the number that comes on top. Instruct them to clap / jump / hop that many times.

## Activity 41: Number 1

### Materials Checklist:

- Sand
- Sticks
- Whiteboard marker
- Mini-whiteboard
- Beads
- Thread
- Sand paper

### Instructions:

1. Let children trace number 1 in sand with sticks, on sand paper, on mini-whiteboards with markers, and in the air.
2. Sing the rhyme 'Pencil on the dot' (refer to page 23 of the student's book) along with children.
3. Give children thread and beads. Ask them to thread one bead as they count 1.

**Teacher Buzz:** Each number from 1 to 10 is connected to the story of the rabbit making friends. The rabbit and friends complete the number train from 1 to 10. The same theme can be used in the classroom, where you can add compartments to the train, to replicate the one given in the book.

**Note:** Repeat/Choose from activities 36–41 for numbers 2–10.

## Activity 42a: Counting in Pairs

### Instructions:

1. Play some music and when it stops, ask children to stand in pairs and call out numbers 1 and 2.

## Activity 42b: Counting Using the Learning Train

### Materials Checklist:

- Number puppets (2/3/4/5)
- Learning Train
- Lollipops/Pencils, etc.

### Instructions:

1. Write the number (2/3/4/5) being taught, on the board.
2. Place the number puppet in the Learning Train.
3. Place the objects (lollipops/pencils) on a table which children can reach.
4. Ask them to pick up the correct number of objects and place them in the Learning Train pocket with the corresponding number puppet.
5. Facilitate children in completing the exercises and trace the numbers on pages 24–25 of the student's book.

## Activity 42c: Pick the Correct Number of Objects

### Materials Checklist:

- Crayons/Erasers/Sharpeners

### Instructions:

1. Write the number (2/3/4/5) being taught on the board.
2. Place the objects (sharpeners/crayons/erasers) on a table which children can reach, at one end of the classroom.
3. Ask children to form a line for a race.
4. Ask them to run and pick up the correct number of objects (2/3/4/5) from the table and return to the starting line.

## Activity 43 and 44a: Match the Numbers/Values

### Materials Checklist:

- Number puppets for numbers from 1 to 5
- Flash cards for numbers from 1 to 5
- Value cards for numbers from 1 to 5
- Bowl

### Instructions:

1. Place the flash cards in a bowl and ask children to pick one of each number for themselves.
2. Ask them to arrange the flash cards in the correct order.
3. Ask them to arrange the corresponding number puppets and value cards next to the flash cards.
4. Help children complete the exercises on page 32 of the student's book.

## Activity 44b, 44c, 44d, 44e: Numbers 2, 3, 4, 5

### Instructions:

1. Children can sing the number rhyme, 'Half a round, Two half circles, One line down, Make a line down' (refer to pages 23–31 of the student's book) while writing the numbers 2, 3, 4, and 5 respectively.
2. Let children trace the numbers in the air, in sand, and on paper.

## Practice Activity: Number Stickers

### Materials Checklist:

- Stickers of numbers from 1 to 5

### Instructions:

1. Cut the part of the sticker sheet that will be needed for page 33 of the student's book and keep the stickers ready for the activity.
2. Demonstrate how to take out the stickers and paste within the outlines on page 33 of the student's book.
3. Ask children to paste the stickers in order from 1 to 5.
4. Tell children to count the pictures and match them to the correct numbers.

**Note:** Activities mentioned as 'practice activity' can be done over and above the activities given in the student's book.

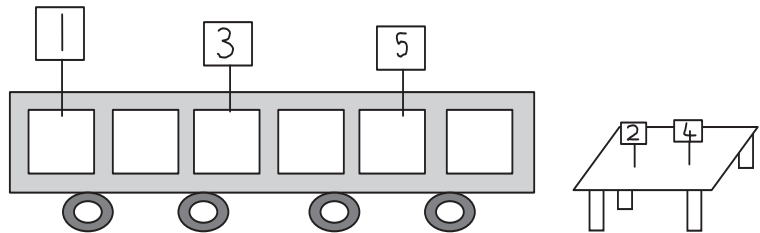
## Activity 45: Fill in the Missing Numbers

### Materials Checklist:

- Number puppets from 1 to 5
- Learning Train

### Instructions:

1. Place number puppets in the Learning Train, leaving out a few numbers.
2. Place the remaining number puppets on a table near the train. Let children take turns to place the missing number puppets in the right places.



## Activity 46: Place the Next Number

### Materials Checklist:

- Number puppets from 1 to 5
- Learning Train

### Instructions:

1. Place one number puppet at a time in the Learning Train.
2. Place the remaining number puppets on a table near the train. Let children take turns to place the next number puppet in the right place.

## Activity 47: Arrange the Number

### Materials Checklist:

- Number flash cards from 1 to 5
- Value flash cards from 1 to 5
- Number stickers

### Instructions:

1. Divide the class into small groups.
2. Give children the number flash cards and ask them to arrange the cards in order from 1 to 5.
3. Ask children to turn the flash cards over and arrange the values from 1 to 5.

4. Demonstrate how they should paste the missing number stickers in the blanks on page 34. Let them carry out the exercise independently.
5. Tell them to fill in the missing numbers in the exercises that follow.

### Activity 48: Counting with Blocks

#### Materials Checklist:

- Blocks

#### Instructions:

1. Ask children to sit in groups and give them blocks to play with.
2. They can be asked to build towers with 3/4/5 blocks.
3. Check and see if everyone in the group has the same number of blocks in the tower.
4. Encourage them to compare and match the towers made of blocks.
5. Open to page 35 of the student's book. Ask children to count the blocks and write the correct number in the given boxes. Then help them to match the same number of blocks.

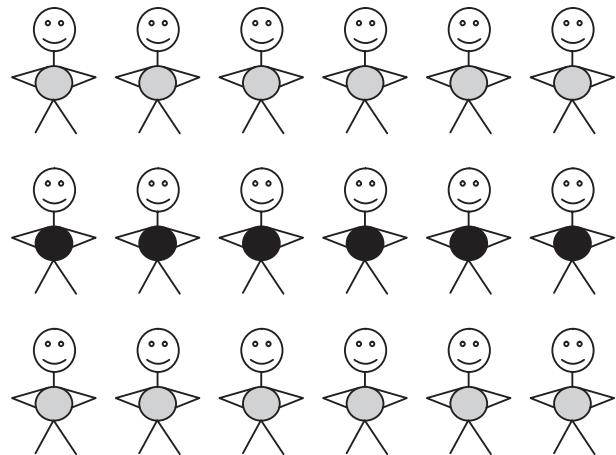
### Activity 49a: Groups of 6

#### Materials Checklist:

- Eight sets of cut-outs of circles in eight different colours (six in each set)
- Bowls
- Number flash cards from 1 to 6

#### Instructions:

1. Place the cut-outs in bowls and ask children to pick up one cut-out and pass the bowl.
2. Ask children with the same colour cut-outs to form a group.
3. Call one group at a time and ask children to count the members of each group. Refer to adjacent image.
4. Write the number 6 on the board.
5. Give number flash cards to each group and ask them to arrange the numbers in order from 1 to 6.



### Activity 49b: Number 6

#### Materials Checklist:

- Sticks
- Number puppets from 1 to 6
- Lollipop stick puppets
- Learning Train

#### Instructions:

1. Let children trace the number 6 in the air, and in sand with sticks.
2. Sing the rhyme 'Slant to the left' (refer to page 37 of the student's book) along with children.
3. Place the number puppet of number 1 in the Learning Train. Ask children to place the remaining number puppets in the Learning Train, in order from 1 to 6.
4. Ask them to place the correct number of lollipop puppets in each pocket of the Learning Train, corresponding to the number puppets.

5. Help children trace and draw the number 6 on pages 36–37 of the student’s book.

### **Activity 49c: Numbers 7, 8, 9**

#### **Instructions:**

1. Children can sing the number rhymes on the specific pages (refer to pages 39–43 of the student’s book) while writing the numbers 7, 8, and 9 respectively.
2. Let children trace the number in air, on sand, and on paper.
3. Introduce pages 38–43 of the student’s book to children and help them to complete the activities given on the page.

### **Activity 49d: Pick the Correct Number of Objects**

#### **Materials Checklist:**

- Pencils/Crayons/Erasers

#### **Instructions:**

1. Write the number (7/8/9) being taught on the board.
2. Place the objects (pencils/crayons/erasers) on a table which children can reach, at one end of the classroom.
3. Ask children to form a line for a race.
4. Ask them to run and pick up the correct number of objects according to whatever number you have written on the board from the table and return to the starting line.

### **Practice Activity: Fill in the Missing Numbers**

#### **Materials Checklist:**

- Number puppets from 1 to 8
- Learning Train

#### **Instructions:**

1. Place number puppets in the Learning Train, leaving out a few numbers.
2. Place the remaining number puppets on a table near the train. Let children take turns to place the missing number puppets in the right places.

### **Practice Activity: Arrange the Numbers**

#### **Materials Checklist:**

- Number flash cards from 1 to 8
- Value flash cards from 1 to 8

#### **Instructions:**

1. Divide the class into small groups.
2. Give children the number flash cards and ask them to arrange the cards in order from 1 to 8.
3. Give children the value flash cards and ask them to match the value cards to the correct number flash cards.

### **Practice Activity: String the Beads**

#### **Materials Checklist:**

- Strings
- Beads



**Instructions:**

1. Give strings and beads to children.
2. Ask them to string one bead. Then ask them to string two beads, and so on till they have strung eight beads.
3. Help children complete page 44 of the student's book.

**Activity 50: Listen, Count, and Show the Correct Number of Sticks****Materials Checklist:**

- Nine ice cream sticks (for each child)
- Bowls (four for each child).

**Instructions:**

1. Place three bowls on a table. Give bowls and sticks to children and ask them to put 2, 3 and 4 sticks respectively in the bowls on the table. Distribute an empty bowl to the children and ask them what is the difference between the filled bowls and the empty one.
2. Tell them it has zero sticks; explain that the number zero has no value. Ask children to show you which are the empty bowls by pointing at them.
3. Repeat the activity, explaining the number zero with fingers by joining the fingers with the thumb to make a fist.
4. Help children complete page 45 of the student's book.

**Activity 51: Toss the Dice and Jump the Correct Number of Times****Materials Checklist:**

- Dice with 0, 1, 2, 3, 4, 5 values and numbers on the faces. (As described in the 'Handmade Resources' section of the TG.)

**Instructions:**

1. Sing the rhyme 'Five Little Monkeys' to children (easily available online).
2. Let children roll a dice and jump those many times while singing the rhyme.
3. When the dice shows 0, ask children how many times they will jump.

**Practice Activity: I Know My Numbers****Materials Checklist:**

- Sets of number flash cards (0 to 9)
- Value flash cards (0 to 9)

**Instructions:**

1. Preparation: Make 0 to 9 flash card sets of different colours.
2. Distribute the number flash cards and ask children to group themselves according to colour.
3. Ask children to stand in order from 0 to 9.
4. Place number flash cards in the Learning Train and distribute value flash cards. Ask children to match and place the correct corresponding value flash cards in each pocket.
5. Help children to match the numbers to the correct values on page 48 of the student's book.

**Teacher Buzz:** The number zero can be introduced after children learn and understand the value of a few numbers so that they can compare zero with other number values.

## Activity 52a: Animal Train

### Materials Checklist:

- Animal stick puppets (two sets)
- Animal Train



### Instructions:

1. Preparation: Make two sets of the animal stick puppets, and the animal train as shown on page 46 of the student's book. Number the compartments of the train from 1 to 10.
2. Place one set of animal puppets in the number train pockets.
3. Distribute the second set and narrate the story of the rabbit meeting different animals as on page 46 of the student's book. Ask children holding the puppets to come and place the animals in the train as they are mentioned in the story.
4. Children can then count the animals and compartments in the train.
5. Introduce pages 46–47 of the student's book to children. Encourage them to count the pictures and trace 10. Tell them that 0 can become friends with other numbers too and make a new number.

## Activity 52b: Number 10

### Instructions:

1. Children can sing the number rhyme 'Make a one' (refer to page 47 of the student's book) while writing the number 10.
2. Let children trace the number in the air, in sand, and on paper.

## Activity 53: Finger Counting

### Instructions:

1. Let children practise finger counting in order from 1 to 10.
2. Call out a number and let them show the correct number of fingers.

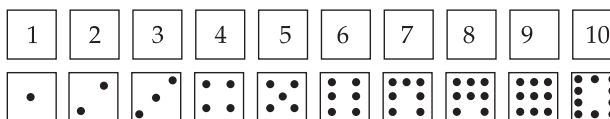
## Activity 54: Match the Numbers and Values

### Materials Checklist:

- Number flash cards (1 to 10)
- Value flash cards (1 to 10)

### Instructions:

1. Children to sit in pairs.
2. Distribute the flash cards among children.
3. Ask one child to arrange the number flash cards from 1 to 10. Ask another child to arrange the value flash cards from 1 to 10.
4. Let children match the number and value flash cards and arrange them in order together.
5. Help children fill in the boxes with the correct numbers on page 49 of the student's book.



## Activity 55: Stringing Beads

### Materials Checklist:

- One bowl
- Ten beads of the same colour (for each child)
- A shoelace (one for each child)

**Instructions:**

1. Show children how to string ten beads in the shoelace.
2. Ask them to repeat the action and count from one to ten as they string each bead.
3. Help children count and write the correct numbers in the given boxes on page 50 of the student's book.

**Practice Activity: Counting Items****Instructions:**

1. Ask children to look at the pictures on page 51 of the student's book and see how many objects they can count. For example, children may observe that there are four trees in the picture.
2. Draw their attention to the pictures near the boxes. Tell them to choose one picture at a time and write the correct number in the blank boxes. Help children complete the exercise.

**Practice Activity: Counting 1 to 10****Instructions:**

1. Ask children to count 1 to 10 using their fingers and complete page 52 of the student's book.
2. Tell children to trace the numbers given on the page and then write the numbers in the given boxes.

**Practice Activity: Freehand Drawing****Materials Checklist:**

- Slates/White board marker
- Chalk/Mini-whiteboard
- Drawing sheets
- Crayons

**Instructions:**

1. Let children draw freehand on mini-whiteboards with whiteboard markers, on slates with chalk or on drawing sheets with crayons.
2. Draw the shapes given on page 53 on the board. Ask children to draw them.
3. Let children draw on their own, count, and write the correct number of pictures they have drawn.
4. Introduce page 53 of the student's book to children. Draw their attention to the instructions and help them understand these instructions. Let them complete the exercise independently.

**Activity 56a: Counting Beads****Materials Checklist:**

- Shoelace (one for each child)
- Ten beads of one colour and one bead of another colour (for each child)

**Instructions:**

1. Give each child 10 beads of one colour and 1 bead of another colour to string together.
2. Sing the following number song along with children:

Stringing beads one by one can be so much fun,  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 1 more we can see,  
Let's count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 beads for you and me!

or

Stringing beads one by one can be so much fun,  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 2 more we can see

Let's count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 beads for you and me!

Note: This activity can be repeated for all the numbers up to 19.

3. Introduce the relevant page of the student's book to children. Sing the rhyme with them and help them complete the exercise.

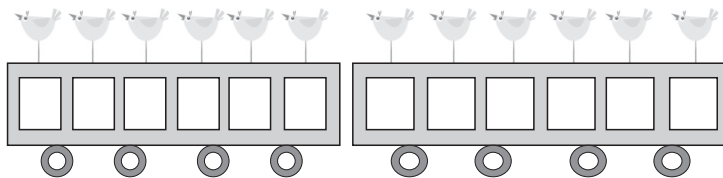
### Activity 56b: Numbers 11 to 19 with Birds

#### Materials Checklist:

- Bird stick puppets for each number (as shown in the student's book)
- Learning Train
- Number puppets (11–19)

#### Instructions:

1. Make bird puppets and distribute them among children.
2. To teach the number eleven ask ten children holding bird puppets, to stand in front of the Learning Train.
3. Call another child holding a bird puppet to join the line. Now the line will have eleven children. Sing the rhyme for number eleven with children, '10 little birds flew through the door' (refer to page 56 of the student's book).
4. Ask children in the line to place ten bird puppets in the pockets on the Learning Train next to each other. Tell the class to count the birds.
5. Ask the eleventh child to place the bird puppet in a separate pocket on the Learning Train.
6. Ask the class to count the number of birds now. Place the number puppet of 11 in the Learning Train.



Note: This activity can be repeated for all the numbers up to 19.

**Teacher Buzz:** Encourage children to say eleven, twelve, and so on and understand the value, without breaking it up as ten and one or ten and two.

### Activity 56c: Number 20

#### Materials Checklist:

- Beads (20 per child—10 beads of one colour and 10 beads of another colour)
- Strings (2 per child)

#### Instructions:

1. Write the number 20 on the board.
2. Give children 10 beads of one colour and 10 beads of another colour to string.
3. Ask them to count as they string the beads. When they string the last bead, tell them that they have twenty beads and point to the board.
4. Help children to complete the exercises on page 65 of the student's book.

### Practice Activity: Numbers from 1 to 20

#### Materials Checklist:

- Number flash cards (from 1 to 20)
- Value flash cards (from 1 to 20)

### Instructions:

1. Divide the class into small groups.
2. Give each group a set of number flash cards and ask children to arrange them in order. Then give them the value flash cards. Ask them to match the number and value flash cards.
3. Open to page 66 of the student's book. Draw the attention of children to the fact that they have to go downwards on the page while tracing the numbers. Ask them to read the numbers downwards after tracing them and then write the numbers in the blank boxes.

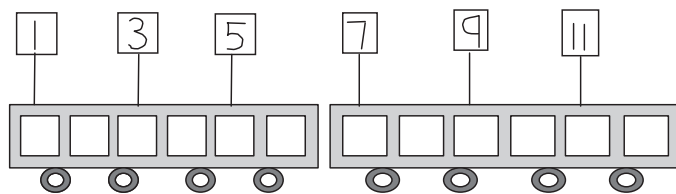
### Practice Activity: Fill in the Missing Numbers

#### Materials Checklist:

- Number stick puppets (1 to 20)
- Learning Train

#### Instructions:

1. Distribute the number puppets and ask children to place the number puppets in order from 1 to 20 in the Learning Train.
2. Remove some of the number puppets and redistribute them.
3. Draw the attention of children to the missing numbers and ask them to fill the empty spaces with the correct number puppets.
4. Assist children in filling in the missing numbers in the boxes on page 67 of the student's book.



### Practice Activity: Making Thumbprints

#### Materials Checklist:

- Crayons
- Bowls
- Sponge
- Poster colours

#### Instructions:

1. Divide the class into groups of 5–6 children and request each group to sit in a circle.
2. Distribute the books and crayons among children.
3. Open to page 68 of the student's book.
4. Demonstrate how to join the dots from 1 to 20.
5. Place two bowls with sponges in the middle of each circle. Pour one poster colour into each bowl.
6. Demonstrate thumb printing to children. Press a finger on the paint-dipped sponge and press your thumb on the page. Children will do the same in their books.
7. Ask them to leave their books open in a line in one corner of the class to dry.

### Practice Activity: Bits of Grass

#### Materials Checklist:

- Green origami paper (one sheet for each child)
- Adhesive

### Instructions:

1. Redistribute the books and reopen page 68 of the student's book.
2. Give each child green origami paper to tear into strips.
3. Demonstrate the method of spreading the adhesive on the page and sticking the green strips of paper to make grass.
4. Assist children to spread adhesive on the page and paste the long and short green origami paper strips to make the grass.

### Practice Activity: Fill in the Missing Numbers

#### Materials Checklist:

- Number flash cards

#### Instructions:

1. Give children the number flash cards to arrange in order from 1 to 20.
2. Ask children to fill in the missing numbers between 1 and 20 on page 69 of the student's book.

### Practice Activity: Tear and Paste

#### Materials Checklist:

- Coloured paper (5–6 colours)
- Adhesive
- Pencils

#### Instructions:

1. Give each child five or six 5 cm × 5 cm coloured paper squares to tear and paste in the balloons on page 70 of the student's book.
2. Draw the attention of children to the words 'few' and 'many' by showing them a few and many pencils.
3. Open to page 70 of the student's book and demonstrate how to stick a few and many paper strips in the balloons on the page.
4. Ask children to paste a few paper strips in one balloon and many paper strips in the other.

### Practice Activity: Spot the Differences

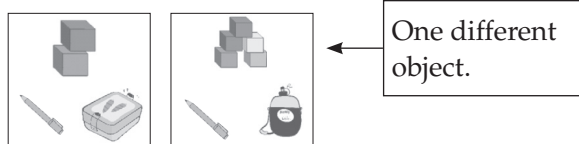
#### Materials Checklist:

- Pencils/Crayons/Balls/Beads
- One chart paper

#### Instructions:

1. Place a set of objects on one table. Place another similar set of objects on another table. There should be some differences between the two sets i.e. at least one object should be different.
2. Ask children to observe the differences between the two sets.

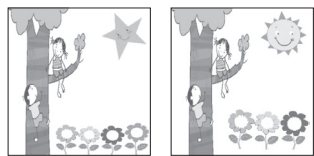
For example,



3. Divide the chart paper in two. Make similar pictures on the two halves but with a few differences.

- Encourage children to look closely at the two pictures and point out the differences.

For example,



Differences include:  
Numbers of flowers, sun  
and star. You can add  
more differences.

- Encourage them to spot the differences between classrooms in their school.

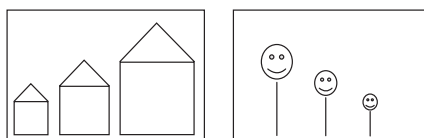
## Practice Activity: Compare the Objects

### Materials Checklist:

- A4 sheets with pictures of the same objects in different sizes
- Pencils/Balls/Lollipops of different sizes

### Instructions:

- Show children two pencils/lollipops. Let them compare the pencils/lollipops and identify the longer one. Show them another pencil/lollipop and ask them to identify the longest one.
- Repeat the same by asking children to compare three balls. Tell them to identify the biggest ball.
- Show children the A4 sheets with pictures. Ask them to compare the pictures and find the biggest, smallest, tallest, and longest item.
- Ask children to complete the exercise on page 71 of the student's book independently.



## Practice Activity: Cross Out the Pictures

### Materials Checklist:

- Picture puppets (any used in previous activities)
- Learning Train

### Instructions:

- Place picture puppets in the Learning Train and ask children to take turns to remove the picture puppets you call out. You can use the story mentioned below
- Open to page 72 of the student's book and explain the task on the page. Facilitate children to complete the exercise. Ask children to listen carefully to you and cross out the pictures mentioned.

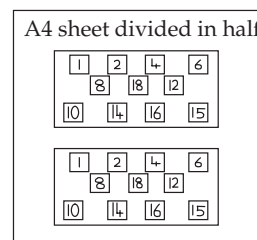
Note: Make up a story around the picture puppets you used from the page 72 of the student's book. For example, 'There was a big tree in a garden. A lot of people loved to sit under its shade. One fat green frog came hopping. He was tired and sat under the tree. He was looking for a friend. He saw a cat sitting on the grass. There was a girl too. She was flying a kite. There was also a boy. He was also flying a kite'.

## Practice Activity: Bingo

### Materials Checklist:

For Bingo cards (one for each child):

- A4 size sheets
- Markers
- Ruler



**Instructions:**

1. For the Bingo cards: On an A4 sheet, paste two Bingo cards (or number grids). Refer to the given image. The A4 sheets can be photocopied and used for all children. The numbers on all the cards have to be the same each time.
2. Distribute the Bingo cards to the children. Instruct them that they have to cross out the number you will call out.
3. When all the numbers on the Bingo cards are crossed out, children have to call out 'Bingo!'
4. Open to page 80 of the student's book and carry out the activity mentioned on the page. Tell children to cancel out the number called out.

**Practice Activity: Birthday Bash****Instructions:**

1. Introduce page 73 of the student's book to children. Draw their attention to the picture and ask them to name the different items in the picture.
2. Divide the class into small groups. Start with counting the objects in the picture and then draw their attention to the pictures next to the boxes. Help children to count the objects and fill in the boxes.

**Teacher Buzz:** Plan the activity to coincide with a birthday celebration in class. The class can be decorated and then the page can be introduced.

**Practice Activity: Story with Animal Puppets****Materials Checklist:**

- Animal puppets (given in the story)
- Number puppets (1 to 10)
- Learning Train

**Instructions:**

1. Narrate the story on page 74 of the student's book while placing the relevant animal puppets in the Learning Train. Encourage children to count the puppets as they are placed in the Learning Train.
2. Distribute the number puppets. Ask children to place the corresponding number puppets in the train pockets.
3. Introduce page 74 of the student's book to children. Draw their attention to the pictures on the page.
4. Encourage them to count the animals and write the correct number next to the pictures.

**Practice Activity: Draw the Correct Number of Objects****Materials Checklist:**

- Drawing sheets
- Crayons

**Instructions:**

1. Give children drawing sheets and crayons and ask them to draw a specific number of objects, for example, two apples / five circles.
2. After children complete drawing, introduce page 75 of the student's book to them. Let them complete the given exercise independently.



## Activity 57a: I Can Count

### Materials Checklist:

- 5 cm × 1 cm card strips from the borders of the flash cards given at the end of the book
- Materials like sticks, beads, stones, and leaves can also be used

### Instructions:

1. Place card strips in bowls and seat a few children around each bowl.
2. Ask children to take one card at a time and arrange it till they reach 10.
3. Practice and increase the number.
4. Use different kinds of materials for practice activities.

## Activity 57b: I Can Add with My Friend

### Materials Checklist:

- Sets of picture puppets (up to 5 in each set)/objects like erasers, crayons, and pencils

### Instructions:

1. Start with two sets of things.
2. Divide the sets into two parts, for example, a set of 3 crayons: give one child 2 and another child 1 crayon/a set of 4 stones: give two children two stones each.
3. Ask children to find their partners and place the objects in a line and count them together, for example, 'Two and one make three' or 'Two and two make four'.

## Activity 57c: I Can Add on My Own

### Materials Checklist:

- 5 strips/beads/card counters/bottle caps/stones for each child.
- Handmade number dice with numbers from 1 to 4 only; repeat any two numbers to cover all the 6 sides.
- Materials like sticks, beads, stones, and leaves can also be used.

### Instructions:

1. Give each child 5 strips/beads/card counters/bottle caps/stones.
2. Call out a number or toss the number dice with numbers from 1 to 4 only.
3. Ask children to pick up that number of things and place them in a row from left to right.
4. Call out another number. Ask children to place things next to the previous ones and count them together.

## Practice Activity: I Can Count Numbers

### Materials Checklist:

- Bead strings of 50 beads (5 different colours of 10 beads each: 10 red, 10 blue, 10 yellow, 10 green, 10 orange). Try to use large-sized beads.

### Instructions:

1. Put up the bead string at a level children can reach with ease.
2. Encourage them to count the beads regularly. Let the set-up be available all the time for children to count when they choose to.
3. Ask children to open to pages 85–86 and count a certain number of beads, for example, let's count up to 30 or 40 ...

## Practice Activity: I Can Count More Numbers

### Materials Checklist:

- Number puppets/Flash cards: 1 to 50 (write each set of 10 numbers on different colours, for example, 1 to 10 on pink cards, 11 to 20 on yellow, 21 to 30 on blue, 31 to 40 on pink, and 41 to 50 on green)
- Ice cream sticks
- Beads and strings

### Instructions:

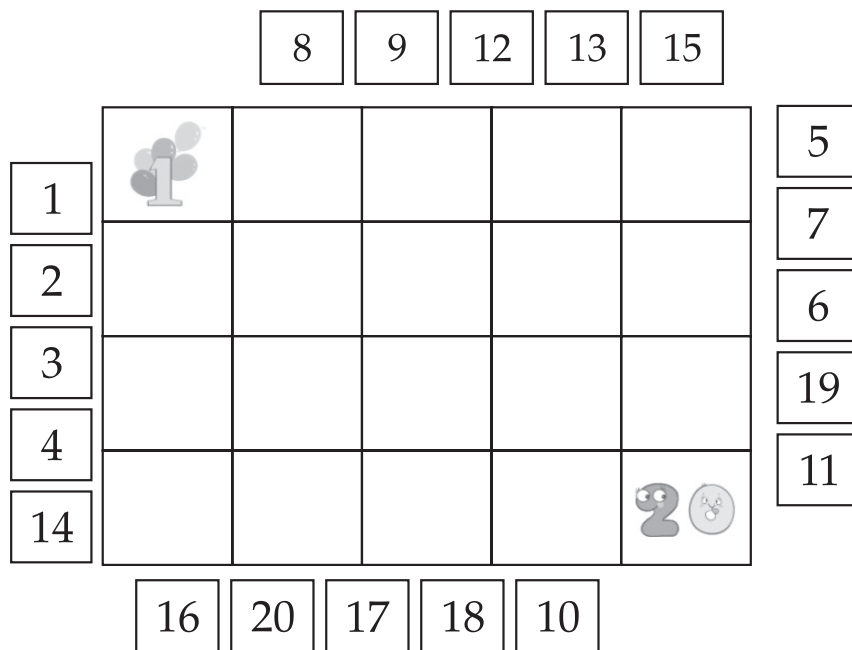
1. Distribute the number cards of the numbers you want to introduce, for example, 1 to 30.
2. Ask children to group together according to the colours of the flash cards/number puppets.
3. They can then stand in order.
4. Give children ice cream sticks to count and arrange.
5. Give them sets of 10 beads of different colours to string and count, for example, 10 red, 10 blue, 10 yellow.

**Please note:** Transcription and writing of more numbers can be done at the next level. Children can be encouraged to do so after they can count the values and associate them with a number.

## Practice Activity: Number Wall

### Materials Checklist:

- Chart paper for the number wall
- Sketch pens
- Number flash cards



### Instructions:

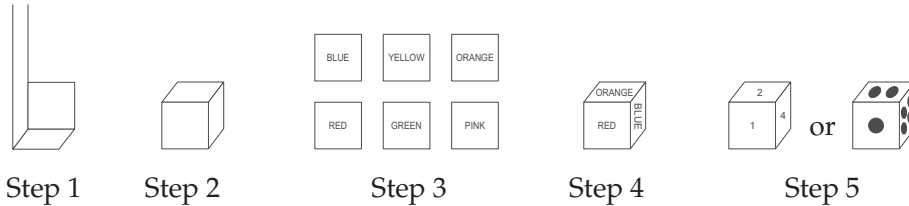
1. Preparation: Divide half a chart paper into twenty boxes (5 × 4 boxes) to form the number wall chart.
2. Divide the class into small groups and give them a number wall chart. Each group will have their own number wall chart.

3. Place the number wall chart and a set of number flash cards (1 to 20) in the middle of each group of children.
4. Ask children to divide the flash cards among themselves and spread them out in front of them.
5. Tell them to arrange the number flash cards in order from 1 to 20 in the boxes of the number wall. The numbers should be facing children.
6. Introduce page 87 of the student's book to children. Help them complete the page.

**Note:** If children know the numbers from 1 to 20 and are ready, they may be introduced to counting from 21 to 50. Worksheets pages 26–34 have been provided for this purpose.

# HANDMADE RESOURCES

## How to Make Handmade Dice:



### Materials Checklist:

- Small rectangular cardboard box (e.g. a box in which toothpaste is bought)
- Six card sheets of various colours
- Scissors
- Adhesive
- Sketch pen
- Lamination tape

### Instructions:

1. Step 1: Cut the box into two halves in such a way that three sides of the box are equal in size to the base of the box, and the remaining side is one and a half times longer than the base.
2. Step 2: Turn the longer side downwards, covering the open side of the box. Paste it to make a cube.
3. Step 3: Cut the coloured card sheets in squares equal in size to the sides of the cube.
4. Step 4: Paste them on the 6 sides of the cube and leave to dry.
5. Step 5: Draw the values or write the numbers 1 to 6 on the sides of the cube.
6. Laminate and use it in required activities.

## How to Make Handmade Counters:

Counters are small circular disks used during activities in the student's books. These enable the students to indicate that they recognize certain words/images/symbols on pages.

### Materials Checklist:

- Card sheets of four colours or small lids from old bottles

### Instructions:

1. Cut the card sheets into small counters which children can use.
2. You can also cover the top of lids from old bottles with coloured card sheets to make counters.

# 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.

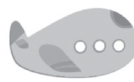
## How to record/gather information for assessment:

- 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				
<b>Emotional and Social Development</b>				
Adapts to the new class and friends				
Follows classroom rules				
Enjoys group activities				
Makes new friends				
Feels emotionally secure				
Identifies self				
<b>Language Development</b>				
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				
<b>Fine Motor Development</b>				
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				
<b>Large Motor Development</b>				
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				
<b>Number Skills</b>				
Can match the same objects				

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

\* **Note:** Indicators and their interpretations can vary and can be determined according to the topics/areas of development of the children.

