

**PRE-NURSERY**

MY LEARNING TRAIN

**WORLD OF  
LETTERS**  
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

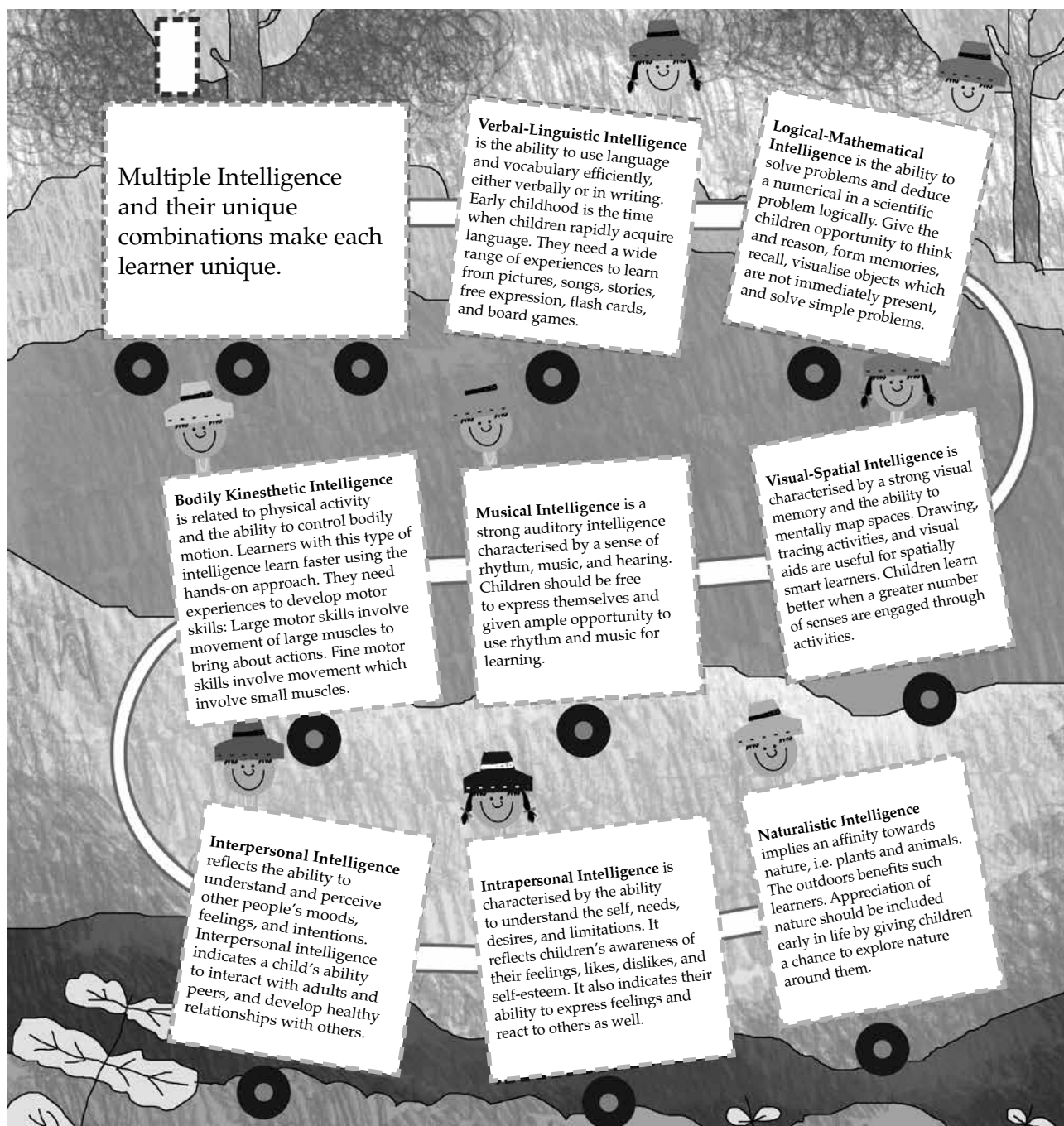
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.  
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported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




Play




Sensorial and Tactile Activities




Imitation and Practice




Exploring and Experimenting




Drawing, Painting, Colouring



Learning through Different Mediums




Responsibility and Discipline




Citizenship and Environmental Awareness

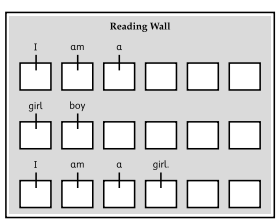
**Children learn through different resources.**



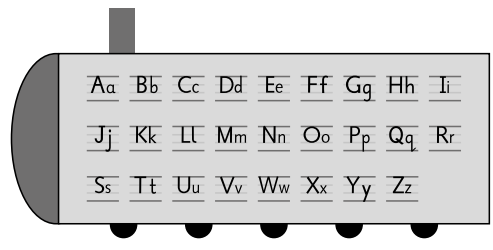
Flash cards



Stories and Rhymes




Reading Wall



Picture Alphabet Frieze

Stick puppets



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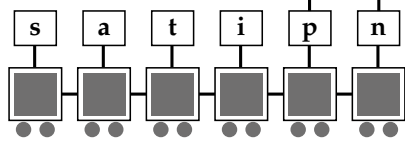
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Pocket Train

# GET SET GO! ON MY LEARNING TRAIN

## Activity Based Environment—Checklist for Teachers and Coordinators

### Planning Time for Activities

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

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

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

Tick off the tasks as you complete them.






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

6.	Introduce a kindness chart in the beginning of the session. Put up names of children who do acts of kindness. Talk about the importance of being kind.	
7.	Make a 'Good Habits Bear'. Refer to section 'Creating Classroom Resources' in the <i>World Around Us</i> TG.	
8.	Get the Alphabet Frieze ready. Refer to section 'Creating Classroom Resources' in the <i>World of Letters</i> TG.	
9.	Pull out and number all the flash card sets from the books: Pull out from perforation and not the binding. (Number each complete set with a number. For example, set 1: all the flash cards will have number 1)	
10.	Plan and practise short simple instructions: Ask children to repeat the instruction with the speaking fingers where they make a fist and open one finger at a time repeating the instructions. Refer to the section 'Class Division/Settings for Activities' in the TG.	
11.	Talk about classroom rules with the children. They can be written on a chart and put up in the class. Refer to them regularly.	
<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.	



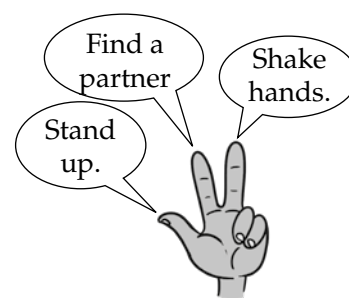
## Class Division/Settings for Activities

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

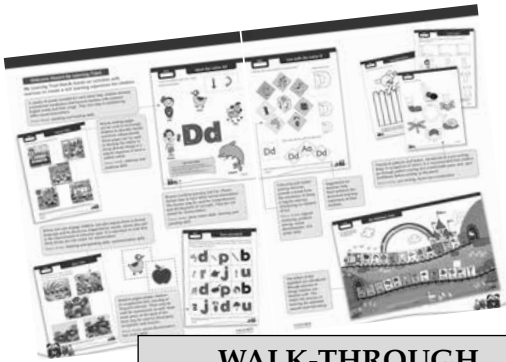
**Q: How will we finish our syllabus if we conduct activities? What will the parents say?** Activities and experiences are an integral part of the pre-primary syllabus. It is only after children do activities that we should guide them towards writing, following the cycle: Listening – Speaking – Reading – 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.



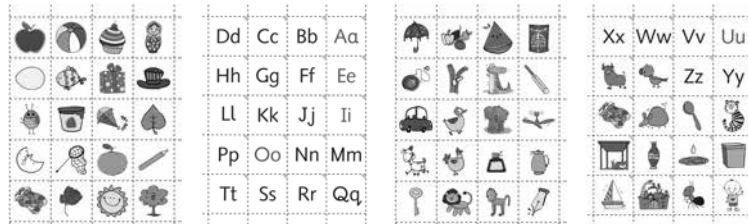
## Flash cards

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.



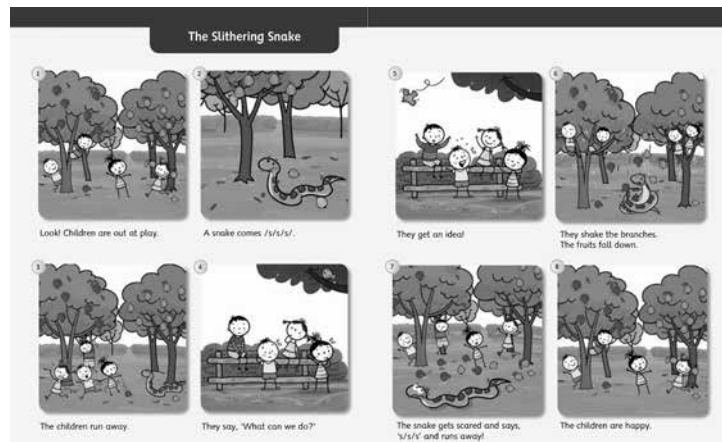
## Stories and Reading Skills Reader

Supplement for vocabulary building, introduction to phonics, and reading skills.

**Please Note:** Most of the stories will have to be read out to the children at this stage and have been created for the development of spoken vocabulary and comprehension.

The stories and rhymes can be used for the following activities:

- Point to the pictures on the story pages and narrate the story.
- Encourage the children to answer questions about the story.
- Revisit the story and pause in between so that the children can complete the story.
- Make stick puppets for the stories and narrate the stories with the puppets in your hands.
- Ask the children to look into the mirror and say a few lines about themselves.
- Buddy reading—pair the children for picture reading and narration.
- Ask the children to speak small dialogues and enact the story.



# Parents Activity Guide

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

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

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

**Activity Guide for Parents**

These 8 pages can be pulled out and sent to the parents.

**Dear Parents,**  
Activities and games with tangible objects help children develop early reading skills. As children attend the story are too young for formal and structured learning, the following activities may be incorporated into your child's regular routine to help them develop a variety of skills as he/she grows. These activities are not linked to any specific concepts or pages in the book, rather, they are general guidelines to help your child cultivate essential skills which will help in reading and comprehension later in life.

**Activities For Language Development and Reading Readiness**

**Visual Discrimination** (Recognizing similarities and differences between objects, colors, patterns, and shapes, to help your child recognize symbols, such as letters, numbers, and words.)

**Activity 1:** Give the children pairs of things to match.

**Activity 2:** Give the children pairs of picture cards to sort and match.

**Activity 3:** Cut different wrapping paper into squares of dimensions 7 cm x 7 cm and ask the children to sort and match.

**Activity 4:** Give your child pairs of spoons, bowls, glasses, plates, boxes, and so on, and sort them up. Ask them to pair these items for you.

**Visual Memory**

**Activity 5:** Flash a picture at your child for a few seconds (15-20) and then hide it. The picture should have large, colorful elements. Ask your child if they can remember what they saw.

**Activity 6:** Take your child for a walk and ask them to take pictures of things by looking carefully at them and thinking their eyes. While returning home, ask them to tell you the names of the things they took pictures of.

**Activity 7:** Take a few things from around your house, for example, book, bowl, box, spoon, and plate, and trace their outlines on a sheet. Ask your child to look at the outlines and place the objects on the correct outlines.

**Auditory Discrimination** (Recognizing similar and different sounds)

**Activity 8:** Give 2-3 instructions to your child to do a series of actions and ask them to listen and do the actions.

**Auditory Memory** (Recognizing similar and different sounds)

**Activity 9:** Place a few things in different parts of the house. Tell your child where to find them and then ask them to look for the things and bring them to you.

**Activity 10:** Ask your child to listen carefully and create a pattern by clapping hands, snapping fingers, and tapping feet. For example, clap-clap-snap-clap-clap-snap or tap-clap-tap-clap, and so on.

**Soundmatching Letters of the Alphabet**

Letters and sounds are abstract entities for little learners so you must turn them into real and tangible things with the help of objects, puppets, etc. and so on. Make these objects/puppets in the letter shapes.

**Flaps:** Put up an alphabet board with all the letters of the alphabet for your child to see.

**Letters and puppets:** Make puppets with the help of old socks, paper bags, twigs, and so on, and give them names to help your child associate a sound name with the puppet. For example, Sally the teacher, or Biddy the bird.

**Flash cards:** Flash cards are a very useful and powerful tool for children in developing recognition skills as well as to build words independently as a later stage. They can be used for a number of activities—matching pairs, placing on a chart/book with printed letters to match and learn, arranging in

# ACTIVITY MAP

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

Chapter name and Student's Book page number	TG Page Number	Activity name/number as seen in the Table of Contents in the Student's Book	Suggested interactive strategy and approximate time
Sounds Around Me (p. 1)	p. 40	Activity 1: Stop and Listen	Large group activity (5 min)
	p. 40	Activity 2: Animal Sounds	Large group activity (10 min)
	p. 40	Activity 3: Record and Listen	Individual activity (15 min)
	p. 41	Activity 4: Sounds Around Me	Large group activity 10 min)
	p. 41	Activity 5: Sound Boxes	Individual activity (10 min)
My Alphabet Train (pp. 2-3)	p. 41	Activity 6: The Letter Train	Large group activity (15 min)
	p. 42	Activity 7: Let's Name the Things We See	Large group activity (15 min)
	p. 42	Activity 8: Listen and Spot the Correct Pictures	Large group and pair activity (20 min)
	p. 42	Activity 9: ABC Song	Large group activity (15 min)
	p. 42	Activity 10: My Story	Large group activity (15 min)
	p. 42	Activity 11: First Letters	Small group activity (10 min)
Alphabet in the Jungle (pp. 4-5)	p. 43	Activity 12: Sandpaper Patterns and Letters	Individual activity (10 min)
	p. 43	Activity 13: Freehand Drawing	Individual activity (15 min)
	p. 43	Activity 14: Trace the Path	Small group activity (5 min)
	p. 44	Activity 15: Walking on Patterns	Large group activity (20 min)
Learning Patterns (pp. 6-11)	p. 44	Activity 16: Sand Tracing	Individual activity (15 min)
	p. 44	Activity 17: Sticks and Patterns	Small group activity (20 min)
	p. 45	Activity 18: Pasting Patterns	Small group activity (30 min)
	p. 45	Activity 19: Arranging Blocks	Small group activity (20 min)
Practice Activities	p.45	Practice Activity: Match the Pairs	Small group activity (15 min)
	p. 45	Practice Activity: Find the Same Colour	Large group activity (10 min)
	p. 46	Practice Activity: Find your Partner	Large group activity (10 min)
	p. 46	Practice Activity: Run and Complete the Pair	Small group activity (20 min)
	p. 46	Practice Activity: Spot the Different One	Small group activity (20 min)
	p. 46	Practice Activity: Finger Tracing	Individual activity (15 min)
	p. 47	Practice Activity: Story Time	Large group activity (10 min)
	p. 47	Practice Activity: Rhyme Time	Large group activity (10 min)
	p. 47	Practice Activity: Vocabulary Building	Small group activity (10 min)
	p. 47	Practice Activity: Rainbow Tracing	Individual activity (20-30 min)
	p. 47	Practice Activity: Activity Time	Individual activity (20-30 min)
	p. 47	Practice Activity: Circle the Correct Letters	Individual activity (15 min)

Meet the Letter Aa (pp. 12–13)	p. 47	<b>Story Time for the letter Aa:</b> The Ant and the Alligator	Large group activity (10 min)
	p. 48	<b>Rhyme Time:</b> Miss Ant	Large group activity (10 min)
	p. 48	Activity 20a: Name Smileys	Large group and individual activity (30–40 min)
	p. 48	Activity 20b: Apple Treat	Large group activity (30 min)
	p. 48	Activity 20c: Letter and Picture Card Puppets	Large group activity (25 min)
	p. 49	Activity 21a: Tear and Paste	Individual activity (40 min)
	p. 50	Activity 21b: Thumb Printing	Individual activity (40 min)
Meet the Letter Bb (pp. 14–15)	p. 50	<b>Story Time for the letter Bb:</b> Buntu and Babloo	Large group activity (15 min)
	p. 50	<b>Rhyme Time:</b> Black Sheep, Butterfly	Large group activity (15 min)
	p. 50	Activity 22a: Blowing Bubbles	Large group activity (15 min)
	p. 51	Activity 22b: Banana Treat	Individual activity (20 min)
	p. 51	Activity 22c: Let's Play	Small group activity (20–30 min)
	p. 51	Activity 22d: Let Us Sort	Small group activity (20–30 min)
	p. 52	Activity 23a: Smileys In the Train	Individual activity (10 min)
Meet the Letter Cc (pp. 16–17)	p. 52	<b>Story Time for the letter Cc:</b> The Cap Seller and the Monkeys	Large group activity (15 min)
	p. 53	<b>Rhyme Time:</b> Cathy the Cat, Cobbler	Large group activity (15 min)
	p. 53	Activity 24: Class Party	Large group activity (40 min)
	p. 53	Activity 25: Candle Magic	Large group activity (10 min)
Meet the letter Dd (pp. 18–19)	p. 54	<b>Story Time for the letter Dd:</b> Danny and Daisy/The Chick and the Duckling	Large group activity (20 min)
	p. 54	<b>Rhyme Time:</b> Ducks, Dance Baby	Large group activity (15 min)
	p. 54	Activity 26a: The Duck Dance	Large group activity (15 min)
	p. 54	Activity 26b: Bits of Paper	Large group activity (15 min)
	p. 55	Activity 26c: May I Come In?	Large group activity (15 min)
Meet the Letter Ee (pp. 20–21)	p. 55	<b>Story Time for the letter Ee:</b> Baby Elephant and Ellie	Large group activity (15 min)
	p. 55	<b>Rhyme Time:</b> Elephant Song	Large group activity (5 min)
	p. 55	Activity 27: Engine, Elephant, Egg	Large group activity (20–30 min)
	p. 55	Activity 28: Baby Elephant and Ellie	Large group activity (20–30 min)
Meet The Letter Ff (pp. 22–23)	p. 56	<b>Story Time for the letter Ff:</b> The Fox and the Grapes	Large group activity (15 min)
	p. 56	<b>Rhyme Time:</b> Little Froggy	Large group activity (15 min)
	p. 56	Activity 29a: Let Us Count Our Fingers	Individual activity (5 min)
	p. 56	Activity 29b: My Family	Large group activity (10 min)
	p. 56	Activity 30a: Feathers	Large group activity (20 min)
	p. 57	Activity 30b: Flowers	Large group activity (2 hours)
	p. 57	Activity 30c: Fruits	Large group activity (2 hours)



Meet the Letter Gg (pp. 26–27)	p. 57	<b>Story Time for the letter Gg:</b> Guriya and Her Goat	Large group activity (30 min)
	p. 57	<b>Rhyme Time:</b> Garden Song	Large group activity (15 min)
	p. 57	Activity 31a: Smileys in the Train	Individual activity (10 min)
	p. 57	Activity 31b: Visit to a Garden	Large group activity (2–3 hours)
	p. 58	Activity 32: Hearing a Story	Large group activity (20 min)
Meet the Letter Hh (pp. 28–29)	p. 58	<b>Story Time for the letter Hh:</b> Hoppity, the Kind Horse	Large group activity (15 min)
	p. 58	<b>Rhyme Time:</b> Hickory Dickory Dock	Large group activity (15 min)
	p. 58	Activity 33: Hat Race	Small group activity (25 min)
	p. 58	Activity 34: Hoppity Hop	Large group activity (10 min)
Meet the Letter Ii (pp. 30–31)	p. 58	<b>Story Time for the letter Ii:</b> Incy, the Spider	Large group activity (15 min)
	p. 59	<b>Rhyme Time:</b> Incy Wincy Spider	Large group activity (15 min)
	p. 59	Activity 35a: Bug Hunt	Large group activity (20 min)
	p. 59	Activity 35b: Bug Under the Rug	Large group activity (20 min)
	p. 59	Activity 35c: Guess Who Am I?	Large group activity (20 min)
	p. 60	Activity 35d: Ink in the Inkwell	Large group activity (20 min)
Meet the Letter Jj (pp. 32–33)	p. 60	<b>Story Time for the letter Jj:</b> Joe’s Birthday Party	Large group activity (40 min)
	p. 60	<b>Rhyme Time:</b> Jingle Bells	Large group activity (20 min)
	p. 61	Activity 36: Jiggling Dance	Large group activity (15 min)
	p. 61	Activity 37: Jam and Jelly Party	Large group activity (20 min)
Meet the Letter Kk (pp. 34–35)	p. 61	<b>Story Time for the letter Kk:</b> Ken and His Kite	Small group activity (45 min)
	p. 61	<b>Rhyme Time:</b> Kelly, the Kangaroo	Large group activity (15 min)
	p. 62	Activity 38a: Kites in the Sky	Large group activity (1 hour)
	p. 62	Activity 38b: Pouring Activity	Large group activity (40 min)
	p. 62	Activity 38c: Lock and Key	Individual activity (40 min)
	p. 62	Activity 38d: Kings and Queens	Individual activity (20 min)
Meet the Letter Ll (pp. 36–37)	p. 62	<b>Story Time for the letter Ll:</b> The Lion and The Mouse	Large group activity (30 min)
	p. 63	<b>Rhyme Time:</b> Letters Dancing Around	Large group activity (15 min)
	p. 63	Activity 39a: Let’s Collect Leaves	Large group activity (15 min)
	p. 63	Activity 39b: Let’s Make Lemonade	Large group activity (25 min)
	p. 63	Activity 40: Let’s Make Lines	Large group activity (15 min)
Meet the Letter Mm (pp. 38–39)	p. 64	<b>Story Time for the letter Mm:</b> The Monkey and the Mirror	Large group activity (20 min)
	p. 64	<b>Rhyme Time:</b> Little Miss Muffet	Large group activity (20 min)
	p. 64	Activity 41: Mirror, Mirror	Large group activity (15 min)
	p. 64	Activity 42: Let’s Act	Individual activity (30 min)
Story Time (p. 41)	p. 64	Practice Activity: Sequencing Story Cards	Pair activity (20 min)

Meet the Letter Nn (pp. 42–43)	p. 65	<b>Story Time for the letter Nn:</b> Neelum and Nina	Large group activity (20 min)
	p. 65	<b>Rhyme Time:</b> Nine Little Nightingales	Large group activity (15 min)
	p. 65	Activity 43a: Tasty Treats!	Large group activity (15 min)
	p. 65	Activity 43b: Let's Make a Nest	Large group activity (20 min)
	p. 66	Activity 43c: Fishing Time	Individual activity (45 min)
	p. 66	Activity 43d: Circle Time	Individual activity (20 min)
Meet the Letter Oo (pp. 44–45)	p. 66	<b>Story Time for the letter Oo:</b> Oddie, the Ostrich	Large group activity (20 min)
	p. 66	<b>Rhyme Time:</b> Open and Shut Them	Large group activity (15 min)
	p. 67	Activity 44a: Open and Close	Large group activity (15 min)
	p. 67	Activity 44b: I Can Act	Individual activity (15 min)
Meet the Letter Pp (pp. 46–47)	p. 67	<b>Story Time for the letter Pp:</b> Penny goes on a Picnic/Penny, The Parrot	Large group activity (15 min)
	p. 68	<b>Rhyme Time:</b> Pitter-Patter Raindrops	Large group activity (15 min)
	p. 68	Activity 45a: I Have Grown Up	Small group activity (20 min)
	p. 68	Activity 45b: Water in the Pot	Large group activity (10 min)
	p. 68	Activity 45c: Peacock Dance	Large group activity (50 min)
	p. 68	Activity 45d: Cotton bud/ Thumb Printing	Small group activity (20 min)
Meet the Letter Qq (pp. 48–49)	p. 69	<b>Story Time for the letter Qq:</b> Quincy and the Quilts	Large group activity (15 min)
	p. 69	<b>Rhyme Time:</b> Winter is Here	Large group activity (15 min)
	p. 69	Activity 46a: Queen of Sheba	Large group activity (15 min)
	p. 69	Activity 46b: Quill and an Inkwell	Large group activity (10 min)
Meet the Letter Rr (pp. 50–51)	p. 70	<b>Story Time for the letter Rr:</b> Rini and Her Red Ribbon	Large group activity (15 min)
	p. 70	<b>Rhyme Time:</b> Rainbow Song	Large group activity (15 min)
	p. 70	Activity 47: Let's Paint	Large group activity (30 min)
	p. 70	Activity 48: Ribbon Dance/Rope and Rose	Large group activity (30 min)
Practice Activity	p. 71	Practice Activity: Colour the Rainbow	Individual activity (30 min)
Meet the Letter Ss (pp. 52–53)	p. 71	<b>Story Time for the letter Ss:</b> The Slithering Snake	Large group activity (15 min)
	p. 71	<b>Rhyme Time:</b> Mr Sun	Large group activity (15 min)
	p. 71	Activity 49: Day and Night	Individual activity (30 min)
	p. 72	Activity 50a: Sorting	Pair activity (20 min)
	p. 72	Activity 50b: Slithering	Small group activity (20 min)
Meet the Letter Tt (pp. 56–57)	p. 72	<b>Story Time for the letter Tt:</b> Tommy Travels	Large group activity (15 min)
	p. 73	<b>Rhyme Time:</b> Teddy Bear	Large group activity (15 min)
	p. 73	Activity 51a: Trees are Our Friends	Large group activity (45 min)
	p. 73	Activity 51b: Free Play	Large group activity (25 min)

Meet the Letter Uu (pp. 58–59)	p. 73	<b>Story Time for the letter Uu: Up and Down</b>	Large group activity (15 min)
	p. 74	<b>Rhyme Time: Up and Down</b>	Large group activity (15 min)
	p. 74	Activity 52: Umbrella Dance	Large group activity (10 min)
Meet the Letter Vv (pp. 60–61)	p. 74	<b>Story Time for the letter Vv: The Vegetable Vendor</b>	Large group activity (25 min)
	p. 74	<b>Rhyme Time: Vegetable Train</b>	Large group activity (15 min)
	p. 75	Activity 53a: Vegetable Day	Large group activity (25 min)
	p. 75	Activity 53b: Music! Music!/ School Van Trip	Large group activity (20 min)
Meet the Letter Ww (pp. 62–63)	p. 75	<b>Story Time for the letter Ww: Woody, the Woodpecker</b>	Large group activity (15 min)
	p. 75	<b>Rhyme Time: Willy, the Whale</b>	Large group activity (15 min)
	p. 75	Activity 54: Water	Individual activity (40 min)
Meet the Letter Xx (pp. 64–65)	p. 76	<b>Story Time for the letter Xx: It is Christmas!</b>	Large group activity (15 min)
	p. 76	Activity 55: Let's Make X	Individual and pair activity (30 min)
Meet the Letter Yy (pp. 66–67)	p. 76	<b>Story Time for the letter Yy: Yonas and the Yaks</b>	Large group activity (15 min)
	p. 76	<b>Rhyme Time: Yellow Yo-Yo</b>	Large group activity (15 min)
	p. 77	Activity 56: Yellow Day	Large group activity (1 hour)
Meet the Letter Zz (pp. 68–69)	p. 77	<b>Story Time for the letter Zz: Zoya Goes to the Zoo</b>	Large group activity (15 min)
	p. 77	<b>Rhyme Time: Zoo</b>	Large group activity (15 min)
	p. 77	Activity 57a: Zigzag Lines	Large group activity (20 min)
	p. 77	Activity 57b: Let's Zip Up	Individual activity (20 min)
Practice Activities	p. 78	Practice Activity: Care and Share	Pair activity (20 min)
	p.78	Practice Activity: Story Time	Individual activity (20 min)
I Can Trace! (pp. 72–73, 75–77, 79–82)	p. 79	Practice Activity: Letters with Ice cream Sticks	Individual activity (15–20 min)
Trace and Match (pp. 74, 78, 83)	p. 79	Practice Activity: Matching Letters and Pictures	Individual and pair activity (15–20 min)
	p. 79	Practice Activity: Match the Upper and Lower case Letters	Individual and pair activity (15–20 min)
Stories and Reading Skills Reader	The stories and reading skill reader is an informal way to introduce the children to the wonder of stories which the teachers and parents can read out to the children. The focus at this level is to help the children build a rich vocabulary and be able to express themselves in simple words and sentences. The pictures will guide them and gradually they will be able to start relating words to their meanings.		

## ACTIVITY SUGGESTIONS FOR STORIES

**Please Note:** Story time should be fun! Give the children enough opportunity to revisit these stories later. The stories can be modified/shortened/lengthened according to the abilities of the children. They can be repeated in all three levels in different ways to help the children boost comprehension, and develop their verbal skills. Children must not be forced to memorise (rote learn) and repeat the stories without understanding what they are saying.

Story	Resources	Vocabulary	Circle time/Values/Talking points/Activities
The Ant and the Alligator	Stick puppets	Ant, alligator, arrow, apple tree, saw, ask, pluck, cut, share, collect.	Helping each other. Older children helping younger children. Plan a buddy time activity with the children at Kindergarten and Nursery levels.
Buntu and Bubloo	Stick puppets Bat and ball	Bag, blue, button, bus, bench, bread, butter, biscuits, bin, bun, bees, butterflies, ball, bat, bubbles.	Playing outdoors. Keeping the environment clean. Wishing people in parks. Concept of 'and' can be introduced.
The Cap Seller and the Monkeys	Paper caps by folding newspapers can be made.	Cap seller, cap, monkeys, sell, play. You can add sentences like, 'he was eating a carrot', 'he saw a caterpillar', 'he sat on a cushion' to the story.	Making paper caps.
The Chick and the Duckling	Roll card sheet strips to make rings for fingers. Fold a 10 cm x 10 cm card sheet into 4 sections. Make small ducks on orange sheets and chicks on yellow card sheets. Paste these on the rings to make finger puppets.	Duckling, deer, dolphin, dog, a drum, door. You can introduce and teach children how to use 'action words'.	Mirror activity: request the children to stand in pairs. Ask one to do a specific action and the other one to repeat it like a mirror reflection.
The Fox and the Grapes	–	Fox, grapes, jump, sour, mud.	Talk about the fox's behaviour in the story. Discuss the importance of valuing things.
Guriya and her Goat	Pictures of animals kept as pets (dogs, cats, etc.)	Goat, gate, sad, garden, grass. You can revisit prepositions.	Talk about pets and how to take care of them. Discuss different kinds of pets that people can have.

Hoppity, the Kind Horse	–	Horse, hen, hare, hippo, hop, run, house.	Talk about not going far from home alone and about general safety. Encourage children to learn their address and one important phone number of their parent/guardian.
Incy, the spider	–	Insects, food, ant, web, friends.	Ask the children to observe the insects in their surroundings, and talk about how these insects can help/harm the environment.
Joe’s Birthday Party	Plan a jelly day and a jam sandwich day.	Jacket, jelly, jelly beans, jam, jewels, jeep.	Celebrate the children’s birthdays in a simple way and encourage parents to participate.
Ken and His Kite	Kite	Kite, kitchen, kitten, tea, string.	Plan a relay race—give one child a kite, the next one can be Ken, and the last one his mother. Then the children can run and pass the kite, and race to the finish point.
The Lion and the Mouse	Stick puppets	Lion, leave, left, mouse, angry, net.	Pair up the children for buddy story telling. Give each pair one set of stick puppets to use and tell the story to each other.
The Monkey and the Mirror	Mirror and cardboard box	Monkey, mirror, mango, shiny, teeth.	Place the mirror in a cardboard box and let the children take turns to see the magic person in the box.
Neelum and Nina	Napkins, lunch items	Nine, share, tiffin, napkin, noodles.	Request parents to pack lunch for children which they can share with one other student. Seat students in pairs and ask them to share their lunch with each other.
Oddie, the Ostrich	Crowns made of card sheets with pictures of birds stapled on them	Ostrich, walk, bird, body, wings, legs.	Give the children different bird crowns to wear and have a race.
Penny, the Parrot/Penny Goes on a Picnic	Food required for a picnic.	Parrot, picnic, pony, pigeon, peacock, pony, puppy, pond, papaya.	Take the children for a picnic lunch outdoors.
Quincy and the Quilts	Pictures of quilts for reference.	Queen, quilt, quail.	Ask the children if they have a favourite quilt and ask them to describe it.
Rini and her Red Ribbon	–	Ribbon, rabbit, red.	Talk about not taking things without asking, even if one likes them.
The Slithering Snake	Mats	Snake, slithering.	Let the children slither on grass/mats.

Tommy Travels	–	Train, travel, transport, tunnel, truck.	Ask the children how they travel to school and how they travel for vacations.
Up and Down	–	Lost, family, umbrella. You can recap prepositions.	Hide things in different places and play treasure hunt with the children.
The Vegetable Vendor	Stick puppets of vegetables/real vegetables	Names of vegetables, vendor.	Place the puppets or the vegetables and make small riddles describing the vegetables. Ask the children to find the correct vegetable.
Woody, the Woodpecker	Theme boards related to forests.	Wood, farm, beak, window.	Talk to the children about the importance of trees and have a tree-planting day. Encourage the children to take care of them.
It is Christmas	Gifts	Snow, cold, taxi, boxes, cake.	Ask the children to bring a small gift. Collect the gifts and distribute them so that the children learn to share.
Yonas and the Yaks	Yo-yos	Yak, yellow, yo-yo.	Give the children yo-yos to play with.
Zoya Goes to the Zoo		Zig-zag, zinnia, zoo.	Take the children to the zoo if you have one in your city.

## Rhyme Time

Present below are some rhymes with phonic sounds /a/ to /z/. Encourage the children to say the sound as heard in the first word following the letter symbols.

<p>An /a/-/a/ ant goes out for a walk, She sees an alligator in the park. 'Hello Mr Alligator! How are you?' 'Hello Miss Ant! I am fine, thank you!' <b>Action:</b> children stand in pairs and move the fingers in pincer and palmer grip and then shake hands. <b>Activity:</b> Meeting and introducing oneself.</p>	<p>A /b/-/b/ bird is sitting on a tree, My friends in the bus are waving at me. With balloons, blocks, and bats we play, We bounce the big blue ball this way! <b>Actions:</b> bouncing a ball, blowing, playing with a bat, building (moving one hand above the other palm with both hands facing downwards).</p>	<p>A /k/-/k/ cat in the cot, It is my pet, I love it a lot. It loves to drink milk from a cup, And stands on its feet when I say, 'Up!' <b>Actions:</b> crawling on the floor/ making cat ears with fingers placed on the side of the head.</p>
<p>A /d/-/d/ dolphin swimming in the sea, Dashing through the waves and playing with me, I love to swim, what about you? It is fun in the water, you should try it too. <b>Action:</b> curling like a dolphin and dashing left to right.</p>	<p>The /e/-/e/ engine on the track, Takes the train front and back, Engine, engine, red and bright, Take me with you for a ride. <b>Action:</b> moving palms in circles while facing each other and moving the body front and back.</p>	<p>A /f/-/f/ fairy, flying in the sky, Over the hills up so high, Fairy, fairy, take me with you, I want to fly in the sky so blue. <b>Action:</b> close fist and open one finger at a time while singing the rhyme and hugging yourself.</p>

<p>A /g/-/g/ girl is waiting at the gate. For her friend who is late. They always play in the park, But return home before it is dark. <b>Action:</b> peeping as though waiting for someone at the gate.</p>	<p>A /h/-/h/ horse goes hop, hop, hop, Over the valleys, on the hilltop. He meets a hen who lost her way, And helps her reach her house that day. <b>Action:</b> hopping</p>	<p>An /i/-/i/ igloo so white! An /i/-/i/ inkpot so bright! An /i/-/i/ insect on the light, Flying here and there in the dark night. <b>Action:</b> wriggling fingers like insects crawl.</p>
<p>The /j/-/j/ jiggling jelly, bright and red And sweet, sweet jam to eat with bread. Jam and jelly I like to eat, Ah! Ah! It's a tasty treat! <b>Action:</b> jiggling while moving up and down.</p>	<p>A /k/-/k/ king with a /k/-/k/ key, A /k/-/k/ kangaroo looking at me! A /k/-/k/ kite flying so high, Up, up, up in the sky! <b>Actions:</b> twisting a key, jumping like a kangaroo with hands placed in front of the chest like the front paws, flying a kite.</p>	<p>A /l/-/l/ lollipop I have got, A sweet, sweet lollipop with sugar on top, I like lollipops, green and red, But, I brush my teeth before going to bed! <b>Action:</b> licking lollipops.</p>
<p>The /m/-/m/ moon, white and round, In the night it can be found! The moon slowly goes away, When the sun comes out in the day! <b>Action:</b> moving the arms round and round.</p>	<p>A /n/-/n/ napkin keeps me clean, My shining nose and hands have you seen? I use a napkin after food, So I am clean and feel so good. <b>Action:</b> folding a napkin and using it to clean the nose and mouth.</p>	<p>An /o/-/o/ ox walking all around, In the fields, it can be found An /o/-/o/ octopus swimming all around, In the water, it can be found. An /o/-/o/ ostrich running all around, Do you know where it can be found? <b>Actions:</b> running with arms close to the body and hands flapping to imitate the small wings of an ostrich</p>
<p>A /p/-/p/ parrot and a pigeon flying high, Up, up, up they go in the sky! A /p/-/p/ peacock blue, yellow, and green, Pretty, pretty peacock, have you seen? <b>Action:</b> spreading wings and dancing like a peacock.</p>	<p>A /kw/-/kw/ quilt, bright and red, It keeps me warm in the bed. My quilt has stars and fairies too, I love my quilt, bright and new! <b>Action:</b> wrapping arms around themselves like a quilt covering them.</p>	<p>/r/-/r/ Rabbits, 1,2,3 Will you hop like this with me? Rabbits, rabbits, 4, 5, 6, Will you jump with me like this? Rabbits, rabbits, 7, 8, 9, Hopping, jumping in a line. Rabbits, rabbits are my friends, Let us count up to 10. <b>Action:</b> squatting and jumping like rabbits.</p>

<p>The /s/-/s/ star twinkles at night, Sparkling, sparkling, and sparkling so bright. But all the stars go away, When the sun comes out during the day.</p> <p><b>Action:</b> Making a star sign by joining tips of index finger and thumb of left hand to index finger and thumb of right hand.</p>	<p>I am a /t/-/t/ teapot, short and stout, This is my handle and this is my spout. When I get all steamed up, hear me shout, Just lift me up and pour me out!</p> <p><b>Action:</b> placing one hand on the waist and the other hand held out like a spout.</p>	<p>/u/-/u/ Up in the blue sky, what do I see? White, white clouds looking at me! Under the table, what do I see? Mr Cat looking back at me!</p> <p><b>Action:</b> pointing up and standing on toes, bending to look under a table.</p>
<p>/v/-/v/ Vegetables yummy and good, I always have them as my food. Tomatoes make my cheeks red, Potatoes make me jump ahead.</p> <p><b>Actions:</b> moving forearms in all directions to show strength.</p>	<p>A /w/-/w/ watch yellow and blue, Keeps the time for me and you. It moves on and never waits, 'Be on time,' it always says.</p> <p><b>Action:</b> tapping a finger on the wrist to point at a watch, then placing hands on the waist and twirling for a short while.</p>	<p>Here comes /ks/-/ks/a fox, Look! There is a big fat ox! The ox and the fox are out today, Did you meet them on the way?</p> <p><b>Action:</b> joining the index and middle fingers and placing them on the sides of the forehead like the horns of an ox.</p>
<p>A /y/-/y/ yak brown and black, Walking up the mountain track. A yacht is sailing in the sea, Ready for a ride for you and me.</p> <p><b>Actions:</b> climbing a mountain, spreading arms as if standing on the brow of a ship, sliding across the floor.</p>	<p>A /z/-/z/ zebra on a zigzag line, Hello! Mr Zebra are you fine? Mr Zebra lives in the zoo, With monkeys, lions, elephants, and tigers too!</p> <p><b>Action:</b> walking on a zigzag line.</p>	



# 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.
  - \* Rhymes and stories can be used as activity and listening speaking tools and their memorisation must not be forced. Rhyme 2 is optional and can be used only if required.
- Stories and Reading Skills Reader (SR) can be used to complement the student's book. It can be used to read stories to the children, as well as help them picture-read.

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

## Focus:

- \* Development of verbal skills,
- \* Recognition of letters,
- \* Naming letters and understanding that the upper and lower case letters have the same name and later that they represent the same sound,
- \* Tracing of letters following the correct order of strokes,
- \* Incidental introduction to the phonics sounds,

Week	Student's Book page no.	Week	Student's Book page no.
1	<b>Page 1:</b> Sounds Around Me Introduce the silence game (Phonics Activity 1) for a few seconds. Related Activities: <ul style="list-style-type: none"> <li>• Outdoor/Indoor play time</li> <li>• Circle time</li> <li>• Interactions and settling down should be the focus of the first few weeks.</li> </ul>	2	<b>Pages 2–3:</b> My Alphabet Train Put up the Learning train and the pocket Alphabet freize. Make stick puppets with the 10 cm x 10 cm cards for letters and related pictures.
3	<b>Pages 4–5:</b> Alphabet In the Jungle Finger trace and sing. <b>Page 6:</b> Learning Patterns (Vertical Lines)	4	<b>Page 7:</b> Learning Patterns (Horizontal Lines)
5	<b>Pages 8–9:</b> Learning Patterns (Circle and Curves) <b>Pages 10–11:</b> Learning Patterns (Curves and Slants)	6	<b>Pages 12–13:</b> Meet the letter Aa <b>Story A:</b> The Ant and the Alligator <b>Rhyme 1:</b> /a/a/a/ An ant goes out for a walk <b>Rhyme 2:</b> Miss Ant

7	<b>Pages 14–15:</b> Meet the letter Bb <b>Story B:</b> Buntoo and Bubloo <b>Rhyme 1:</b> /b/b/b/ A bird on a tree <b>Rhyme 2:</b> Black sheep/Butterfly	8	<b>Pages 16–17:</b> Meet the letter Cc <b>Story C:</b> The Cap Seller and The Monkeys <b>Rhyme 1:</b> /c/c/c/ A cat in a cot <b>Rhyme 2:</b> Cathy the cat/Cobbler
9	<b>Pages 18–19:</b> Meet the letter Dd <b>Story D:</b> The Chick and the Duckling <b>Rhyme 1:</b> /d/d/d/ A dolphin <b>Rhyme 2:</b> Ducks/Dance Baby	10	<b>Pages 20–21:</b> Meet the letter Ee <b>Story E:</b> Baby Elephant and Ellie <b>Rhyme 1:</b> /e/e/e/ The engine <b>Rhyme 2:</b> Elephant Song
<p><b>Please Note:</b> Observe the learning outcomes after 8–10 weeks to set pace for the next topics and activities based on the response of the children. Use the given flash cards and activities to observe the children. Plan Circle Time and interaction regularly and focus on the development of the concepts for long-term learning and assimilation of children. Read the Developmental indicators mentioned in the Assessment Guide section of the TG carefully to assess if the children are meeting the general standards mentioned. Add to the list as required.</p>			
11	<b>Pages 22–23:</b> Meet the letter Ff <b>Story F:</b> The Fox and the Grapes <b>Rhyme 1:</b> /f/f/f/ A fairy <b>Rhyme 2:</b> Little Froggy <b>Page 24:</b> I Know A to F	12	<b>Page 25:</b> Craft Activity (Family) <b>Pages 26–27:</b> Meet the letter Gg <b>Story G:</b> Guriya and her Goat <b>Rhyme 1:</b> /g/g/g/ A girl at the gate <b>Rhyme 2:</b> Garden Song
13	<b>Pages 28–29:</b> Meet the letter Hh <b>Story H:</b> Hoppity, the Kind Horse <b>Rhyme 1:</b> /h/h/h/ A horse goes hop, hop, hop <b>Rhyme 2:</b> Hickory Dickory Dock	14	<b>Pages 30–31:</b> Meet the letter Ii <b>Story I:</b> Incy, the Spider <b>Rhyme 1:</b> /i/i/i/ An igloo so white <b>Rhyme 2:</b> Incy Wincy Spider
15	<b>Pages 32–33:</b> Meet the letter Jj <b>Story J:</b> Joe’s Birthday Party <b>Rhyme 1:</b> /j/j/j/ The jiggling jelly <b>Rhyme 2:</b> Jingle Bells	16	<b>Pages 34–35:</b> Meet the letter Kk <b>Story K:</b> Ken and His Kite <b>Rhyme 1:</b> /k/k/k/ A king with a key <b>Rhyme 2:</b> Kelly, the Kangaroo
17	<b>Pages 36–37:</b> Meet the letter Ll <b>Story L:</b> The Lion and The Mouse <b>Rhyme 1:</b> /l/l/l/ A lollipop I have got <b>Rhyme 2:</b> Letters Dancing Around	18	<b>Pages 38–39:</b> Meet the letter Mm <b>Story M:</b> The Monkey and the Mirror <b>Rhyme 1:</b> /m/m/m/ The moon, white and round <b>Rhyme 2:</b> Little Miss Muffet
19	<b>Page 40:</b> Recap G to M <b>Page 41:</b> Story Time (The Ants and the Butterflies) <b>Pages 42–43:</b> Meet the letter Nn <b>Story N:</b> Neelum and Nina <b>Rhyme 1:</b> /n/n/n/ A napkin <b>Rhyme 2:</b> Nine Little Nightingales	20	<b>Pages 44–45:</b> Meet the letter Oo <b>Story O:</b> Oddie, the Ostrich <b>Rhyme 1:</b> /o/o/o/ An ox walking all around <b>Rhyme 2:</b> Open and shut them

Observation for Learning Levels can be conducted after 20 weeks through a range of activities. The tools given in the student's books can also be used.

21	<p><b>Pages 46–47:</b> Meet the letter Pp  <b>Story P:</b> Penny, The Parrot  <b>Rhyme 1:</b> /p/p/p/ A parrot and a pigeon  <b>Rhyme 2:</b> Pitter-patter Raindrops  <b>Pages 48–49:</b> Meet the letter Qq  <b>Story Q:</b> Quincy and the Quilts  <b>Rhyme 1:</b> /q/q/q/ A quilt bright and red  <b>Rhyme 2:</b> Winter is Here</p>	22	<p><b>Pages 50–51:</b> Meet the letter Rr  <b>Story R:</b> Rini and Her Red Ribbon  <b>Rhyme 1:</b> /r/r/r/ Rabbits 1, 2, 3  <b>Rhyme 2:</b> Rainbow Song</p>
23	<p><b>Pages 52–53:</b> Meet the letter Ss  <b>Story S:</b> The Slithering Snake  <b>Rhyme 1:</b> /s/s/s/ The star twinkles at night  <b>Rhyme 2:</b> Mr Sun  <b>Page 54:</b> I Know N to S</p>	24	<p><b>Page 55:</b> Picture Talk  <b>Pages 56–57:</b> Meet the letter Tt  <b>Story T:</b> Tommy Travels  <b>Rhyme 1:</b> /t/t/t/ I am a teapot  <b>Rhyme 2:</b> Teddy Bear</p>
25	<p><b>Pages 58–59:</b> Meet the letter Uu  <b>Story U:</b> Up and Down  <b>Rhyme 1:</b> /u/u/u/ Up in the blue sky  <b>Rhyme 2:</b> Up and down</p>	26	<p><b>Pages 60–61:</b> Meet the letter Vv  <b>Story V:</b> The Vegetable Vendor  <b>Rhyme 1:</b> /v/v/v/ Vegetables yummy and good  <b>Rhyme 2:</b> Vegetable Train</p>
27	<p><b>Pages 62–63:</b> Meet the letter Ww  <b>Story W:</b> Woody, the Woodpecker  <b>Rhyme 1:</b> /w/w/w/ A watch yellow and blue  <b>Rhyme 2:</b> Willy, the Whale</p>	28	<p><b>Pages 64–65:</b> Meet the letter Xx  <b>Story X:</b> It is Christmas  <b>Rhyme 1:</b> /xs/xs/xs/ Here comes a fox</p>
29	<p><b>Pages 66–67:</b> Meet the letter Yy  <b>Story Y:</b> Yonas and the Yaks  <b>Rhyme 1:</b> /y/y/y/ A yak brown and black  <b>Rhyme 2:</b> Yellow Yo-Yo</p>	30	<p><b>Pages 68–69:</b> Meet the letter Zz  <b>Story Z:</b> Zoya Goes to the Zoo  <b>Rhyme 1:</b> /z/z/z/ A zebra on a zig-zag line.  <b>Rhyme 2:</b> Zoo  <b>Page 70:</b> I Can Recognise Letters!</p>
31	<p><b>Pages 71–83:</b> I Can Trace! and Trace and Match</p>	32	<p>Revisit the letters and use the tools to see if the children can recognise and name them.</p>

# STORING AND MANAGING MATERIALS

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

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

Sample (English):

<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

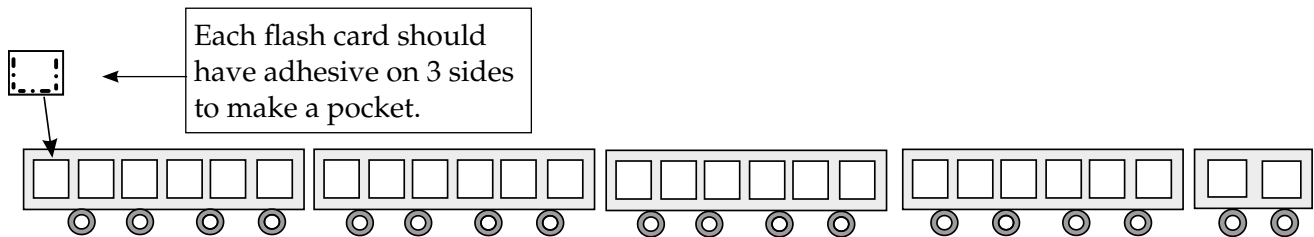
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

### 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

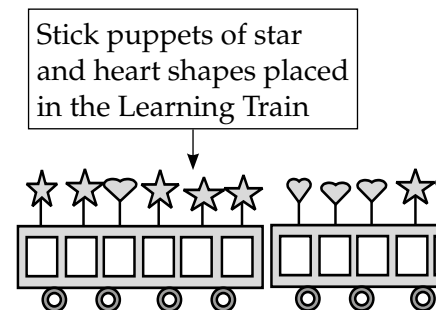
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. It can be used for display and also as an interactive resource for activities.

### 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:

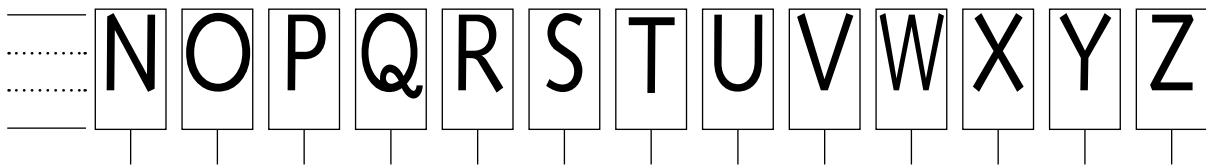
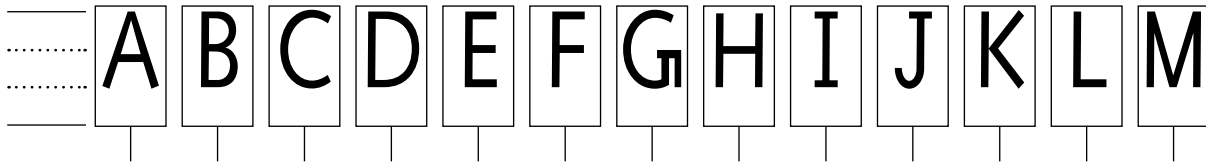
1. You can write letters, words, numbers, or draw any illustration from the books on cards to make stick puppets.
2. Paste the cards on sticks and make sets of stick puppets for the children to use. Refer to the given image.
3. Laminate with tape if required—please note that the children will be holding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



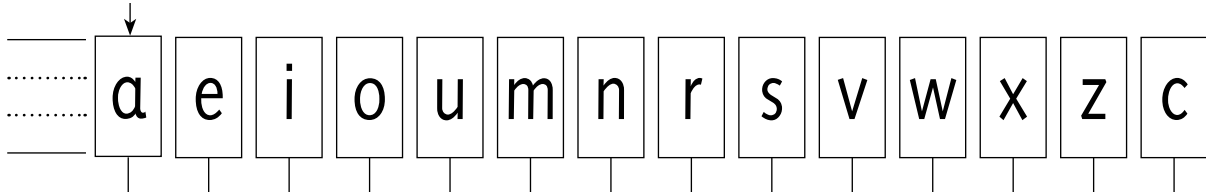
4. Store in bags and label neatly.
5. Add the name of the set and the teacher who made it in the diary/register used for record keeping so that all the teachers know it is there and can share, exchange, and reuse to optimise each resource.

**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.

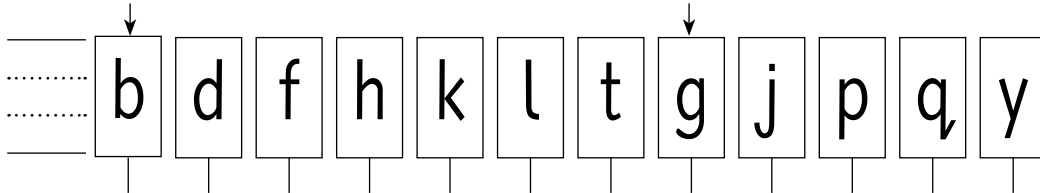


short letters

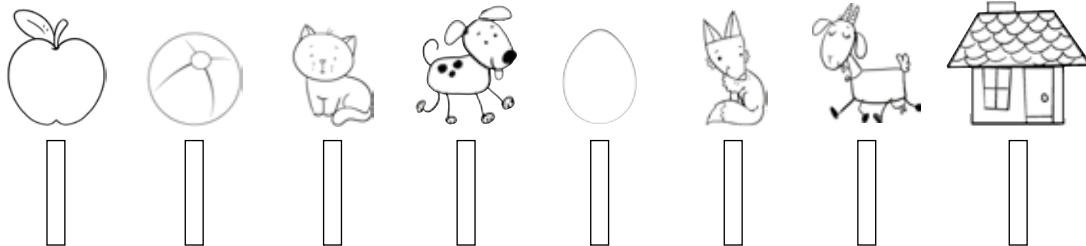


tall letters

tail letters



Use 10 cm x 10 cm cards for picture puppets



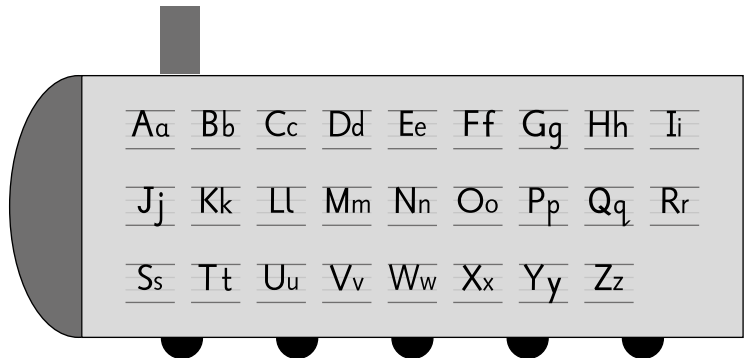
# Alphabet Frieze

## Materials Checklist (for each set):

- Two chart papers of the same colour
- One chart paper of a contrasting colour
- Twenty six 10 cm × 10 cm white cards
- Red and blue sketch pens and markers
- Small ruler
- Adhesive
- Transparent lamination tape

## Instructions:

1. Draw 2 red and 2 blue horizontal lines (the top and bottom lines will be blue and the middle two will be red) using a small ruler on all the white cards (on which you will be writing your alphabets).
2. Write the capital and small print case vowels in red, and the capital and small print case consonants in blue.
3. Paste the two charts together to make a large sheet and place the cards on the charts in three rows:  
 Row 1: Aa to Ii,  
 Row 2: Jj to Rr, and  
 Row 3: Ss to Zz
4. Pick up the cards one at a time and spread adhesive on only three edges. Keep one side open to make pockets. Paste the cards on the sheet as per the arrangement from point 3.
5. Cut the differently coloured chart in a semi-circle to make the front of an engine, the smoke spout, and the wheels. Paste these parts on the larger chart to complete the train.
6. Laminate the train using transparent adhesive tape to protect it. Make sure that the pockets remain open from the top.
7. Pin it up at the level of the children and let them start their journey with the alphabet.



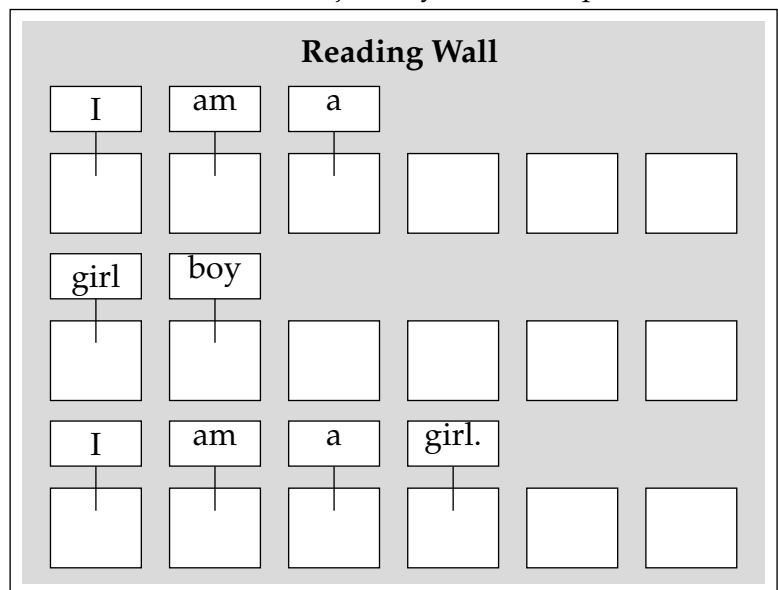
# Reading Wall

## Materials Checklist:

- A sheet of chart paper
- 10 cm × 10 cm flash cards of various colours
- Adhesive
- Name puppets (of words to be introduced)

## Instructions:

1. Apply adhesive on three sides of each flash card (to make pockets) and paste on the sheet of chart paper.



- Place the name puppets in the Reading Wall pockets to introduce children to new words they can read. Name puppets can be made by writing words in a bold, clear font on a label (5 cm x 10 cm) and pasting it on an ice cream stick. Laminate if required.

## 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:

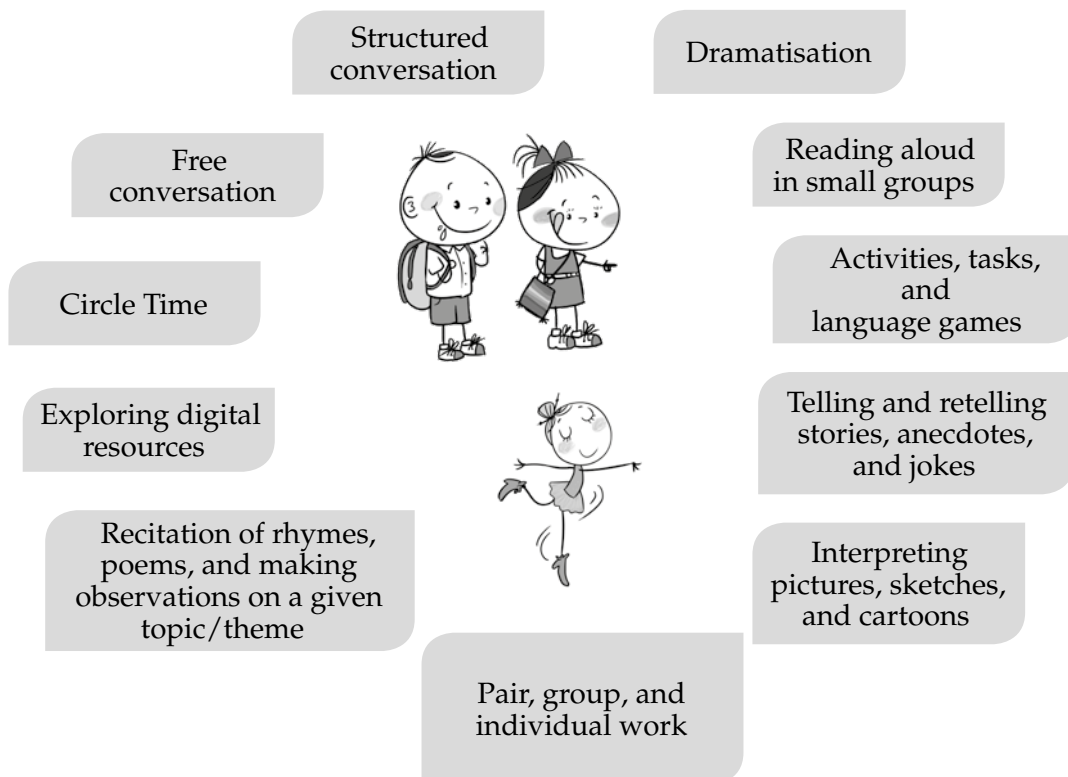
- Chart papers of 2–3 colours
- Picture and word stick puppets

### Instructions:

- 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.
- Staple the upward fold every 2/3 inches.
- 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:





## Handwriting

Writing skills are an important part of the learning process. Research suggests the order of learning should be as follows:

1. Sand play
2. Finger play
3. Sandpaper tracing
4. Scribbling on chalk and slate/crayons and drawing sheets
5. Painting
6. Moulding clay
7. Beading strings
8. Directionality (lines and curves following a simple pattern)
9. Air-writing
10. Rainbow writing (tracing over a stencil)
11. Developing the tripod grip with the help of normal sized pencils rather than thick ones as the children's hands are smaller and they would find it easier
12. Recognition of letter/number shapes, tracing letters/numbers in the correct order and formation in hollow outlines, tracing on dotted lines, writing freehand, and writing independently.

### When to begin writing?

Children should begin writing when their small muscles are strong enough to grip a pencil and are supported by a large number of pre-writing activities. Pre-writing activities should occur at the Pre-Nursery level, with tracing and simple transcription exercises at Nursery level, leading to writing independently in Kindergarten.

### Cursive or print?

Start with a print-rich and print-script environment for the development of reading skills.

- Books/computers/signboards are all in print
- Simple directionality (lines and curves following a simple pattern) make writing easier
- Reading and writing one font/script will also make reading easier for children
- Flash cards with letters printed on them are easier to use to build words and can be read with ease
- Children can easily pick up cursive by the age of 6–7 if required

Start with simple print upper and lower case letters and let the children use these in all the three levels. Cursive as a writing style can be introduced even by the end of class 1 or the age of 6 to 7.

### Lower-case letters:

- Starting counterclockwise: a, c, d, e, f, g, o, s, q
- Starting down: i, j, k, l, t, u
- Starting down and then going up: b, h, m, n, p, r
- Using diagonal lines: v, w, x, y, z

### Upper-case letters:

- Straight lines: E, F, H, I, L, T
- Diagonal straight lines: A, K, M, N, V, W, X, Y, Z
- Lines and curves: B, D, J, P, R, U
- Starting counterclockwise: C, G, O, Q, S

## Reading and Phonics

This series is a simple activity-based program designed for hands-on concept building of sound-symbol association for the pre-primary learners.

1. It was developed with activity ideas to help children between the age groups of 3–5 understand the letter-sound correspondences of 26 letters and 43–44 sounds.
2. It should be introduced as a light explorative program, and children can be encouraged to learn at their own pace. They should not be hurried to achieve pre-planned targets.
3. This series also empowers teachers to make simple resources using a low-cost kit.

### A few tips:

1. Say the sounds correctly.
2. The phonics lessons should be short, direct, clear, and have room for practice.
3. Start with Readiness Activities: Children need to have a series of activities to get ready for phonics.
4. Do not hurry the children, and give them ample opportunity to repeat and practice.

We have created stories, activities, and simple resources to help the teachers further help the children.

1. The letter names are taught at the Pre-Nursery level, and incidentally phonic sounds are introduced through simple rhymes.
2. Nursery: The sound that each letter stands for is taught and revised. Some rules or generalisations might be discussed.
3. Nursery and Kindergarten: The principle of blending sounds to form words is introduced.
4. Introduce the sight words and incidental reading gradually.

By the end of Kindergarten we hope the children will be able to display the following skills:

- a large and growing vocabulary,
- development of verbal expression and fluency,
- knowledge of the world around them,
- sound-symbol association,
- understanding that sounds are represented by letters/letter groups (phonemes and graphemes),
- understanding that words are made of sounds so learning them can make spelling and reading easy,
- understanding that sounds can be represented by different letters/letter groups,
- helping the children become aware of the simple code, and lay the foundation for understanding the other combinations of letter groups as they grow.

### Why do we teach children the names of the letter first rather than sounds?

Names are for awareness of the alphabet. It is for children to understand that it's these 26 letter shapes that represent the 44 sounds and more than 100 combinations:

- knowing the names of the letters helps children grasp the alphabetic principle: the notion that there are 26 letters and that each letter stands for a sound and letters can be combined to represent more sounds.
- knowing the names provides you with instructional labels that are familiar to children. It also helps in explaining that just like every other object, letters have their own names too.
- most letter names are closely related to their sounds.
- 20 letters contain the most common sound assigned to them in their names (say the names of a- b-d-e-f-i-j-k-l-m-n-o-p-r-s-t-u-v-x-z).
- the exceptions are c, h, q, w, y, g, and the short vowels.

Sound Symbols at a glance: Make stick puppets for Pre-Nursery and give the children opportunity to recognise the letters and place them in the Alphabet Frieze pockets, both in order and in random order.

Use the stories given with each letter to introduce the vocabulary related to the sound each letter represents.

# FLASH CARD ACTIVITY GUIDE

The following are a few activities that can be done with the help of the flash cards given in the *World of Letters Pre-Nursery* student's book.

## Activity 1:

Spread the flash cards in front of children. Display picture puppets (stick puppets with photocopies of the flash cards pasted on them) one by one and ask children to identify the pictures from the flash cards.

## Activity 2:

Get two sets of flash cards and give them to the children to match and arrange. You can do this activity for both the picture flash cards and the letter flash cards.



## Activity 3:

Arrange the flash cards in the same order as the Alphabet Train. Give flash card sets to children to arrange them in the same manner.

## Activity 4:

Ask children to open page 2–3 of the book. Ask them to spread the flash cards. Display letter puppets one by one in random order. Ask children to identify the letter you are showing. They can place the relevant letter flash cards near the same letters on the page.

## Activity 5:

Ask children to open the *Meet the Letter* page of the book with reference to the letter they are currently learning. Ask them to spread the flash cards and match the letter/picture flash cards with the letter/pictures on the page.

## Activity 6:

Ask children to match letter flash cards to picture flash cards whose names begin with the letters children are learning.

## Activity 7:

Ask children to arrange the flash cards in the same order as given on page 70 of the student's book to see if they can recognise letters.

## Activity 8:

Ask children to open pages 86–87 of the student's book. Help them place the flash cards of letter groups on the pages.

# ACTIVITY BANK FOR PHONICS

**Phonemic Awareness:** Refers to sounds of the spoken language.

## Phonics Activity 1: The Silence Game

### Materials Checklist:

- Bell
- Silence board

### Instructions:

1. Invite the whole class together to come and participate in the 'Silence Game'.
2. Tell the children that they will be silent together. But in order to be silent, they must not make a noise (make any sound or say anything).
3. Introduce the silence board by showing the kids a board and explaining that on one side there is the word 'silence'/an indicative picture. On the other side, there is a picture of a bell/children playing. Ask them to be quiet when they see the word 'silence'/picture. When they see the picture of children playing/bell on the opposite side of the board, they can move.
4. Flash the silence card. Ask them to keep one body part still at a time e.g., 'Let's keep our feet still/feet and knees still/feet, knees, and hands still/feet, knees, hands, and head still', and keep going on in the same manner till they can keep the whole body still for some time.
5. Ask them to listen to the sounds around them when they are silent and ask them later about the sounds they heard.
6. Be sensitive to children with hearing impairments. They can be engaged in a colouring or sensorial activity.

## Phonics Activity 2a: Sounds Around Me

### Materials Checklist:

- Curtain
- Bell
- Ball
- Pencil
- Sharpener
- Newspaper
- Small jug of water and glasses
- Tambourine
- Whistle
- Musical instruments
- Page 1 of the student's book

### Instructions:

1. Place all the objects behind a curtain. Let the children hear one sound at a time and try to name the objects.
2. Place the objects on a table for the children to take turns and explore the sounds.

## Phonics Activity 2b: My Body Sounds

### Instructions:

1. Introduce/demonstrate the sounds: gargle, giggle, laugh, sing, talk, whisper, sniff, cough, sneeze, stamp, clap, click, and breathe.
2. Call out the words one by one and ask the children to act them out.

**Please note:** The activities that help children develop an awareness of sounds also help the children to become sensitive to sounds of the letters/blends. This is required for word building.

### Phonics Activity 3a: Animal Sounds

#### Materials Checklist:

- Animal picture cards (5 or 6 pairs of animals and their babies.)

#### Instructions:

1. Distribute the animal cards to small groups of children and ask them not to show them to anyone. Flash any one of the cards distributed and say the sound the animal on that card makes. Ask only the group of children with that animal to repeat the sound.
2. You can repeat this activity until each group has had a chance to make an animal sound.  
Or/and
3. Distribute the animals and their babies cards.
4. Ask the children to group into animals and babies.
5. Ask the children with the animal cards to close their eyes and then ask the children holding the cards with babies to hide.
6. Ask one child with the animal card at a time to say the sounds of the animals and ask the babies to respond from where they are hiding.
7. Children have to find each other following the sounds.

### Phonics Activity 3b: Matching Letters

#### Materials Checklist

- Stick puppets of upper case letters and lower case letters.

#### Instructions:

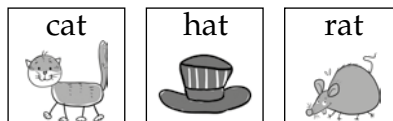
1. Ask the children to match the upper and lower case letter stick puppets.

### Phonics Activity 4: Rhyming Words

#### Materials Checklist:

- Picture/word stick puppets (use the illustration from the books to make the puppets) (have 3-4 rhyming words in each string)

cat hat rat



#### Instructions:

1. Randomly distribute the stick puppets.
2. Place one card at a time from each string in the Learning Train's pockets and ask the children with the rhyming puppets to come and place them in the train.  
Or/and
3. Call one child from each string to come and stand in front of the class.
4. Ask the children with the other stick puppets to name each picture and check if the picture they are holding rhymes with the name. They can then stand behind the first child.  
Or/and
5. Randomly distribute the cards and ask the children to group according to the rhyming strings.

## Phonic Activity 5: Odd One Out

### Materials Checklist:

- 15 cm x 5 cm picture/word strips (4 pictures/words pasted on a strip with one odd one out from the rest)
- Card sheet counters.

### Instructions:

1. Children to sit in pairs. Ask them to pick up one strip each and name the pictures or read the words.
2. They can then mark the odd one out with the help of a card sheet.
3. The children can exchange the strips and continue till all the pairs have had a chance.  
Or/and
4. Say the three rhyming words at a time with one odd one and ask the children to repeat and say which the odd one is, or just to listen and repeat the ones that rhyme.

## Phonic Activity 6: Say the Sounds and the Alphabet

### Materials Checklist:

- Pages 2–5 of the student's book
- Alphabet Frieze
- Flash cards (from the student's book)

### Instructions:

1. Use the Alphabet Frieze pocket chart to recap the letter shapes and sounds in order.
2. Use the upper and lower case letter stick puppets (to match and understand that both have the same names and sounds) and notice the similarities and differences in the letter shapes.
3. Use the given flash cards to place in order and recap the letters.
4. Use related picture puppets and place them in the frieze pockets.
5. Use pages in the student's books with the Alphabet in order to practice regularly.
6. Use the coloured trains in the Stories and Reading Reader for Kindergarten – Pre-Nursery can borrow the readers for their children or just make coloured pocket trains and use the stick puppets to recap.

## Phonics Activity 7: Alliteration

### Materials Checklist:

- List of alliterative words (words beginning with the same sounds close to each other.)

### Instructions:

1. Use the following list for the children to listen to and try to repeat. Add to the list as per the abilities of your children.
  - The cook can cook cookies.
  - The big bug bit the bear.
  - Micky Mouse met Minnie Mouse.
  - She sells sea shells on the sea shore.
  - Penny the parrot picked the peppers.

## Phonics Activity 8a: Phonic Sounds in Order

### Materials Checklist:

- Alphabet train given in the Pre-Nursery and Nursery student's books,
- Alphabet song, Phonic song, Phonic rhymes,
- Alphabet Frieze pocket chart,
- Stick puppets of upper and lower case letters,
- Flash cards sets provided in the books.

### Instructions:

1. Use different sources to help the children practice the phonic sounds in order of the alphabet and in random order.
2. Distribute stick puppets and ask the children to place them in the correct pockets in the alphabet frieze.  
Or/and
3. Ask the children to place their fingers and point to the letters as they sing the rhymes and song.  
Or/and
4. Ask the children to arrange the flash cards in order as they sing the song/rhymes.

## Phonics Activity 8b: Phonic Sounds in Random Order/Sound Groups

### Materials Checklist:

- Alphabet train given in the Pre-Nursery and Nursery student's books,
- Alphabet song, Phonic song, Phonic rhymes,
- Alphabet Frieze pocket chart,
- Stick puppets of upper and lower case letters,
- Flash cards sets provided in the books.

### Instructions:

1. Repeat the above activity with sounds in random order.  
Or/and
2. Repeat the above activity with sounds in the following sound groups.  
Group 1: s-a-t-i-p-n    Group 2: k-c-e-h-r-m-d    Group 3: g-o-u-l-f-b    Group 4: j-z-v-w-y-x-q

## Phonics Activity 9: Vowels and Consonants

### Materials Checklist:

- Letters
- Stick puppets
- Flash cards

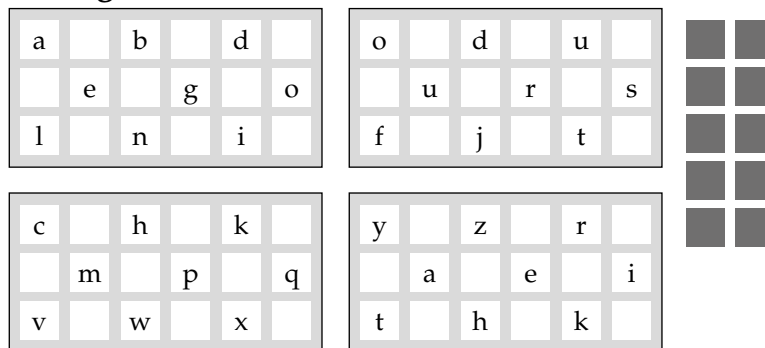
### Instructions:

1. Give the children the stick puppets/flash cards to separate the vowels and consonants.
2. Draw their attention to the colours blue for consonants and red for vowels to help them group them.  
Or/and
3. Distribute the pictures behind which the consonants are written so that if the children flash the picture at the class the letter is facing them. Use at least 3–4 pictures per consonant.
4. Ask the child with the consonant card to stand in the front and ask the children with the pictures to come forward and make a group.



5. Once two consonants are done you can mix the pictures and ask the children to find their related pictures.  
Or/and
6. Play dog and the bone. Drop a few letters in the middle of a circle. Teams of 3–4 children can send one child who moves in a circle with the other appointed children from each group. As the teacher calls out a sound, the children have to identify the letter and the one who picks the right letter and runs back to the team wins.  
Or/and
7. The children must be able to place the pictures in the correct a to z pockets.  
Or/and
8. The teacher can distribute the letters and say that now we only want the letters that the teacher calls for. You can sing phonic rhymes in random order and ask the children to sing along. The child holding that letter shape can jump into the circle.

### Phonics Activity 10: Bingo



#### Materials Checklist:

- Bingo cards (make 6–7 combinations of cards and laminate them)
- Card sheet counters of the size of the blocks on the cards
- Bowl
- Flash card set

#### Instructions:

1. Distribute the cards and counters to the children and place one set of flash cards in a bowl.
2. Keep picking one card at a time and calling out the sound.
3. Ask the children to keep covering the letters that represent the sound and shout out Bingo when they have covered all the letter shapes on their cards.

# ACTIVITY BANK

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

## Activity 1: Stop and Listen

### Materials Checklist:

- Tambourine/bell

### Instructions:

1. Draw the attention of children with a bell/tambourine.
2. Demonstrate how to stand still for a few seconds when they hear the bell or tambourine.
3. Ask them if they can hear a specific sound, for example, someone walking in the corridor or someone dragging a chair. You can request a colleague/helper to create the sound as you do the activity, which can be played as a game (stop and listen).
4. Repeat the activity at different hours of the day for a few days till they start responding to the game of Stop and Listen.

## Activity 2: Animal Sounds

### Materials Checklist:

- Song 'Old MacDonald' (rhyme available on the internet)
- Animal puppets (farm animals)

### Instructions:

1. Distribute the animal puppets.
2. Sing the song 'Old MacDonald'.
3. Demonstrate how children must come forward, making the sounds of the animals they are holding, for example, cat: Meow! Meow! or dog: Bow! Bow!
4. Draw their attention to the sounds of the animals.

## Activity 3: Record and Listen

### Materials Checklist:

- Recording instrument (such as cell phone)

### Instructions:

1. Set up your recording equipment (e.g. open the app in your phone which allows you to record sounds).
2. Once you click the 'Start Recording' button, ask the children to sing a rhyme one by one. After each child is done singing, pause the recording, and write down the name of the child along with the name of the rhyme that they sang.
3. Press the 'Stop and Save' button once you have completed the exercise with the whole class.
4. You can now play the recordings back to the class to get them to try to identify the voices they hear.
5. Help them identify their own voices and those of their classmates.

## Activity 4: Sounds Around Me

### Materials Checklist:

- Two toffee wrappers
- Two newspaper sheets
- A steel plate and a spoon
- One water-filled jug and a glass
- One bell
- One whistle

### Instructions:

1. Place all the items on a low table.
2. Use one item of a pair to create a sound, for example, crinkling of a toffee wrapper, folding a newspaper, or pouring of water.
3. Ask children to identify the sound and pick the source of the sound from the table.
4. Introduce page 1 of the student's book and repeat the activity. Ask children to identify the corresponding pictures.

## Activity 5: Sound Boxes

### Materials Checklist:

- Pairs of plastic/metal/wooden boxes (6 cm–8 cm in height)
- Pulses/pebbles of different sizes, or sand
- Transparent adhesive tape
- Coloured chart paper
- Tray

### Instructions:

1. Paste cut-outs of two different colours on the lids of each pair of boxes, dividing them into two distinct sets.
2. Put the same quantity of pulses/sand/pebbles in pairs of boxes.
3. Seal them with adhesive tape and place them on a tray.
4. Ask children to pick up one box of a given colour at a time.
5. Let them hold it between their thumb and fingers and shake it.
6. Ask them to listen to the sound carefully.
7. Pick up the other boxes, one at a time, and shake them in a similar manner.
8. Ask children to find ones that create the same sound.

## Activity 6: The Letter Train

### Materials Checklist:

- Objects present in the Alphabet Train on pages 2–3 of the student's book
- Letter puppets
- Learning Train

### Instructions:

1. Distribute the objects to children.
2. Place the letters one by one in the Learning Train and call out the name of the objects that begin with the letters.
3. Ask children with the relevant objects to come forward and place them in the Learning Train.
4. Make a line with the children and take them around the class like a train.

## Activity 7: Let's Name the Things We See

### Instructions:

1. Draw the attention of children to the things in the classroom/activity room/play area/garden and give them the opportunity to name them.
2. Help them with the names in case they do not know.
3. Repeat the activity a few times to help children build a vocabulary.

**Teacher Buzz:** If children have a rich vocabulary, they will know more words and they will be able to identify the beginning sounds in the words with ease.

## Activity 8: Listen and Spot the Correct Pictures

### Materials Checklist:

- Picture puppets of the objects in the Alphabet Train (2 sets of each)
- Learning Train

### Instructions:

1. Place one set of the picture puppets in the Learning Train.
2. Ask children questions like 'Can you see a red fruit we eat?' or 'Can you find the picture of a round thing we play with?'
3. You can distribute the second set and ask children to find the same pictures and place them in the same pockets of the Learning Train.
4. You can distribute some picture pairs from both the sets and ask children with the same pictures to find each other.

## Activity 9: ABC Song

### Materials Checklist:

- Song 'ABC' (rhyme available on the internet)

### Instructions:

1. Open pages 2–3 of the book and ask children to move their fingers along the Alphabet Train while they sing the 'ABC song'.
2. Children can revisit this activity to practice the letter song.

## Activity 10: My Story

### Instructions:

1. Weave a story using the names of the children.
2. Ask children to listen carefully and stand up if they hear their name in the story.
3. Change the story regularly and name different children each time.

**Teacher Buzz:** Give children a number of opportunities to practise and develop their listening skills. These skills lay the foundation for the development of language and communication.

## Activity 11: First Letters

### Materials Checklist:

- Chart paper sheets
- Sketch pens
- Scissors

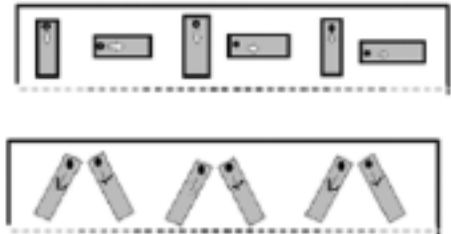
**Instructions:**

1. Cut the chart paper sheets into cards of 10 cm × 10 cm.
2. Write the first letter of the names of the children on the cards and distribute them accordingly.
3. Tell children whose names begin with the same letter to group together. After grouping, the children can look for the letter in the Alphabet Frieze.

**Teacher Buzz:** This activity can be done after children settle down and can recognise the letters.

**Activity 12: Sandpaper Patterns and Letters****Materials Checklist:**

- Sandpaper sheet
- Scissors
- Adhesive
- Chart paper sheet
- Scale
- Sketch pen

**Instructions:**

1. Make three folds in the chart paper sheet. Cut it into three strips.
2. Cut the sandpaper into 8 strips of 14 cm × 2 cm and paste these in various patterns on the chart paper. Draw a starting dot and an arrow to show the direction of tracing.
3. Put it up where children can reach it easily.
4. Show children how to place their finger on the dot and follow the direction of the arrow.
5. The awareness of 6–8 patterns will help children write letters and numbers. Start with single patterns and then put up different patterns together.

**Teacher Buzz:** The development of a sense of direction (top to bottom, left to right, clockwise, and anti-clockwise), and the awareness of left and right hands will help children develop their small muscles, and prepare them for writing at a later stage of development.

**Activity 13: Freehand Drawing****Materials Checklist:**

- Sand-tracing trays
- Chalks and slates/blank sheets and crayons

**Instructions:**

1. After children trace patterns using chalks and slates/blank sheets and crayons, they can practise further by tracing on the sand.
2. Give them chalk and slates to draw patterns. You can also use blank sheets and crayons.

**Activity 14: Trace the Path****Materials Checklist:**

- Chart paper sheets or sandpaper sheets
- Toy animal/car
- Sketch pens
- Adhesive

**Instructions:**

1. On the chart paper sheet, draw a path with a sketch pen following any one pattern, such as zigzag or curves.

2. You can also cut the sandpaper sheets in zigzag or curving patterns and paste the strips on the chart paper.
3. Give the toys to children. Ask them to take the toys from one side to the other of the sheet following the pattern.

## Activity 15: Walking on Patterns

### Materials Checklist:

- Wet chalk/poster colours

### Instructions:

1. Draw patterns on the floor and demonstrate how to walk on them.
2. Ask children to follow the pattern and reach the end of the path.

**Teacher Buzz:** The order of introduction of the patterns can vary and be supported with activities from the book. Please note that each page must be preceded by tracing activities using fingers. Children must not be forced to trace and write with pencils till they are ready.

## Activity 16: Sand Tracing

### Materials Checklist:

- Sticks
- Trays with small rims
- Sand
- Sandpit
- Slate and chalk

### Instructions:

1. Wash and sieve the sand, and leave it to dry.
2. Spread it in trays and place them on short stools. Place a few sticks next to them.
3. Invite children to take turns and trace lines on the sand either using the sticks or with their fingers.
4. Repeat the activity in the sandpit outdoors.
5. As an alternative, give children slates and chalk for freehand writing.

## Activity 17: Sticks and Patterns

### Materials Checklist:

- Ice cream sticks
- Bowls
- Place charts (with outlines of vertical lines)

### Instructions:

1. Place one chart and a bowl of sticks on a low table.
2. 4–5 children should sit around it.
3. Ask them to take two sticks each and place them on the outlines.
4. Once children learn how to place the sticks, take away the place charts and ask them to arrange all the sticks vertically in a row.
5. You can then give them page 6 of the book and sticks to arrange on the page.
6. You can give them 1 cm strips of paper to paste or crayons to trace within the outlines.

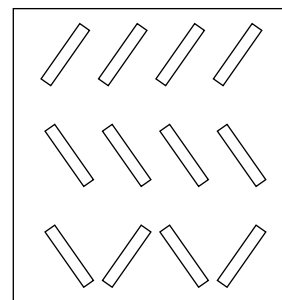
## Activity 18: Pasting Patterns

### Materials Checklist:

- 10 cm × 1 cm strips of coloured paper
- Chart papers (with outlines of slant lines drawn on them)
- Adhesive
- Bowls

### Instructions:

1. Instruct the children to sit in small groups.
2. Give them the chart papers and the coloured paper strips in a bowl.
3. Help them to spread adhesive in the outlines and demonstrate how to hold the paper and paste within the outlines.
4. Allow them to complete the activity independently.



## Activity 19: Arranging Blocks

### Materials Checklist:

- Wooden blocks

### Instructions:

1. Give children blocks to arrange in decreasing order of size.
2. Encourage them to arrange the blocks upwards like a tower and sideways like a train.

### Teacher Buzz:

- You can give children sticks and place cards. Observe what they do when you do not give instructions. This is more natural and leads to incidental learning.
- Use charts to help children understand what different arrangements of sticks must look like. They also need to be able to connect the vocabulary to the concept in order to follow the instructions of the activities. This will help them do the activities independently.
- Introduce different patterns with a variety of activities and then give them the pages of the book to complete.
- Afterwards, they can open page 10 and 11 of the book and trace the different patterns.

## Practice Activity: Match the Pairs

### Materials Checklist:

- Pairs of different items like clips, shells, buttons, coins, lids, and counters of different colours
- Trays

### Instructions:

1. Prepare trays with pairs of small things mixed up.
2. Demonstrate how to look for, match, and complete the pairs.
3. Children to sit in small groups for the activity.
4. Exchange the trays between the groups for practice and variation.

## Practice Activity: Find the Same Colour

### Materials Checklist:

- 10 cm × 10 cm cards of different colours
- Ice cream sticks
- Adhesive
- Things in the children's environment (things present in the class room)

**Instructions:**

1. Paste cards on the ice cream sticks and make colour puppets.
2. Show any one of the puppet. Ask children to look for things of the same colour and bring it to you.
3. Repeat the activity using different colour puppets.

**Teacher Buzz:** Ensure that there are a few things in the class which are of the same colours you are displaying.

**Practice Activity: Find Your Partner****Materials Checklist:**

- Pairs of objects

**Instructions:**

1. Distribute pairs of similar things to children and ask those with the parts of the same pair to group together.
2. Afterwards, ask the partners to place their objects on the table, one pair at a time.

**Practice Activity: Run and Complete the Pair****Materials Checklist:**

- Five to six pairs of matching items (2 identical balls, paper cups, chalks, etc.)
- Table

**Instructions:**

1. Take children outdoors.
2. Determine a starting and a finishing line for a race and keep the table at the finishing line.
3. Line up five to six children at the starting line.
4. Give each child one item of one pair.
5. Place the second item of the pair on the table at the finishing line.
6. Ask children to run to the table, find the matching pair, and run back with both the items.

**Practice Activity: Spot the Different One****Materials Checklist:**

- Bowls
- Toffees
- Buttons
- Crayons
- Beads

**Instructions:**

1. Children to sit in small groups.
2. Keep 4 similar objects and 1 different object in the bowls.
3. Give each group a bowl and ask children to identify the different object.
4. Help each group exchange the bowls and continue till they identify the different items in all the bowls.

**Practice Activity: Finger Tracing****Materials Checklist:**

- Tracing cards
- Drawing sheets
- Crayons



**Instructions:**

1. Demonstrate how to trace the letters using the index and the middle fingers.
2. Draw the attention of children to the letters on the Alphabet Frieze and demonstrate how they can trace the letters on it. Introduce the tracing cards, giving them the opportunity to use different kinds of materials for tracing.
3. Give children crayons and blank sheets for freehand drawing and colouring.

**Practice Activity: Story Time****Instructions:**

1. For each letter, a story has been given in this TG. In these stories, a lot of words beginning with the letter being introduced to children have been included. You can make picture puppets and use them with the story.
2. Read aloud the stories to children and draw their attention to the words/pictures that begin with the letter/sound you are introducing.

**Practice Activity: Rhyme Time****Instructions:**

1. Sing the rhymes given in the book and the extra rhymes given in the TG for each letter. Encourage children to repeat them after you.

**Practice Activity: Vocabulary Building****Instructions:**

1. Introduce the name of the pictures given in the book and show children as many concrete objects as possible.

**Practice Activity: Rainbow Tracing****Instructions:**

1. Bring a stencil and encourage children to trace the letters with their fingers. This will also help in developing small muscle control. They can also use crayons to trace and learn the letters.

**Practice Activity: Activity Time****Instructions:**

1. Help children do given activities with each letter. If required, a particular activity can be continued in the next session.

**Practice Activity: Circle the Correct Letter****Instructions:**

1. Help children do the visual discrimination activity included for each letter. This will help them recognise the letters. Since children of this level are very young, let them do this activity at their own pace.

**Story Time for the letter Aa: The Ant and the Alligator**

Annie was a small ant. Addie was a big alligator. Addie lived near an apple tree. Annie was walking along a path. She saw some arrows. She walked along to see where the arrows would take her. Annie reached a lake. There was an apple tree near the lake. She saw apples hanging from the tree. They were too high for her to reach. She saw a big alligator. She went to him and said, 'Hello!' Addie asked, 'Who are you, little one?' Annie said, 'I am an ant. My name is Annie.' Addie smiled and said, 'I am an alligator. My name is Addie. How can I help you?' Annie asked Addie to pluck an apple for her. Addie plucked an apple and cut it into half and gave it to Annie. Annie called all her ant friends and they all ate the apples together. They thanked Addie and built an ant hill near the tree. Addie and his ant friends lived together and Addie plucked apples for them every day.

(Story extension: You can explain to the children that many ants live in colonies, talk about the queen ant, the ants who guard the entrance, the way the food is stored for winters, weaver ants who weave leaves together to build homes, how ants talk by touching each other, how they share their tasks, and work really hard.)

### **Rhyme Time: Miss Ant**

Hello, Miss Ant! What do I see?  
An apple, an arrow, and an axe right here with me!  
'A' is for apple, round and sweet  
Red, red apple good to eat.

### **Activity 20a: Name Smileys**

#### **Materials Checklist:**

- Passport size photographs of children
- Name tags of the children
- Ice cream sticks
- Adhesive
- Frieze/Learning Train

#### **Instructions:**

1. Place the photographs and sticks on a table.
2. Call a few children at a time to look for their photographs.
3. Ask each of them to pick their photo and a stick.
4. Help them to paste the photographs on the sticks.
5. Give them their name tags and help them paste them at the top of the photos. (The stick with the photograph and name is called a name smiley.)
6. Leave them to dry.
7. Give name smileys to children whose names begin with the letter A and ask them to place them in the train/frieze.

### **Activity 20b: Apple Treat**

#### **Materials Checklist:**

- Apples
- Knife
- Bowls/Plates

#### **Instructions:**

1. Wash the apples and cut them. Ask children to help you serve them in bowls/plates.
2. Introduce the related vocabulary: red, apple, round, sweet, cut, put, eat, peel.

### **Activity 20c: Letter and Picture Card Puppets**

#### **Materials Checklist:**

- A4 card sheets
- Ice cream sticks
- Adhesive
- Sandpaper
- Sketch pens/Scissors
- Pictures of objects which can be used to introduce letters

Refer to the objects list given here:

List of Objects Used to Introduce the Letters					
a	apple	ankle	arrow	ambulance (toy)	ant
b	ball	balloon	bat	boy	bubbles
c	carrot	cake	candle	car	cabbage
d	doll	duster	dustbin	door	drum
e	egg	engine (toy)	envelope	eraser	elephant
f	flowers	foil	flag	fork	fan
g	girl	grass	grapes	guava	goat
h	hat	handkerchief	helmet	hand	hanger
i	ink	insect	iguana	ice cream	ice
j	jug	jacket	jam	jar	juice
k	kite	key	kettle	king (dress up a child)	kangaroo
l	lamp	lemon	latch	leaf	lips
m	mango	mug	mat	mirror	money
n	nib	needle	net	newspaper	noodles
o	orange	olive	onion	ostrich	ox
p	pencil	pen	paper	potato	pillow
q	queen (dress up a child)	quill	quilt	queue	quail
r	rubber band	rose	rope	rattle	ribbon
s	stick	stamp	spoon	socks	slippers
t	table	tap	tiles	tub	tank
u	umbrella	underwear	urn	uniform	
v	vase	van	violin	vegetables	
w	watch	water	wall	wax	watermelon
x	x-ray	box	taxi	fox	
y	yo-yo	yarn	yogurt	yatch	
z	zip	zigzag	zebra		

### Instructions:

1. Cut an A4 card sheet into half.
2. On one half, write the letter to be introduced. On the other half, paste the pictures that start with the letter.
3. The front and back of each of these cards should be the same. This will help children to see which cards they are displaying.
4. The letters can be made with sandpaper cut-outs as well, so that they can also be used for tracing.
5. Help children paste the cards on the ice cream sticks.

**Teacher Buzz:** Each letter can be learnt by giving children opportunities to explore and learn through hands-on experiences and a range of activities

### Activity 21a: Tear and Paste

#### Materials Checklist:

- Sheets of green origami crepe paper cut into 2 cm strips
- Bowls (one for each child)
- Adhesive
- Worksheet with outline of an alligator/apple

**Instructions:**

1. Give each child some strips of paper and a bowl.
2. Ask them to tear the strips into small bits and place them in the bowl.
3. Give them the worksheet with the outline of the alligator/apple.
4. Spread adhesive and demonstrate how they can paste the bits of paper to fill the outline.

**Activity 21b: Thumb Printing****Materials Checklist:**

- Bowls
- Red poster colour
- Page 13 of the student's book
- Sponge pieces
- Sheets of A4 size paper

**Instructions:**

1. Seat children in small groups of not more than four students.
2. Pour the poster colour in the bowls and put sponge pieces in them.
3. Place one bowl in the middle of each group and give one A4 paper to each child.
4. Demonstrate the process of thumb printing and ask children to practise on the A4 paper.
5. The activity can later be extended to creating apples on page 13 of the student's book.

**Story Time for the letter Bb: Buntu and Babloo**

Babloo and his brother Buntu play in the park every day. Sometimes they go by the bus. They carry a bottle of water and some biscuits with them. They sit on the bench in the park and eat the biscuits. They always throw the wrappers in the bin. They like to play with a bat and a ball. Buntu loves to bounce the ball. One day they see many bubbles in the park. They run after them trying to catch them. The bubbles burst in their hands. The bubble man gives them a bottle and a plastic loop to blow bubbles. The boys are happy. Do you want to blow bubbles?

**Rhyme Time: Black Sheep, Butterfly**

Baa, baa, black sheep,  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.  
One for my master,  
One for my dame,  
And one for the little boy  
Who lives down the lane.

B for Butterfly,  
Butterfly, butterfly,  
Flying high.  
Butterfly, butterfly,  
Up in the sky.  
Butterfly, butterfly,  
Take me with you,  
Up, Up, Up,  
In the sky so blue!

**Activity 22a: Blowing Bubbles****Materials Checklist:**

- Liquid soap
- Water
- Plastic loops

- Small bottles
- Bucket

**Instructions:**

1. Mix one part of liquid soap and four parts of water in a bucket and pour the solution in bottles.
2. Give children the loops and demonstrate how to dip the loop into the bottle and blow bubbles.
3. Take them outdoors to enjoy the bubble time.

**Activity 22b: Banana Treat**

**Materials Checklist:**

- Bananas
- Knife
- Plates

**Instructions:**

1. Cut the bananas into two and keep them in the plates.
2. Distribute them among children.
3. Demonstrate how to peel them.
4. Tell them about the slippery peel and that we should always throw it in a dustbin.

**Activity 22c: Let's Play**

**Materials Checklist:**

- Small bats
- Small balls

**Instructions:**

1. Take children out to play.
2. Introduce and encourage them to use the related vocabulary: bounce, throw, catch, hit, bat, ball, run, roll, kick, pass.
3. You can give them the opportunity for free play, or plan an outdoor activity where they can:
  - Stand in a circle to throw and catch the ball.
  - Sit in pairs in front of each other and roll the ball.
  - Play football and practise kicking the ball.
  - Stand in lines and pass the ball forward, backward, sideways, and so on.
  - Place buckets/bins/cardboard cartons and throw the ball in them.

**Activity 22d: Let Us Sort**

**Materials Checklist:**

- Bowls
- Beads/buttons
- Strings

**Instructions:**

1. Place beads/buttons in bowls and ask children to sort them according to colours.
2. Give them strings to thread the beads.

**Activity 23a: Smileys in the Train****Materials Checklist:**

- Name Smileys
- Learning Train
- Baskets

**Instructions:**

1. Place the smileys on a table and ask children to come one by one and pick up their smileys.
2. Play music and let children make a circle.
3. Each time the music stops they can group into boys and girls.
4. After some time, ask the girls to drop their smileys in a basket and the boys to place theirs in the train.
5. Draw their attention to the sound /b/-/b/ in the word 'boys' and /g/-/g/ in the word 'girls'.

**Activity 23b: Building Blocks****Materials Checklist:**

- Blocks
- Baskets/boxes

**Instructions:**

1. Put blocks in baskets/boxes.
2. Children to sit in groups and place one basket/box in the middle of each group.
3. Spell out the rules clearly such as no pulling, no pushing, waiting for turns and so on.
4. Encourage them to build with the blocks.

**Teacher Buzz:** Children at this stage are just beginning to learn to work in groups and may not like to share their things. Therefore, ensure that every child has got their resources. Once assured that they would get a chance, children adapt to groups with ease.

**Story Time for the letter Cc: The Cap-Seller and the Monkeys**

A cap seller went out to sell his caps,  
And he sat down to take a nap.  
Some monkeys came down to play,  
And took all his caps away!  
The cap seller woke up somehow,  
He said, 'Give me back my caps right now!'  
The monkeys replied, 'Sorry!  
We were just having a little fun!'  
And they gave his caps back one by one.

## Rhyme Time: Cathy the Cat, Cobbler

Cathy the cat has a red hat,  
She has a friend, the naughty little rat.  
They meet in the garden every day,  
And 'catch me if you can' is the game they play!

Cobbler, cobbler, mend my shoe,  
Get it done by half-past two.  
Half-past two is much too late!  
Get it done by half-past eight.

## Activity 24: Class Party

### Materials Checklist:

- Cake
- Decorations
- Plates
- Spoons
- Caps
- Snacks

### Instructions:

1. Distribute the caps and help children to wear them. Involve them in decorating the classroom.
2. You can ask parents to send carrot salad/halwa/cake to add to the party treat.
3. Ask children to do a 'caterpillar walk' to the beat of the music by holding each other around the waist and walking around the classroom.

## Activity 25: Candle Magic

### Materials Checklist:

- Candles
- Matchstick
- A bucket of water
- Glasses
- Tray

### Instructions:

1. Place the candles on a tray and ask children to take turns to come and pick up candles according to their age.
2. After they finish the activity, fix 3–4 candles on the teacher's table and light them.
3. Follow all safety measures and keep children away from the lighted candles.
4. Ask them to observe the demonstration sitting at their places.
5. Switch off the lights.
6. Blow the candles one by one.
7. Light them again and tell children that you are now going to put off the candles without blowing.
8. Cover one candle at a time with a glass, blocking out the air.
9. Ask children to observe what happens to the candles.

**Teacher Buzz:** These simple experiments help to arouse a sense of curiosity in children, thus laying the foundation of scientific curiosity.

## Story Time for the letter Dd: Danny and Daisy

Danny and Daisy were friends. They loved to eat sweets. Danny always brushed his teeth at night and rinsed his mouth after eating sweets. Daisy brushed her teeth only in the morning. One day, Daisy had a toothache. Her mother took her to the dentist. The dentist checked her teeth and told her to brush her teeth twice a day and rinse her mouth after she had sweets. Now both Danny and Daisy brush their teeth twice a day. We should also take good care of our teeth and get them checked regularly.

## Story Time for the letter Dd: The Chick and the Duckling

A duckling and a chick are friends. One day, they go for walk. They find a pond and drink water from it. Then, the duckling and the chick sit on the grass. The duckling knows how to swim, so it jumps into the pond. The chick likes to copy the duckling. So it jumps into the pond too. The chick does not know how to swim. The duckling helps the chick get out of the pond. The duckling then scolds the chick and says, 'Do not copy me all the time.'

## Rhyme Time: Ducks, Dance Baby

Ducks and ducklings went out to play,  
Over the hills and far away!  
Mama duck said,  
'Quack, quack, quack!'  
All the little ducks came  
Back, back, back.

Dance, little baby, dance up high!  
Never mind, baby, Mother is by.  
Backwards and forwards, round and round,  
Twist and skip and twirl around!  
Skip and shake and tap the ground!  
Dance, little baby, dance up high!  
Never mind, baby, Mother is by.

## Activity 26a: The Duck Dance

### Materials Checklist:

- Music
- Drum

### Instructions:

1. Play music and let children dance to the beat.
2. Demonstrate how to waddle like a duck and let them imitate the movement.
3. Play the drum and ask children to march to the beat.

## Activity 26b: Bits of Paper

### Materials Checklist:

- Nursery Rhyme 'Bits of Paper' (can be found online)
- Dustbins
- Toffees

### Instructions:

1. Distribute the toffees among children.
2. Tell children that they should keep their surroundings clean.
3. Encourage them to throw the toffee wrappers in the dustbins.
4. Sing 'Bits of Paper' with them.



## Activity 26c: May I Come In?

### Instructions:

1. Demonstrate how to knock on the door and ask for permission to enter a room.
2. Encourage children to practise it at home too.
3. Send a note to parents asking them to practise knocking at the door and asking permission before they enter the children's room. This will help children understand that adults also practise what they want children to learn.

**Teacher Buzz:** Children naturally learn things if adults practise the habit they want children to learn.

## Story Time for the letter Ee: Baby Elephant and Ellie

Refer to page 88 of the student's book for the story.

### Rhyme Time: Elephant Song

'E' for elephant so big and fat,  
He walks like this and he walks like that.  
His big ears go flap, flap, flap!  
He has no fingers and has no toes,  
But goodness gracious!  
What a long nose!

## Activity 27: Engine, Elephant, Egg

### Materials Checklist:

- Egg
- Wet chalk/poster colours

### Instructions:

1. Ask children to help you make a train by placing their hands on the next child's waist to form a line, and walking around the room. Tell them that you are the engine of this train, since you are in front of the line. You can use wet chalk/poster colours to make track marks on the floor of the classroom on which you can walk with the children.
2. Take children outdoors and ask them to race from one point to another. In the race they can walk like an elephant, moving their hands in the manner an elephant sways its trunk.
3. Show children an egg. You can tell them about birds that are hatched out from eggs.

## Activity 28: Baby Elephant and Ellie

### Materials Checklist:

- Chart paper
- Cut-outs of the images of elves and elephants
- Stapler
- Adhesive

### Instructions:

1. Fold sheets of chart paper into 60 cm × 10 cm size strips. Staple a cut-out of the elf/elephant image in the middle to make elf/elephant crowns. Involve children in the making of the crowns.

2. Narrate the story and help children wear the crowns and enact the story.
3. Gradually help them to learn the dialogues and present the story on their own.
4. After the activity, remove the crowns and store them in paper bags to reuse or share with the other classes.

## Story Time for the letter Ff: The Fox and the Grapes

A fox sees some grapes hanging high from the grapevine. It jumps and jumps but cannot reach them. It goes away. It says, 'The grapes are sour. They are not for me!' A goat comes there. It gathers a pile of mud. It climbs on the pile of mud and eats the grapes. It is happy. It says, 'Aha, the grapes are sweet!'

## Rhyme Time: Little Froggy

Little Froggy goes to school,  
Down beside a sunny pool.  
Hop, hop, hop all the way,  
He goes to school every day!

## Activity 29a: Let Us Count Our Fingers

### Instructions:

1. Ask children to close one hand into a fist.
2. Ask them to open one finger at a time and count as they open their fingers.
3. Ask them to repeat the activity with the other hand.

## Activity 29b: My Family

### Materials Checklist:

- Family photographs of children
- Page 25 of the student's book

### Instructions:

1. Ask children to show their family photographs to the class.
2. Put up the photographs on the display boards for a few days and then you can store them for Circle Time conversation. Later, give them to children to paste them on page 25 of the student's book.

## Activity 30a: Feathers

### Materials Checklist:

- Feathers
- Box
- Cloth

### Instructions:

1. Put the feathers in a box.
2. Cover the box with a cloth.
3. Ask children to put their hands in the box by lifting just a little part of the cloth and feel the feathers without looking at them.
4. Introduce the words 'feather' and 'soft'.

## Activity 30b: Flowers

### Instructions:

1. Take children to a nearby florist and show them the different flowers available there.
2. In case you have a garden close to the school, you can also take them there to observe the flowers.
3. Ask children to name the colours of the flowers that they know.
4. Bring a vase and a few flowers to the class and make a flower arrangement with children.

## Activity 30c: Fruits

### Materials Checklist:

- Pictures of fruits

### Instructions:

1. Plan a fruit week and ask parents to send a fruit that week.
2. Decorate the class with pictures of different fruits. Help the children to recognise and name the fruits.
3. Ask children what fruits they like to eat. See if they can find a picture of that fruit pasted on the class board.

## Story Time for the letter Gg: Guriya and her Goat

Refer to page 88 of the student's book for the story.

## Rhyme Time: Garden Song

Out in the garden each fine day,  
With my ball I like to play,  
I bounce my ball,  
On each fine day.

Out in the garden each fine day,  
With my kite I like to play,  
I fly my kite, with a ball I play,  
Out in the garden each fine day.

## Activity 31a: Smileys in the Train

Refer to Activity 23a (at step four, ask the boys to drop their smileys in a basket and the girls to place theirs in the train).

## Activity 31b: Visit to a Garden

### Materials Checklist:

- Transport
- Mats, glasses, plates
- Water
- First-aid kit
- Snacks
- Green crayons
- Name tags for all the students

### Instructions:

1. Show them the school gates and tell them how they must never go out of the gate on their own.
2. Plan a 'Green Day' where children can dress up in green and come to school
3. Send a note to parents seeking their permission for a trip to a garden/park. Arrange transport and gather the relevant materials. Also carry a basic first aid kit.
4. Tell children where they will be going and mention the safety rules.
5. Check name tags of the children with complete details before leaving. Do a head count before leaving the school and when coming back from the garden.

5. Keep children under strict supervision.
6. Help children water the plants in the school.

**Teacher Buzz:** Outdoor visits have to be planned well and complete information must be sent to the parents. Follow all safety norms and ensure that every child is safe.

### Activity 32: Hearing a Story

Narrate the story 'Guriya and her Goat' to the children slowly. Stop at the words that produce the sound of 'g' in the beginning, e.g. goat, girl. Repeat a few times for the children to be introduced to listening to these sounds.

### Story Time for the letter Hh: Hoppity, the Kind Horse

Hoppity was a kind horse. He lived on a farm. He loved to go up the hilltop. One day he met a hare on the way. The hare asked the horse, 'Can I hop with you?' Hoppity said, 'Yes!' The horse and the hare then hopped on. They met a huge hippo. The hippo asked, 'Can I come with you?' Hoppity said, 'But Mr Hippo, you cannot hop!' The hippo said, 'I cannot hop but I can run with you!' Now, Hoppity the horse, the hare, and the hippo went on. They met a small hen. She was crying because she had lost her way. Hoppity, the hare, and the hippo took the hen to her home on the farm. The farmer was happy to see the hen. Hoppity, the hare, and the hippo were happy too.

### Rhyme Time: Hickory Dickory Dock

Hickory dickory dock,  
The mouse ran up the clock;  
The clock struck one,  
The mouse ran down;  
Hickory dickory dock.

### Activity 33: Hat Race

#### Materials Checklist:

- Hats

#### Instructions:

1. Place 4–6 hats on low tables at one end of the classroom.
2. Line up the same number of children at the other end.
3. Ask children to run to the hats, wear them, and run back.
4. Repeat the activity till all children have had a chance to participate.

### Activity 34: Hoppity Hop

#### Instructions:

1. Demonstrate how to hop.
2. Give children the chance to hop short distances.
3. Help them balance by holding their hands as they begin to hop. After some time let them hop on their own.
4. Have a Hoppity Hop race. Take children outdoors and ask them to hop and reach a point.

### Story Time for the letter Ii: Incy, the Spider

Ina was a small ant. She went out every day to look for food. One day she saw Incy the spider building a big web. She asked Incy if he would come with her to look for food. Incy told Ina, 'I do not go and look for food, my food comes to me. I just build my web and wait. Insects come and get caught in it, and then I eat them up!' Hearing this, Ina ran away. She did not want to get caught in the web. She told all her friends to be careful and not to go near the web.

## Rhyme Time: Incy Wincy Spider

Incy Wincy spider climbing up the spout,  
Down came the rain and washed the spider out.  
Out came the sunshine and dried up all the rain,  
Incy Wincy spider climbing up again!

### Activity 35a: Bug Hunt

#### Materials Checklist:

- Pictures of insects

#### Instructions:

1. Talk to children about insects.
2. Show them the pictures and introduce the names of the insects commonly seen in the environment.
3. Tell them that insects are also called bugs and that you will be using both the words (give them the example of the name they use in school and their pet names used at home to help them understand that things can have two names).
4. Take them out on a bug hunt to look for insects.
5. Instruct children to keep a little distance from the insects while observing them.

### Activity 35b: Bug Under the Rug

#### Materials Checklist:

- A bed sheet/rug

#### Instructions:

1. Spread the bed sheet on the floor and have children sit around it to play 'Who is Missing'.
2. Explain the game to children.
3. Ask children to close their eyes.
4. You tap a child and they get under the bed sheet.
5. Now the rest of the children have to open their eyes and look for the child who is missing from the circle.

**Teacher Buzz:** Children enjoy when activities are accompanied by rhymes or songs. You can sing the following rhyme to the tune of the nursery rhyme 'Farmers in the Den' (can be found online).

There a bug under the rug  
Aerio the cherio there is a bug under the rug.  
Who is the bug under the rug?  
Aerio the cherio who is the bug under the rug?

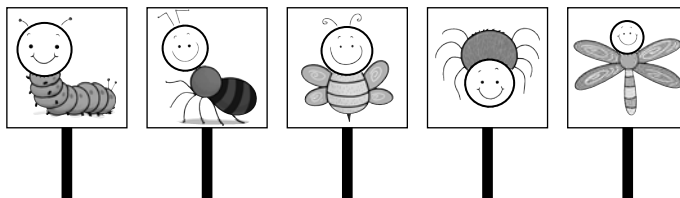
### Activity 35c: Guess Who Am I?

#### Materials Checklist:

- Picture cards/stick puppets of insects
- Learning train

#### Instructions:

1. Sit in a circle with children.
2. Show them the cards and demonstrate the movements of these insects.
3. Distribute the cards and ask children to see them and then keep them away from them on a table.



4. Children can then take turns to enact the movements and the class has to guess which insect it is.
5. One volunteer can then pick up the related picture card and place it in the train.
6. Talk about how insects help the environment, e.g. bees give honey.
7. Talk about how we need to be careful of insect stings/bites. Also discuss protecting oneself from insects like bees, ants, mosquitoes, and flies.
8. Talk about covering food and not eating from places where there are insects.

## Activity 35d: Ink in the Inkwell

### Materials Checklist:

- Inkwell
- Pen
- Stamp pad
- Stamp ink
- Stamps of insects
- Blank sheets of A4 paper

### Instructions:

1. Show children an inkwell. Fill ink in a pen.
2. Explain to them how to hold the pen and use it without pressing the nib.
3. Let them take turns to scribble on a blank sheet with the pen.
4. Show them a stamp pad and pour stamp ink on it.
5. Let them stamp images of insects on the sheets using stamps of insects.
6. In case you cannot get stamps, children can thumb print and you can convert the prints to insects by adding insect-like features.

## Story Time for the letter Jj: Joe's Birthday Party

Joe and Jasmine were friends. It was Joe's birthday in January. It was really cold. Jasmine wanted to give him a gift. She went to the market with her mother and got him a jacket. Joe jumped with joy when he saw the jacket. He thanked Jasmine. Joe's birthday party was fun. He was wearing blue jeans and a white jumper. There was a juggler juggling colourful balls. There was a colourful box on the table. When the children opened the box, out popped the Jack in the Box. Joe's mother was wearing pretty jewels and had made many things for the party. There was juice, jelly, and jam sandwiches. Each child got a jar of jelly beans as a return gift from Joe. They thanked Joe's mother for the party. Joe's father dropped them back in his jeep. Joe's friends thanked him. Oh, it was a jolly good party!

## Rhyme Time: Jingle Bells

Jingle bells, jingle bells,  
 Jingle all the way.  
 Oh! What fun it is to ride  
 In a one-horse open sleigh.  
 Dashing through the snow  
 In a one-horse open sleigh  
 O'er the fields we go,  
 Laughing all the way!  
 Bells on bobtail ring,  
 Making spirits bright,  
 What fun it is to ride and sing  
 A sleighing song tonight!

## Activity 36: Jiggling Dance

### Materials Checklist:

- Music

### Instructions:

1. Invite children to an open space and spread out mats.
2. Play the music and ask children to jiggle to the beat.
3. They can also use the mats to lie down and jiggle on their tummies!

## Activity 37: Jam and Jelly Party

### Materials Checklist:

- Jam
- Butter
- Butter knives
- Bread
- Plates
- Jelly
- Spoons

### Instructions:

1. You can send a note to parents to send children in jeans for the Jam and Jelly Party.
2. You can ask parents to volunteer to make the jelly. They can also come and help you serve it to the class.
3. Place the bread, spoons, plates, butter, jam, and butter knives on tables. Help children spread the jam/butter on the bread and make a sandwich with the help of the parents/helpers.
4. You can cut the sandwiches in different shapes before serving.
5. Introduce the related vocabulary: spread, open, close, cut, jam, butter, jelly, bread, plates, and knife.

## Story Time for the letter Kk: Ken and His Kite

Ken was a little boy. He loved to fly kites. Ken's mother was in the kitchen, making tea in a kettle. Ken was out, flying his kite. Oh! But the string broke and the kite flew away. Ken ran after the kite. He met a kitten on the way. The kitten also ran with Ken. The kite flew on and Ken and the kitten kept running. They crossed a kangaroo. The kangaroo also ran with them. The kite was flying away and Ken, the kitten, and the kangaroo were running after it. Ken's mother came out to look for Ken. She could not find him. She locked the door with a key and kept it in her pocket. She went to look for Ken. She saw Ken, the kitten, and the kangaroo running after the kite. Suddenly, the kite started coming down. Ken caught the string and got his kite! He said thank you to the kitten and the kangaroo for running with him. He promised his mother that next time he would not run after the kite! His mother then gave him some ketchup and chips to eat.

## Rhyme Time: Kelly, the Kangaroo

Kelly the Kangaroo and her little baby too!  
She has a pouch, which is just right,  
To hold her little baby really tight!  
Jumping here and jumping there,  
She takes her baby everywhere!  
Jump, jump, jump and a hop, hop, hop,  
Kelly the kangaroo does not stop!

## Activity 38a: Kites in the Sky

### Materials Checklist:

- Kites
- String

### Instructions:

1. Take children outdoors and fly a kite for them.
2. Take help from someone if needed.
3. Tell them about the kite festival in Pakistan.

## Activity 38b: Pouring Activity

### Materials Checklist:

- Small kettles
- Small teacups
- Small trays

### Instructions:

1. Fill the kettles with water and place teacups in a tray.
2. Demonstrate how to pour water into the cups.
3. Allow children to complete the activity using toy kettles in turns.
4. This activity can be continued over a few days so that children can practise pouring.

## Activity 38c: Lock and Key

### Materials Checklist:

- Locks of various sizes with their keys

### Instructions:

1. Turn the keys to secure the locks and place the keys next to them.
2. Demonstrate how to open the locks using the keys.
3. The next time, mix the keys and see if children can match the keys to the locks and open them.

## Activity 38d: Kings and Queens

### Materials Checklist:

- Chart paper strips 3 cm × 50 cm (one for each child)
- Decorative items (beads, stickers, etc.)
- Glue (one for each child)

### Instructions:

1. Place the decorative items and the chart paper strips on tables.
2. Children to sit in a small group around the table.
3. Give each child their materials to decorate the crowns.
4. After they paste the decorations, leave them to dry.
5. The next day let children wear the crowns and pretend to be kings and queens.
6. Store the crowns to use with the letter Q: Queen.

## Story Time for the letter Ll: The Lion and the Mouse

A Lion is sitting under a tree. A little rat comes and starts playing there. He jumps in front of the lion, behind the lion, on the side of the lion, and runs all around him. The lion gets angry and catches the rat. The rat says sorry and the lion leaves him. One day the lion gets caught



in a hunter's net. He calls for help. The little rat comes running, bites the net, and frees the lion. The lion thanks the little rat.

## Rhyme Time: Letters Dancing Around

Letters, letters dancing around,  
Letters, letters jumping up and down,  
So many letters you can see,  
Come sing the names with me!  
a-b-c-d-e-f-g, h-i-j-k-l-m-n-o-p,  
l-m-n-o-p-q-r-s-t, u-v-w-x-y-z.  
(Sing the names.)

Letters, letters dancing around,  
Letters, letters jumping up and down,  
So many letters you can see,  
Come sing the sounds with me!  
a-b-c-d-e-f-g, h-i-j-k-l-m-n-o-p,  
l-m-n-o-p-q-r-s-t, u-v-w-x-y-z.  
(Sing the sounds.)

## Activity 39a: Let's Collect Leaves

### Materials Checklist:

- Bowls

### Instructions:

1. Take children out to a garden and ask them to collect leaves from the ground.
2. Ask them to sort them into different kinds and place in bowls.
3. Let them feel the textures on both the sides.
4. Ask them to look at the leaves and identify the trees they belong to from the garden. Make sure that the leaves the students pick belong to trees in the garden.

## Activity 39b: Let's Make Lemonade

### Materials Checklist:

- Lemons
- Knife
- Glasses
- Spoons
- Jug
- Water
- Sugar
- Big ladle to mix the lemonade
- Ice

### Instructions:

1. Place all the ingredients on a table and demonstrate how to make lemonade.
2. Let children help in stirring the sugar.
3. You can add ice to cool the lemonade.
4. Enjoy the lemonade with children.

## Activity 40: Let's Make Lines

### Materials Checklist:

- Sets of cards in different colours (one set for each child)
- Hole punch

### Instructions:

1. Distribute the cards to children.
2. Group children according to the colours in the set given to them and make lines.
3. Tell them that they should never break lines and must wait for their turns.

4. Punch a hole in a card using a hole punch and let children take turns to look through the hole and pass it to the next child in the line.

## **Story Time for the letter Mm: The Monkey and the Mirror**

Refer to page 88 of the student's book for the story.

### **Rhyme Time: Little Miss Muffet**

Little Miss Muffet sat on a tuffet,  
Eating her curds and whey,  
There came a big spider and sat down beside her,  
And frightened Miss Muffet away.

### **Activity 41: Mirror, Mirror**

#### **Materials Checklist:**

- Mirror

#### **Instructions:**

1. Seat children in a circle. Pass around a mirror and ask children to look at it and make happy and sad expressions.
2. They can observe the colour of their hair and eyes too.

### **Activity 42: Let's Act**

#### **Materials Checklist:**

- Monkey crowns
- Mirror
- Page 88 of the student's book

#### **Instructions:**

1. Narrate the story 'The Monkey and the Mirror' given on page 88 of the student's book and help children enact it.
2. Encourage children to say the story as they enact it.

### **Practice Activity: Sequencing Story Cards**

#### **Materials Checklist:**

- Sequencing cards (stick puppets on which scenes from the story are pasted)
- Page 41 of the student's book

#### **Instructions:**

1. Stories and patterns can be reinforced with the help of sequencing cards.
2. The number of sets for each story would depend on the activity setting and the number of children in the class.
3. Narrate the story given on page 41 of the student's book to children.
4. They can repeat the story with the help of the pictures on page 41 of the Student's Book.
5. Seat a few children in a group.
6. Place one book in the middle.
7. Give them sequencing cards and ask them to take one each.
8. They can take turns to match the cards to the pictures in the book.
9. Take the books away and ask children to sequence the cards in correct order independently.

## Story Time for the letter Nn: Neelum and Nina

Neelum and Nina were friends. They were nine years old. They would always share and eat their lunch together in school. Neelum brought a blue napkin every day and Nina brought a red one. One day, they both decided to bring noodles to school. Neelum's noodles did not have any vegetables in it, but Nina's noodles had many vegetables. Neelum was surprised to find that Nina's noodles were tastier! She asked Nina, 'What does your mummy put in the noodles that makes them so tasty?' Nina said that it was the vegetables. That day Neelum went home and asked her mother to put vegetables in her noodles whenever she made it.

## Rhyme Time: Nine Little Nightingales

Nine little nightingales sitting on the wall,  
Coohoo, coohoo, singing for us all.  
Nine little engines standing on the track,  
Chook-chook, chook-chook from front to back!  
Nine little birdies ready to fly,  
Flap, flap, flap, flap they go to the sky!  
Nine little boats standing in a row,  
Splish-splash, splish-splash is how they go.

## Activity 43a: Tasty Treats!

### Materials Checklist:

- Almonds
- Walnuts
- Cashews
- Peanuts
- Basket

### Instructions:

1. Put the nuts in a basket and show them to children, telling the children the names as you go.
2. Pass the basket around and ask children to pick up two nuts each, name them, and eat them.
3. Ask parents to send some nuts as snacks.

## Activity 43b: Let's Make a Nest

### Materials Checklist:

- Picture of a nest
- Outlines of nests on drawing sheets
- Crayons
- Straw
- Chart with outlines of nests drawn on them

### Instructions:

1. Take children for a walk and look for nests.
2. In case you can find an abandoned nest you can bring it to the class and talk about it.
3. You can also show a picture of a nest to children.
4. Distribute the drawing sheets and the crayons.
5. Ask children to fill the outlines of the nests with colours of their choice.
6. You can also paste straw on charts to make nests.

## Activity 43c: Fishing Time

### Materials Checklist:

- Small tub
- Small plastic objects that can float
- Net/sieve with a handle
- Water

### Instructions:

1. Fill water in the tub.
2. Give children a few things that float and ask them to drop them in the tub.
3. Demonstrate how they can use a net/sieve to fish out the objects.
4. Let them take turns so that all children get a chance to do the activity.

## Activity 43d: Circle Time

### Materials Checklist:

- Cards
- Pens
- Napkins
- Newspapers

### Instructions:

1. Ask children to bring a napkin to school.
2. Seat children in a circle.
3. Tell them that they should use a napkin in school and at home to keep their nose clean, and to cover their nose and mouth when they sneeze.
4. Introduce them to a few neck exercises. Tell them the importance of exercising and keeping the body healthy and clean.
5. Let them look for the letter N in the newspaper.
6. Write the names of children on cards and ask them to try to identify their names.
7. On cards write letters and numbers, and share them with children in pairs. Ask them to sort the letter cards from the number cards.

## Story Time for the letter Oo: Oddie, the Ostrich

One day an ostrich called Oddie went for a walk. All the birds looked at the ostrich and asked, 'Oddie, why do you not fly?' The ostrich told them, 'My body is very big but my wings are too small. I cannot fly. But do you know I have long and strong legs and I can run really fast? Do you want to have a race with me?' The birds agreed to have a race with Oddie. Oddie's friends started singing 'Oddie, Oddie, run, run!' and Oddie came first. He was happy. The birds said, 'Congratulations, now we know that you can run really fast!'

## Rhyme Time: Open and Shut Them

**(Do the hand movements to demonstrate to children what they should do with their hands as they read the poem.)**

Open and shut them  
Open and shut them  
Give a little clap, clap, clap,  
Open and shut them  
Open and shut them  
Lay them on your lap, lap, lap.  
Make them crawl,

Make them crawl,  
Right up to your chin, chin, chin  
Open wide your little mouth  
But do not let them in.  
Shake them, shake them,  
Shake them, shake them,  
Shake them  
Just like this, this, this.  
Roll them, roll them,  
Roll them, roll them,  
Now keep them still like this!

## Activity 44a: Open and Close

### Materials Checklist:

- Bottles with lids (of different sizes)

### Instructions:

1. Place the bottles on tables with the lids open.
2. Children to sit around the tables. Ask them to match the lids to the bottles and close them.
3. Leave the arrangement in the corner of the class and let children revisit the activity throughout the day.

## Activity 44b: I Can Act

### Instructions:

1. Group children into fours.
2. Ask them to stand behind each other and spread their arms outwards like an octopus. You can show them a picture of an octopus first.
3. You can also make them stand in lines and let them place their fingers on the sides of their heads like the horns of an ox and run a race.

## Story Time for the letter Pp: Penny Goes on a Picnic

Penny and her friends went for a picnic to a nearby village. Penny was wearing a pink polka-dotted dress. Her mother packed some pies, pancakes, and peanuts for the picnic. The children ate the pies and pancakes and went to play. They saw many papaya trees there. The villagers told them that they also grew pears and peaches in different seasons. They saw many birds there. The children saw a green parrot, a white pigeon, and a pretty peacock. The peacock had beautiful feathers. The children gave the birds crumbs from the pie. The peacock gave them a colourful feather, the parrot gave them a green feather, and the pigeon gave them a white feather. There was a pond nearby. A little pony was drinking water from the pond. The children gave the pony some carrots to eat. The pony gave them a ride one by one. They all enjoyed the picnic. They collected all their things and put them in the picnic basket and cleaned up before they left.

## Story Time for the letter Pp: Penny, the Parrot

Penny the parrot is hungry. It sees a big, yellow mango! A big, black crow is near the mango! Penny the parrot thinks, 'What can I do?' It sees two children with balloons. It gets an idea! It asks the children for the balloons. Penny the parrot takes the balloons behind the crow. Penny bursts the balloons with a POP! The crow gets scared and flies away. Penny the parrot gets the mango! Penny is happy.

## Rhyme Time: Pitter-Patter Raindrops

Pitter-patter raindrops,  
Falling from the sky,  
Here is my umbrella,  
To keep me safe and dry!  
I see puddles on the ground  
Froggies jumping up and down.  
Pitter-patter raindrops  
Coming to the town.

### Activity 45a: I Have Grown Up

#### Materials Checklist:

- Pram
- Dolls

#### Instructions:

1. Keep a pram in the class with some dolls.
2. Allow children time for free play. They can take turns in small groups.
3. Let them tell you about their prams.
4. Talk to them about growing up and not needing the pram any more.

### Activity 45b: Water in the Pot

#### Materials Checklist:

- Earthen pot
- Deep ladle to pour the water
- Glasses

#### Instructions:

1. Place a pot in the class.
2. Pour drinking water in it and tell children how it can cool the water. Let the children also try to pour water into it.
3. Tell them how most people in villages use pots to store drinking water.
4. Let them drink water from the pot.

**Teacher Buzz:** Ensure that the water used in this activity is safe for drinking.

### Activity 45c: Peacock Dance

#### Materials Checklist:

- Peacock feathers
- Music

#### Instructions:

1. Take children to a zoo/park which has peacocks. Let them observe the peacocks' movements. You can also show them a video.
2. Play music and ask children to imitate the movements of a peacock.
3. Show them some peacock feathers.

### Activity 45d: Cotton bud/Thumb Printing

#### Materials Checklist:

- Bowls
- Sponge pieces

- Poster colour (yellow)
- Cotton buds
- Page 47 of the student's book

**Instructions:**

1. Place the sponge pieces in the bowls and pour yellow poster colour on it.
2. Seat children in small groups and place the bowls in the centre.
3. Distribute the books and help them open page 47 of the student's book.
4. Demonstrate cotton bud/thumb printing and help children do the activity in their respective books.
5. Leave the books open to dry.

**Story Time for the letter Qq: Quincy and the Quilts**

Quincy was a very pretty queen. She had a little quail that lived in her garden. The quail gave Quincy feathers to wear in her crown. Quincy was a very quiet queen. She was kind to poor people. Every year when winter came, she distributed quilts to all the poor people. The quilts were of many colours. People loved the red quilts, blue quilts, yellow quilts, green quilts, orange quilts, and purple quilts. Everyone got their favourite colour so they never quarrelled. They all thanked Queen Quincy for her gifts.

**Rhyme Time: Winter is Here**

Winter is here and it's really cold,  
 Mama's got me a new quilt but I love my old!  
 It has flowers and fairies few,  
 It has eaten corners and threads hanging too!  
 My quilt is as warm as can be!  
 I love my old quilt and it loves me!

**Activity 46a: Queen of Sheba**

**Materials Checklist:**

- Crown

**Instructions:**

1. Queen of Sheba is a game where you can wear a crown and ask children to do different actions. You can modify the game by becoming a character children are familiar with instead of a queen. This will help them associate with the game.

**Activity 46b: Quill and an Inkwell**

**Materials Checklist:**

- Quill
- Inkwell
- Drawing sheets

**Instructions:**

1. Dip the quill in the inkwell and demonstrate how to write with it.
2. Tell children that long ago people used to write with quills.
3. Tell them that now we have different kinds of pen to write with, so we don't use quills any more.

**Teacher Buzz:** A quill is made from a moulted feather of a large bird. Quills were used for writing with ink before the invention of the pen. They can be rarely seen in the environment but are a part of all children's books. Therefore, special effort must be made to show it to children and demonstrate how people wrote with a quill.

## Story Time for the letter Rr: Rini and Her Red Ribbon

Rini, the rabbit, had a pretty red ribbon. Mr Rat wondered what a ribbon was. He took it and ran away while Rini was sleeping. Rini woke up and found her ribbon gone! 'Who took my pretty red ribbon?' she said. She then saw Mr Rat running away with her red ribbon. When Mr Rat reached home, his mother said, 'Where did you get this ribbon from, little Mr Rat? Don't you know, you shouldn't take things away like that?'

Mr Rat felt sorry for what he had done. He went back to Rini and returned the pretty red ribbon. He said, 'I am sorry, Rini! I have come to return your ribbon to you.'

## Rhyme Time: Rainbow Song

Rainbow, rainbow, up in the sky,  
So many colours flying so high!  
Violet, indigo, blue, green, yellow,  
Orange and red, all in a row,  
Are the colours of the rainbow, did you know?  
Rainbow, rainbow, up in the sky,  
So many colours flying so high!

## Activity 47: Let's Paint

### Materials Checklist:

- Red poster colours
- Brushes of different sizes
- Drawing sheets/worksheets with outlines of fruits or vegetables
- Bowls
- Newspapers

### Instructions:

1. Give children drawing sheets.
2. Seat them in small groups.
3. Pour poster colours in bowls. Place brushes and the bowls on a newspaper.
4. Demonstrate how to pick up a brush, dip it in poster colours, and paint freehand on the drawing sheet.
5. If they are ready, they can also do the activity on the worksheets.

## Activity 48: Ribbon Dance/Rope and Rose

### Materials Checklist:

- Ribbons (sets of 5–6 of each colour)
- Music
- Basket
- Cards (10 cm × 10 cm in size, in colours of the ribbon)
- Roses
- Rope

### Instructions:

1. Keep the ribbons in a basket and ask children to run and pick up one ribbon each.



2. Ask children with ribbons of the same colour to group themselves.
3. Seat them in a circle.
4. Play music and flash one colour card at a time and ask children with ribbons of that colour to come in the centre of the circle and dance to the music.
5. Hold a rope and ask children to jump over it.
6. Ask children to bring roses to school. Show them roses in class.

## Practice Activity: Colour the Rainbow

### Materials Checklist:

- Crayons in boxes
- Page 51 of the student's book

### Instructions:

1. Distribute the student's books and ask children to open page 51.
2. Distribute the crayon boxes.
3. Ask children to point to one colour at a time in the book, starting with violet.
4. Ask them to look for the same colour crayon in the box, show it to you, and then use it to do the colouring activity of the book.
5. Repeat the process till all the outlines are filled.

**Teacher Buzz:** As some of the colours may be difficult for children to remember, introduce them one at a time to help children associate the name with a specific colour.

## Story Time for the letter Ss: The Slithering Snake

In a small village there was an orchard. Many children played in the orchard. One day a slippery snake came into the orchard and started hissing s/s/s/s. The children got scared and ran away. Every day the snake would come and scare them s/s/s/s. The children decided to do something about the snake. They soon got an idea. They waited for the stars to come out and quietly climbed the trees. When the snake came, they shook the branches really hard. The fruits fell down on the snake and he ran away hissing s/s/s/s! The children went home too! They returned when the sun came out and collected all the fruits and gave them to the farmer. The farmer thanked the children and gave them a big basket of fruits as a present.

## Rhyme Time: Mr Sun

Mr Sun, yellow and round,  
 Every morning he can be found!  
 He brings us heat and a lot of light,  
 Mr Sun is really bright!  
 He works hard, all the day,  
 Then at night, he goes away,  
 Next day morning you will see  
 Mr. Sun shining for you and me!

## Activity 49: Day and Night

### Materials Checklist:

- A4 sheets (a set of one black and one light blue sheet for each child)
- Star cut-outs (five for each child)
- Sun cut-outs (one for each child)
- Adhesive
- Bowls

**Instructions:**

1. Send a note to parents to show children the night sky.
2. Show children the day sky during the school hours.
3. Ask them how the sky looked during the day and during the night.
4. Distribute the black and light blue sheets among children.
5. Give them bowls with the cut-outs of the sun and the stars.
6. Tell them that the light blue sheet is the day sky and the black sheet is the night sky.
7. Ask them which cut-out will go with blue and which will go with the black.
8. Help children to spread glue on the sheets. Allow them to paste the cut-outs independently.

**Activity 50a: Sorting****Materials Checklist:**

- Sets of spoons of different designs
- Baskets

**Instructions:**

1. Mix up two sets of spoons in different baskets.
2. Ask children to sort and group them.
3. Let children take turns to complete the activity.
4. Keep the spoon baskets for a few days in a corner of the classroom to let children revisit and practise the activity.

**Activity 50b: Slithering****Materials Checklist:**

- Carpets/mats
- Page 55 of the student's book
- Picture puppets

**Instructions:**

1. Divide children into small groups and line them up near the carpet/mat.
2. Ask children to lie on their stomachs and slither like a snake to the other end.
3. Make picture puppets using page 55 of the student's book for reference and distribute them to children. Ask them to observe the pictures and describe them.

**Teacher Buzz:** Children at this level may just use single words and short phrases to talk about the pictures. In most cases, their description might be very different from reality. However, let children express their own interpretation of the pictures.

**Story Time for the letter Tt: Tommy Travels**

Tommy was a little boy who loved to visit different places with his parents. They would travel by train and look out the window to see the countryside. One day, the train passed a tunnel and it became dark. Tommy was very excited as he had never seen a tunnel.

(Given below is a repetitive pattern that can be included in stories to help children repeat them with ease.)

One time they were going to a forest. They sat in a truck and went inside the forest. Tommy said, 'Look, a tiger!' They went ahead and Tommy said, 'Look, an elephant and a deer!' They went close to the lake Tommy said, 'Look, so many turtles and toads.' They got off the truck and Tommy said, 'Look, so many tall trees! What a beautiful forest!' Tommy was happy to learn about the forest. Do you travel with your parents like Tommy?

## Rhyme Time: Teddy Bear

Teddy bear, teddy bear turn around,  
Teddy bear, teddy bear touch the ground,  
Teddy bear, teddy bear polish your shoes,  
Teddy bear, teddy bear go off to school.

## Activity 51a: Trees are Our Friends

### Materials Checklist:

- Sapling

### Instructions:

1. Take children outdoors for a walk to see trees.
2. Let them feel the trunks and leaves. Introduce the words 'rough' and 'smooth'.
3. Keep a sapling ready and plant it with children.
4. Let them take turns to water.
5. Protect it with a fence till it becomes strong enough to grow on its own.
6. Encourage children to take a look at the sapling every now and then. This will help them realise that the plant is growing.

## Activity 51b: Free Play

### Materials Checklist:

- Toys of different kinds
- Teddy bears
- Wet chalk/poster colours

### Instructions:

1. Place the toys and teddy bears in the play space.
2. Talk to children about how they should always keep the toys and teddy bears back from where they pick them up.
3. Observe them, as this is the time children express themselves freely.
4. You can also make trails with the wet chalk/poster colours on the floor and help children carry the teddy bears around the classroom in a line.

**Teacher Buzz:** Do not categorise toys into boys' toys and girls' toys, and allow children to choose what they want to play with. Contrary to common belief, a girl may choose a motorbike and a boy may just want to play with the kitchen set.

## Story Time for the letter Uu: Up and Down

Grandpa has lost his walking stick. Grandma has lost her chappals. They call the family to help them. Anum looks behind the umbrella. All of them go up and down and look for the stick and chappals. Faraz thinks hard. Grandpa tells Adil to look under the tree. Adil finds the stick and the chappals under the tree. He gives the stick to Grandpa and the chappals to Grandma. They are happy. They give Adil sweets.

Adil sings happily

Under the tree,

Grandma and Grandpa sit with me!

They tell me stories every day.

They sit and watch me while I play!

## Rhyme Time: Up and Down

Up and down, and down and up, and round and round we go,  
Left and right, left and right, swaying to and fro.  
Nod your head, clap your hands, and snap your fingers too,  
Hopping, hopping, jumping, jumping, like a kangaroo.

## Activity 52: Umbrella Dance

### Materials Checklist:

- Colourful umbrellas
- Music

### Instructions:

1. Ask parents to send umbrellas to school labelled with their child's name.
2. Collect the umbrellas and keep them ready.
3. Show them to children and help them identify their umbrellas.
4. Explain the rules and ask them to be careful when putting up their umbrellas and not to come too close to each other.
5. Take children to an open space outdoors and play music for them.
6. Ask them to put up their umbrellas and dance under them. This will allow children to enjoy the music as well as learn how to hold an umbrella.

## Story Time for the letter Vv: The Vegetable Vendor

Vickey was a vegetable vendor. He had a small vegetable van. Vickey would take the van to different places and many people would come and buy vegetables. Many children would come with their parents and Vickey would tell them the colours of all the vegetables. He would also sing rhymes for them.

If someone asked, 'Can you give me some potatoes?' Vickey would say, 'Brown, brown potatoes are nice and round. Do you know they grow underground?' And he would pack the potatoes from the vegetable van.

If someone asked, 'Can you give me some cucumber?' Vickey would say, 'Green, green cucumber so good to eat, it is a tasty treat!' And he would pack the cucumbers from the vegetable van. All the children loved to listen to Vickey's vegetable rhymes. They started eating vegetables too. They ate vegetables every day and went to pick more as Vickey's vegetable van came that way. Do you like to eat vegetables too?

## Rhyme Time: Vegetable Train

Vegetable train says chook, chook, chook!  
Come and have a look, look, look!  
Vegetables are so good to eat,  
They can make a tasty treat.  
Pumpkins make our cheeks so red,  
Spinach makes us strong, it's said.  
Carrots make our eyes really shine,  
Potatoes can taste so fine!  
Green peas are really small,  
Radish is so white and tall,  
Vegetables, vegetables, I like them all!

## Activity 53a: Vegetable Day

### Materials Checklist:

- Fresh vegetables
- Colour cards
- Worksheets with outlines of vegetables
- Poster colours
- Drawing sheets

### Instructions:

1. You can request a local vegetable vendor to bring the vegetable van to the school for a little while.
2. You can set up a vegetable shop.
3. You can place the vegetables next to colour cards for children to associate the colours with the vegetables.
4. You can talk about eating vegetables and how they are good for health.
5. You can give children outlines of vegetables to colour/print.
6. You can cut and dip vegetables in poster colours and print in drawing sheets.

## Activity 53b: Music! Music!/School Van Trip

### Instructions:

1. Take children to the music room and let them listen to the sounds of different instruments, especially the violin. You can also show them a video of a violinist playing a violin
2. You can also take the children on a ride in the school van. Ensure that all safety norms are followed.

## Story Time for the letter Ww: Woody, the Woodpecker

Woody the woodpecker lived near a farm. He had a long and strong beak and could peck a hole even in really big and strong tree trunks. Winny was a little girl who lived on the farm, and watched Woody from her window every morning. Winny would look at the watch on the wall and as soon as it was 6.30 in the morning, she would go and stand by the window waiting for Woody the woodpecker to come. Winny and Woody became friends. Woody the woodpecker made a hole in a tree and built her nest there. Soon there were little babies in it. Winny promised Woody that she would take care of the babies. Soon the babies grew up and one day they all flew away. Woody the woodpecker told Winny, 'You can now use my nest as a secret place to hide things!' Do you have a secret hiding place too?

## Rhyme Time: Willy the Whale

Willy the whale went swimming one day,  
Into the sea and far away.  
Splish-splash water from her spout,  
Her big, big tail swishing about,  
Willy the whale, can you see,  
Big, big, bigger than you or me!

## Activity 54: Water

### Materials Checklist:

- Mugs
- Small buckets
- Beakers of different sizes
- Things that float
- Things that sink

- Whistle
- Watch

**Instructions:**

1. Place buckets, mugs, and beakers outdoors for children to fill and pour water in.
2. The activity can be repeated with bottles which children have to fill with water.
3. You can give them things that will float/sink. Ask them to put them in the water-filled buckets and see what happens.
4. You can ask children to count the wheels of a car/cycle/auto-rickshaw. Blow a whistle and ask children to run. You can also ask them to look out of the window and name the things they can see. You can also show the children a watch.

**Story Time for the letter Xx: It is Christmas!**

It is Christmas time! It's really cold and it's snowing outside. Rox and Annie are excited. They are twins and are six years old. They hear a honk and peep out of the window. They see a taxi. Their grandma and grandpa are here for Christmas. They hear a honk again. They peep out again. They see their father in a truck. They run out and see a big x-mas tree in the truck! They bring it in and put it up! It is not a real tree but has been made especially for Christmas. They hear a honk again. They peep out and see their mother in her car. She has many boxes. They bring the boxes inside. They have decorations for the tree. They all decorate the tree. It is now time to make the x-mas cake. They help their mother to mix the batter for the cake. Grandpa and grandma give them gifts. They open it. It's a colourful xylophone! They play the xylophone and sing carols. They are happy! Which festivals do you like to celebrate?

**Activity 55: Let's Make X**

**Materials Checklist:**

- Ice cream sticks

**Instructions:**

1. Give each child a few sticks and tell them to make X.
2. Take children out and pair them for a race.
3. Make one child of each pair stand at the starting line and the other at the finishing line.
4. Give each child a stick.
5. Tell children at the starting line to run to the finishing line and make an X together with their partners.

**Story Time for the letter Yy: Yonas and the Yaks**

Yonas was a little boy. His grandfather lived on the mountains. He went to see his grandfather every year. His grandfather had many yaks. They would give milk and take Yonas on a ride in the evening! On his birthday his grandfather got him a yellow yo-yo. Yonas played with the yo-yo the whole day. His mother got him a toy yacht that could float in water. He was really happy. He filled a big tub of water and played with the yacht. The yaks were sad because they thought that Yonas had forgotten them. But Yonas was a caring boy. He asked his grandfather what the yaks liked to eat. His grandfather told him, 'Well... yaks are like cows, they eat grass just like the cows.' Yonas got fresh green grass for the yaks. The animals were happy and took Yonas on a long ride.

**Rhyme Time: Yellow Yo-Yo**

Yo-yo, yo-yo,  
 Yellow and round,  
 Up it goes and then goes down.

Yak, yak big and black,  
 Walking on the mountain track.  
 A small yacht sailing in the sea,  
 Ready to sail with you and me!

## Activity 56: Yellow Day

### Materials Checklist:

- Bananas
- Yellow decorations
- Yellow balloons
- Yellow poster colours
- Brushes
- Drawing sheets

### Instructions:

1. Send a note to the parents to send children to school dressed in yellow in order to celebrate 'Yellow Day'. Decorate the class with yellow decorations.
2. Give them bananas to eat, or ask the children to bring a banana to school.
3. Take them out for a yellow balloon race.
4. Bring them back to class and give them brushes, drawing sheets, and yellow poster colours to paint with.

## Story Time for the letter Zz: Zoya Goes to the Zoo

Zoya was really excited. Her mother was taking her to the zoo. She packed her picnic bag carefully and closed the zip. They sat in the car and zoomed away to the zoo. They saw a zigzag track and walked on it. They reached a fence. It was like a little forest on the other side of the fence. There were many trees and pretty zinnia flowers growing near the fence. Suddenly, she saw something white and black. Oh! It was a zebra! Zoya was really excited, but she kept quiet. Her mother had told her not to disturb the animals in the zoo. She wanted to give the zebra some sweets, but the zookeeper told her that they must not feed the animals as they could become ill. He showed them how they fed the animals and how they kept the zoo clean for them. Zoya was happy after the visit to the zoo.

## Rhyme Time: Zoo

The zoo with rabbits, snakes, and tigers too!  
Did you see the bear with long fuzzy hair?  
The lion, in a golden crown,  
With a shining coat so soft and brown,  
The giraffe, as tall as a tree,  
And the naughtiest monkey that you ever did see.  
The elephant is the biggest at the zoo,  
I like him best, what about you?

## Activity 57a: Zigzag Lines

### Materials Checklist:

- Wet chalk/poster colours and brushes

### Instructions:

1. Draw zigzag lines on the floor and ask children to walk on them.

## Activity 57b: Let's Zip Up

### Materials Checklist:

- Dressing frames/hangers
- Jacket on a hanger

### Instructions:

1. Place the jacket and the dressing frame/hanger within children's reach.
2. Demonstrate how to open and close the zip.
3. Keep it on a low table for children to practise.
4. You can also introduce them to frames for buttons, hooks, buckles, and laces.

**Teacher Buzz:** The upper and lowercase letter grids on page 70 of the student's book can be used for identification and reading.

- a. You can call out the letters and children can identify the capital letters by placing a counter to show that they can recognise the letters.
- b. You can call out the letters and children can identify the upper and lowercase letters.
- c. Children can colour the blocks to complete the activity only after the page has been used for recognition activities throughout the year.
- d. Children can open these pages and place the flash cards in the same order on their tables.

### Practice Activity: Care and Share

#### Materials Checklist:

- Sandwiches/Biscuits/Cakes
- Nursery Rhyme 'Care and Share'

#### Instructions:

1. Seat children in pairs and give them snacks.
2. Ask them to share and eat.
3. Sing the rhyme 'Care and Share' that is given below.

My teacher says to care and share,

Like ...

The cows that share their milk,

The caterpillars that give us silk!

The bees that give us honey to eat,

The trees that give us fruits for a treat!



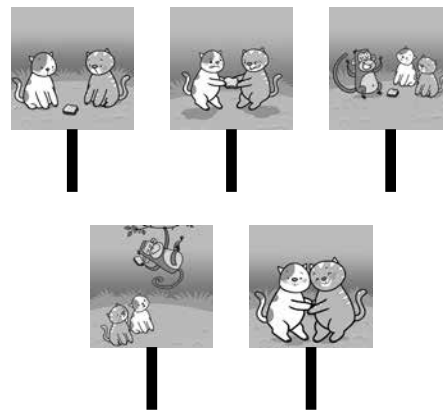
### Practice Activity: Story Time

#### Materials Checklist:

- Picture puppets (of images from the story on page 65 of student's book)
- Page 65 of student's book (World Around Me, Pre-Nursery Level)

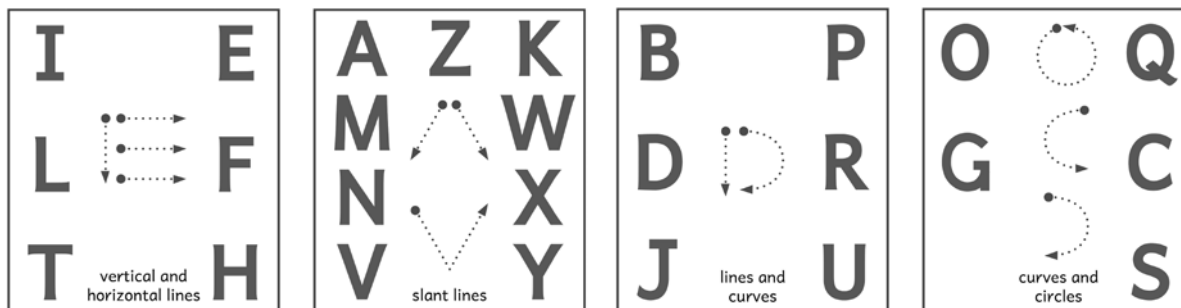
#### Instructions:

1. Tell children the story 'The Cats and the Monkeys' (page 65 of World Around Me Pre-Nursery student's book) using the picture puppets which can be put up in the Learning Train.
2. Repeat by asking them to picture read the story from their books.
3. Give them picture cards for matching to the pictures in the books, or for sequencing.





**Teacher Buzz:** The flash cards will help you to introduce the letters for recognition in order from A to Z and in random order. When children are getting ready for writing, it is simpler if they learn to trace letter groups that follow similar patterns. The writing of the letters must follow the recognition which can be developed through flash cards and related activities. Given below is the grouping of letters, according to the directionality and patterns.



### Practice Activity: Letters with Ice cream Sticks

#### Materials Checklist:

- Ice cream sticks (10 for each child/20 for pair activity)
- Stick puppets of L, T, I, H, F, E and A, N, M, V, W, X, K, Y, Z

#### Instructions:

1. Children to be seated and given sticks to play with. Ask them to make anything they want with the sticks.
2. The next time you give them sticks, you can demonstrate how to arrange them to make letters.
3. Display the stick puppets of letters L, T, I, H, F, E and A, N, M, V, W, X, K, Y, Z for reference.

### Practice Activity: Matching Letters and Pictures

#### Materials Checklist:

- Flash card sets
- Chart paper

#### Instructions:

1. Children to sit in small groups and give each group one card with the pictures and one set of flash cards.
2. Ask children to take a few cards each and place them in front with the letters facing upwards.
3. They can then take turns to match the pictures to the letters they have.
4. You can give them two sets of cards to play and match the letters to the pictures.

### Practice Activity: Match the Upper and the Lower case Letters

#### Materials Checklist:

- Flash card sets
- Chart paper

**Instructions:**

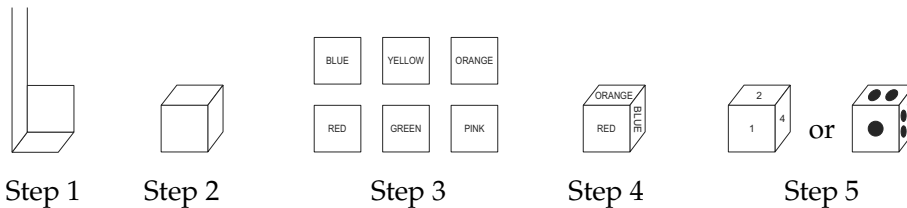
1. Write the letters c, i, j, k, l, o, p, s, u, v, w, x, y, z on a chart and give children the full flash card set.
2. Tell them to spread the flash cards with the letters upwards and match them to the small case letters on the cards.
3. Make a card with the other small case letters and see if children can repeat the activity.

**Stories and Reading Skills Reader**

The stories and reading skill reader is an informal way to introduce the children to the wonder of stories which the teachers and parents can read out to the children. The focus at this level is to help the children build a rich vocabulary and be able to express themselves in simple words and sentences. The pictures will guide them and gradually they can start relating words to them.

# 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.

# MY LETTERS AND SOUNDS TRAIN

/s/  
/a/  
/t/  
/i/  
/p/  
/n/

1 sun ant tap ink pan net  
s a t i p n

**Did you know?** Words are made of sounds! Letters and letter groups are used to show the sounds that make words.

/k/  
/e/  
/h/  
/r/  
/m/  
/d/

2 key cat egg hen rat mat dog  
k c e h r m d

/g/  
/o/  
/u/  
/l/  
/f/  
/b/

3 girl ox up leg fan bat  
g o u l f b

/j/  
/z/  
/v/  
/w/  
/y/  
/-ks/  
/kw/

4 jam zip van web yak fox quilt  
j z v w y -x qu

/ai/  
/ee/  
/igh/  
/oa/  
/yoo/

5 aim heel pie boat Tuesday  
ai ee ie oa -ue

/ch/  
/sh/  
/th/  
voiced  
/th/  
un-voiced  
/-ng/  
/k/

6 chin ship this thumb ring duck  
ch sh th th -ng -ck

/oo/  
short  
/oo/  
long  
/oi/  
/ou/

7 book moon coin out  
oo oo oi ou

/or/  
/ar/  
/er/

8 horn car herb  
or ar er

/or/  
/ar/  
/er/

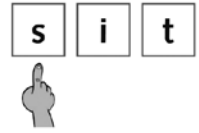
**Note to the teacher:** Say the sounds as you see each grapheme/letter or letter groups to learn the basic sound-symbol association. Avoid using the names of letters while practicing the sounds. The given pictures help to say the sounds that the graphemes/letter/letter groups represent. Learning must not be hurried and regular practice must be given with posters and flashcards.

# Sounds, Letters, and Words

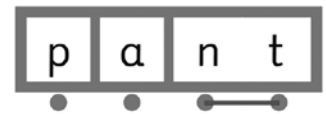
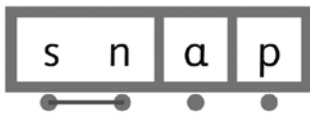
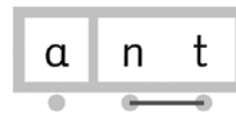
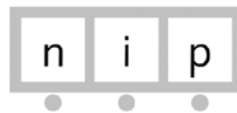
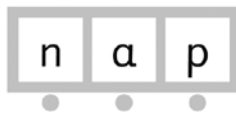
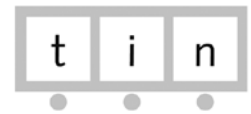
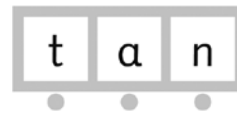
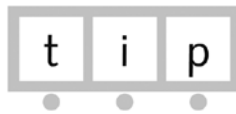
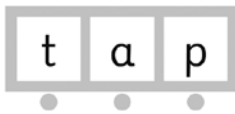
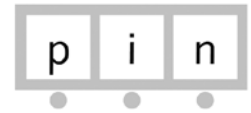
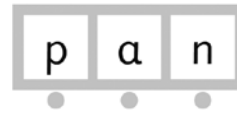
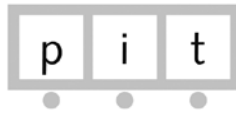
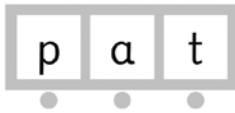
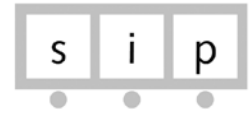
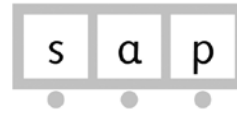
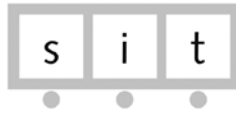
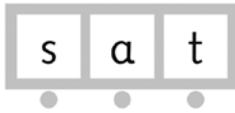
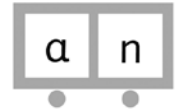
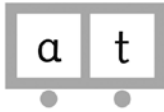
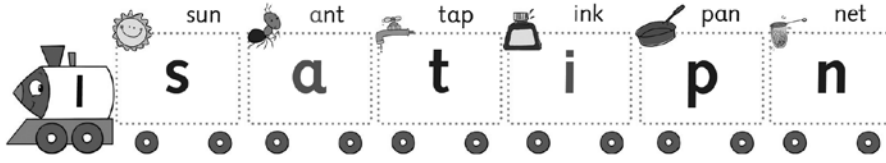
Say the sounds. Segment the words on your fingers (palm facing yourself) to spell.



Blend the sounds to read.



- /s/
- /a/
- /t/
- /i/
- /p/
- /n/



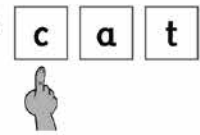
**Please note:** An at the glance activity bank is given here for reference. However, a complete story back with story extension can be accessed in the World of Letter L2 E-book.



Say the sounds. Segment the words on your fingers (palm facing yourself) to spell.



Blend the sounds to read.



/k/	key	cat	egg	hen	rat	mat	dog
/e/							
/h/							
/r/							
/m/							
/d/							

i n k

c a t

c a n

c a p

n e t

s e t

p e t

p e n

t e n

h a t

h i p

h i t

h e n

r a t

r a n

m a n

m e n

m i p

m a t

d e n

d i p

s a d

e n d

r e d

k i d

p a d

p i n k

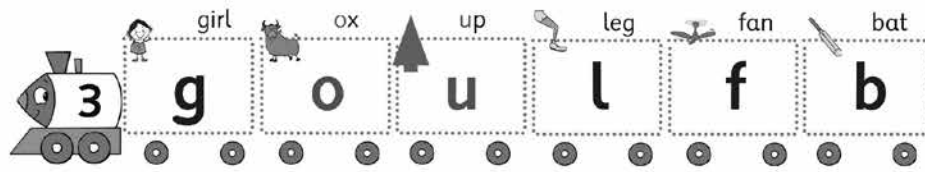
s k i p

t e n t

n e s t

h a n d

/g/  
/o/  
/u/  
/l/  
/f/  
/b/



g a s

p e g

e g g

d o g

l o g

d o g

p o t

c o t

m o p

h o g

h o t

r o d

h o p

s u n

c u t

h u m

n u t

c u p

h u g

m u g

g u m

t u g

r u n

s u m

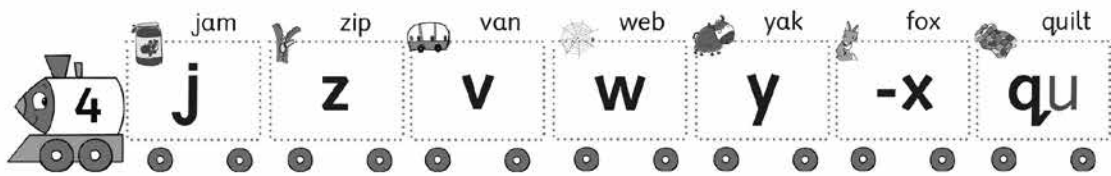
m u d

r u g

s t o p

d r o p

/j/  
 /z/  
 /v/  
 /w/  
 /y/  
 /-ks/  
 /kw/



j o g

j a m

j e t

j u g

z i p

z a p

w e b

w i n

w e t

v a n

v e t

y e t

y a k

s i x

f o x

b o x

w a x

m i x

v e s t

q u i l t

# Long Vowel Sounds

ai

ai m

r ai n

p ai l

n ai l

s ai l

t r ai n

s n ai l

ay

d ay

h ay

s ay

r ay

w ay

p l ay

t r ay

a ... e

c a k e

b a k e

l a k e

n a m e

c a m e

s a m e

l a t e

g a t e

d a t e

/ee/

ee

b ee

s ee

h ee l

k ee p

p ee p

f ee d

n ee d

s ee d

ea

n ea t

s ea t

ey  
k ey

/igh/

igh

n igh t

l igh t

t igh t

r igh t

ie  
p ie  
t ie

i ... e

h i d e

s i d e

r i d e

b i t e

k i t e

p i l e

t i m e

oa

b	oa	t
c	oa	t
g	oa	t
r	oa	d

t	oa	d
s	oa	p
l	oa	f

ow

b	ow
s	ow
l	ow

o ... e

n	o	s	e
r	o	s	e
h	o	s	e
r	o	p	e
p	o	l	e

/yoo/

-ue

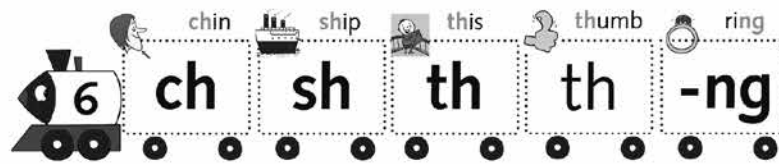
v	al	ue		
ar	g	ue		
T	ue	s	d	ay
b	ar	be	c	ue

u ... e

c	u	b	e
t	u	b	e
m	u	l	e
t	u	n	e

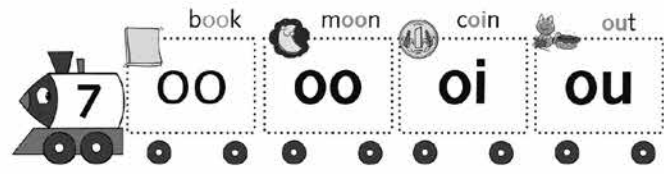
# More Sounds

/ch/  
 /sh/  
 /th/  
 voiced  
 /th/  
 un-voiced  
 /-ng/  
 /k/



ch	i	n	sh	i	p	th	i	s	r	i	ng				
ch	i	p	sh	o	p	th	a	t	s	i	ng				
ch	i	t	sh	e	d	th	e	n	w	i	ng				
ch	o	p	sh	ee	p	th	e	m	k	i	ng				
r	i	ch	d	i	sh	w	i	th	s	o	ng				
ch	ai	r	w	i	sh	th	l	o	ng						
ch	ai	n	f	i	sh	th	i	n	p	i	ng				
ch	ur	ch	r	u	sh	th	or	n	th	i	ng				
b	e	n	ch	b	r	u	sh	th	r	e	e	s	w	i	ng
l	u	n	ch	c	r	u	sh	th	u	m	b	b	r	i	ng
m	u	n	ch	s	l	u	sh	c	l	o	th	s	t	i	ng

/oo/  
short  
/oo/  
long  
/oi/  
/ou/



g oo d

z oo

oi l

ou t

h oo d

m oo

c oi n

l ou d

w oo d

c oo l

j oi n

h ou s e

f oo t

p oo l

b oi l

m ou s e

b oo k

m oo n

s oi l

r ou n d

h oo k

f oo d

r oo m

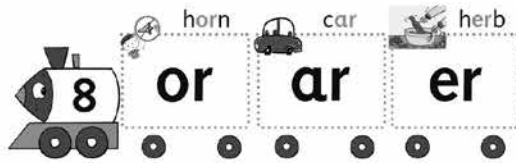
oy

b oy

t oy



/or/  
/ar/  
/er/



or

ar

er

ir

f or k

ar m

f er n

s ir

c or d

f ar

h er b

f ir

h or n

c ar

k er b

g ir l

b or n

j ar

b ir d

c or n

f ar m

sh ir t

t or n

c ar d

ch ir p

p ar k

s t ar

d ar t





# NOTES

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