

PRE-NURSERY

MY LEARNING TRAIN

**WORLD OF
NUMBERS**
AN INTERACTIVE ACTIVITY-BASED COURSE

TEACHING GUIDE

Complimentary Copy—Not For Sale



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CONTENTS

Note for the teachers

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

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INTRODUCTION

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

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

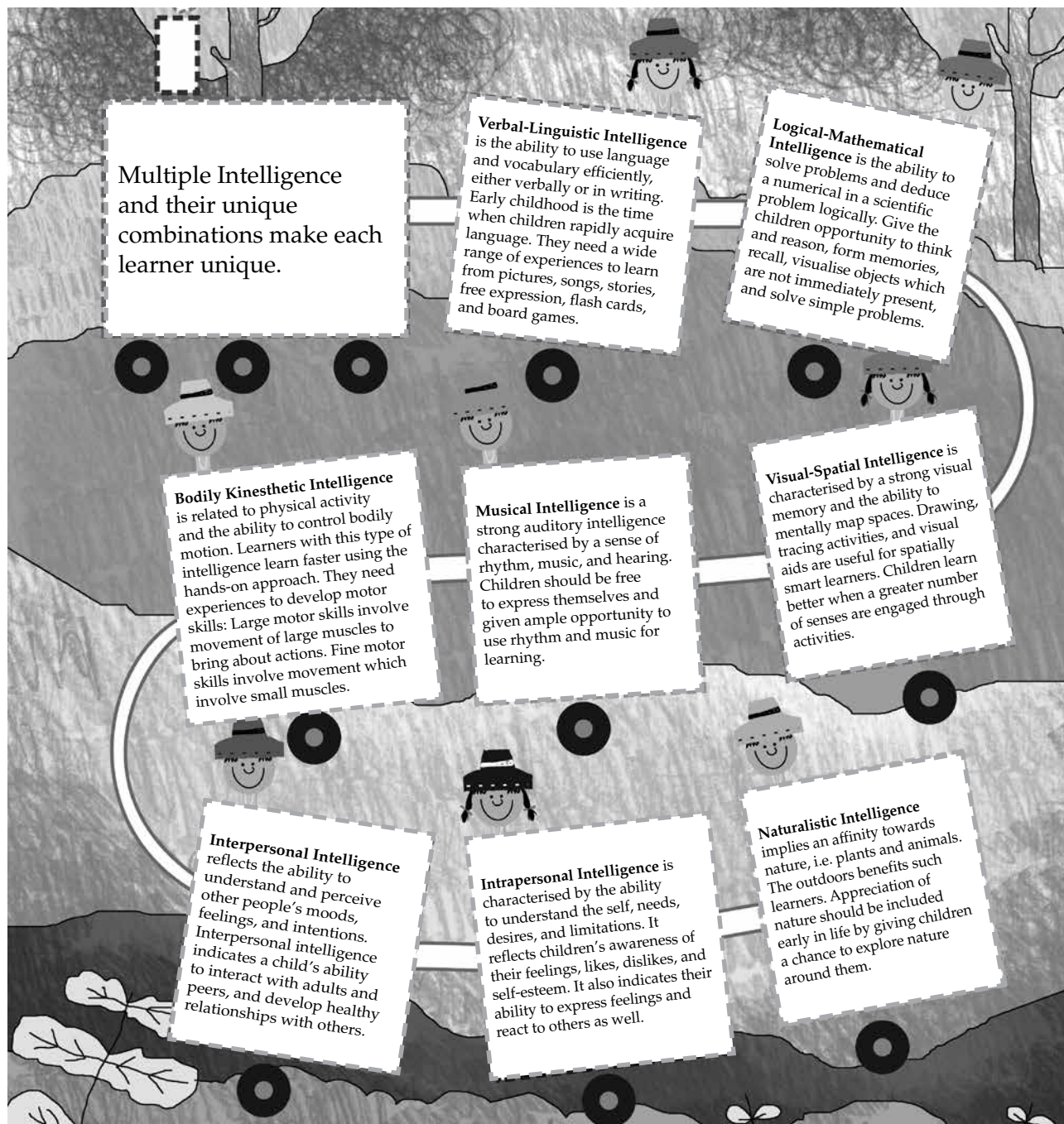
- **World of Letters:** Supported by a Stories and Reading Skills Reader and Activity Guide for Parents.
The series is based on a simple activity based programme to help the little learners understand the sound-symbol association and develop spelling and reading skills.
- **World of Numbers:** Supported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

Components of the Series


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

Multiple Intelligence and Learning

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




Ideas for the Classroom




Why do children need activities for learning?


Children develop skills by social interaction.




Pair Working



Small Group Working











Team Working



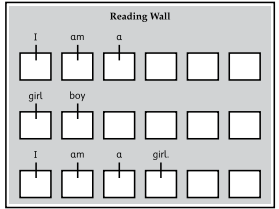
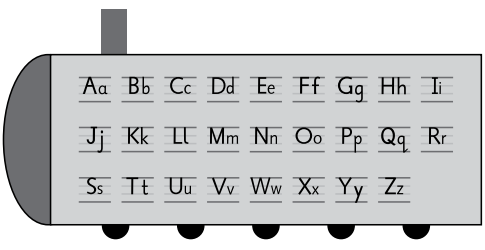
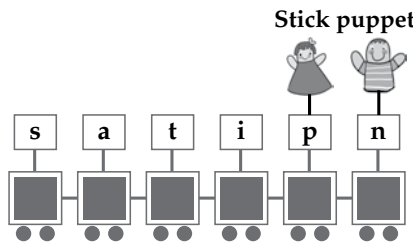


Large Group Working

Children learn through different kinds of experiences.

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

Children learn through different resources.

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

GET SET GO! ON MY LEARNING TRAIN

Activity Based Environment—Checklist for Teachers and Coordinators

Planning Time for Activities

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

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

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






Tick off the tasks as you complete them.

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

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

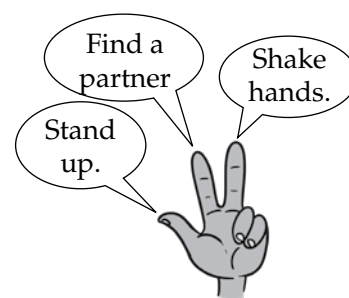
Class Division/Settings for Activities

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

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

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

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



Activity Kit and Resource Centre

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

Essential Materials Required for the Activity Kit

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

Additional Resources for Resource Centre

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

Resource Management

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

Frequently Asked Questions

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

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

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

KNOW THE COURSE DESIGN AND RESOURCES

Resources of the Student's Books



WALK-THROUGH

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



TABLE OF CONTENTS AND ACTIVITY GUIDE

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

STICKERS

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



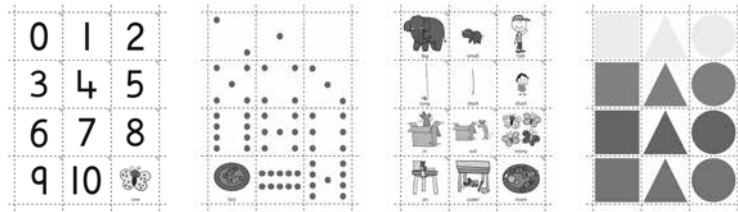
Flash cards

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

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

Managing Flash Cards – Distribution and Collection

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



Parents Activity Guide

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

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

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

Activity Guide for Parents

These 4 pages can be pulled out and sent to the parents.

For Parents

Your child is active, has well-developed ideas, and is curious. Encourage your child when reading there is more to a visually interesting experience for the child and you. Mathematics is not just about numbers, symbols and their values, but also about developing memory, problem-solving skills, and engaging through experiences. Children at this stage usually learn by using their hands, so these activities are not just ready to implement. The focus at this stage should be on the experience and activities with simple objects which the children can find, touch, and handle. Practice of mathematics may be provided by counting, addition or subtraction, or geometry, or by using manipulatives that help them with understanding of their own. We have suggested various activities in the worksheets which you can use to extend the concepts at home. These will add to the children's learning experience and build a foundation for long-term learning.

The different themes and cards may be used for developing language and comprehension, as well as for conceptual learning.

Please note: *Safe handling and maintenance should not be encouraged in children who are able to manipulate all the materials or objects. Please use the themes as and when it is safe and appropriate, or simply to create a habit and encourage movement and play among children.*

My own line

1 Little Duster

1 little duster is not so big,
Over the hills and far away,
1 little duster comes back, back, back!
Over the hills and far away,
1 little duster is not so big,
Over the hills and far away,
1 little duster comes back, back, back!
Over the hills and far away,
1 little duster is not so big,
Over the hills and far away,
1 little duster comes back, back, back!
Over the hills and far away,
1 little duster is not so big,
Over the hills and far away,
1 little duster comes back, back, back!

1 Little Duck

1 little duck is not so big,
Over the hills and far away,
1 little duck comes back, back, back!
Over the hills and far away,
1 little duck is not so big,
Over the hills and far away,
1 little duck comes back, back, back!
Over the hills and far away,
1 little duck is not so big,
Over the hills and far away,
1 little duck comes back, back, back!
Over the hills and far away,
1 little duck is not so big,
Over the hills and far away,
1 little duck comes back, back, back!

1 Little Fish

1 little fish is not so big,
Over the hills and far away,
1 little fish comes back, back, back!
Over the hills and far away,
1 little fish is not so big,
Over the hills and far away,
1 little fish comes back, back, back!
Over the hills and far away,
1 little fish is not so big,
Over the hills and far away,
1 little fish comes back, back, back!
Over the hills and far away,
1 little fish is not so big,
Over the hills and far away,
1 little fish comes back, back, back!

1 Little Bear

1 little bear is not so big,
Over the hills and far away,
1 little bear comes back, back, back!
Over the hills and far away,
1 little bear is not so big,
Over the hills and far away,
1 little bear comes back, back, back!
Over the hills and far away,
1 little bear is not so big,
Over the hills and far away,
1 little bear comes back, back, back!
Over the hills and far away,
1 little bear is not so big,
Over the hills and far away,
1 little bear comes back, back, back!

1 Little Monkey

1 little monkey is not so big,
Over the hills and far away,
1 little monkey comes back, back, back!
Over the hills and far away,
1 little monkey is not so big,
Over the hills and far away,
1 little monkey comes back, back, back!
Over the hills and far away,
1 little monkey is not so big,
Over the hills and far away,
1 little monkey comes back, back, back!
Over the hills and far away,
1 little monkey is not so big,
Over the hills and far away,
1 little monkey comes back, back, back!

1 Little Rabbit

1 little rabbit is not so big,
Over the hills and far away,
1 little rabbit comes back, back, back!
Over the hills and far away,
1 little rabbit is not so big,
Over the hills and far away,
1 little rabbit comes back, back, back!
Over the hills and far away,
1 little rabbit is not so big,
Over the hills and far away,
1 little rabbit comes back, back, back!
Over the hills and far away,
1 little rabbit is not so big,
Over the hills and far away,
1 little rabbit comes back, back, back!

1 Little Pig

1 little pig is not so big,
Over the hills and far away,
1 little pig comes back, back, back!
Over the hills and far away,
1 little pig is not so big,
Over the hills and far away,
1 little pig comes back, back, back!
Over the hills and far away,
1 little pig is not so big,
Over the hills and far away,
1 little pig comes back, back, back!
Over the hills and far away,
1 little pig is not so big,
Over the hills and far away,
1 little pig comes back, back, back!

ACTIVITY MAP

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

| Chapter and Student's Book page number | TG page number | Activity name/number as seen in the Table of Contents of the Student's Book. | Suggested interactive strategy and approximate time |
|--|----------------|--|---|
| The Animal Train (p. 1) | p. 27 | Activity 1: Story Time with Puppets | Large group activity (15 min) |
| | p. 28 | Activity 2: Animal Crowns | Large group activity (10 min) |
| | p. 28 | Activity 3: Matching | Large/small/individual activity (10/20/30 min) |
| One for Everyone (p. 2) | p. 29 | Activity 4: One for Everyone | Small group activity (10 min) |
| | p. 29 | Activity 5: Paper Dance/ Musical Chairs | Large group activity (15 min) |
| | p. 30 | Activity 6: Fruits on a Toothpick | Individual activity (20 min) |
| Big and Small (p. 3) | p. 30 | Activity 7: Big and Small | Large group activity (15–20 min) |
| | p. 30 | Activity 8a: Collect and Sort | Large group activity (30 min) |
| | p. 31 | Activity 8b: Big and Small Circles | Small group activity (15 min) |
| | p. 31 | Activity 8c: Story Time | Individual and large group activity (30 min) |
| | p. 31 | Activity 8d: Ant Hunt | Large group activity (30 min) |
| Long and Short (p. 4) | p. 31 | Activity 9: Sand Tracing | Individual activity (15 min) |
| | p. 32 | Activity 10: Group and Line up | Small group activity (10 min) |
| | p. 32 | Activity 11a: Paste Long and Short Paper Strips | Individual activity (30 min) |
| | p. 32 | Activity 11b: Finger Printing | Individual activity (30 min) |
| Sort and Place (p. 5) | p. 32 | Activity 12a: Building Blocks | Small group activity (20–30 min) |
| | p. 33 | Activity 12b: Sort and Place | Small group and individual activity (20-30 min) |
| | p. 33 | Activities 13–14: Long and Short | Individual activity (15 min) |

| | | | |
|--|-------|---|---|
| Things That Are Same (pp. 6–7) | p. 33 | Activities 15–16a: Match and Pair | Individual activity (10 min) |
| | p. 34 | Activity 16b: Match and Pair Stick Puppets | Small group activity (20 min) |
| | p. 34 | Activity 16c: Match and Pair Picture Cards | Small group activity (10 min) |
| | p. 34 | Activity 16d: Snap | Small group activity (20 min) |
| Things Around Us (pp. 8–9) | p. 34 | Activity 17: Building Blocks | Small group activity (20 min) |
| | p. 35 | Activity 18: Blocks and Squares | Individual and small group activity (20 min) |
| | p. 35 | Activity 19: Round objects | Large group activity (30 min) |
| | p. 35 | Activity 20: Sorting | Small group activity (20 min) |
| Shapes Around Us: Square (p. 10) | p. 36 | Activity 21: Match Shapes and Outlines | Individual activity (10 min) |
| Shapes Around Us: Circle (p. 11) | p. 36 | Activity 22: Musical Circles | Large group activity (20 min) |
| I Can Make Sequences! (p. 12) | p. 36 | Activity 23a: Learning Patterns/ Sequencing | Large/small group/individual activity (15 min) |
| | p. 37 | Activity 23b: Printing Patterns | Small group and individual activity (30–40 min) |
| | p. 37 | Activity 24: Sequencing and Threading | Individual activity (20 min) |
| | p. 37 | Activity 25: Sequencing with Flash cards | Individual activity (20 min) |
| Shapes Around Us: Triangle (p. 13) | p. 38 | Activity 26a: Folding | Individual activity (15 min) |
| | p. 38 | Activity 26b: Shapes with Ice cream Sticks | Individual activity (15–20 min) |
| | p. 38 | Activity 27a: Shape Party | Large group activity (40–50 min) |
| | p. 39 | Activity 27b: Shape Sorting Game | Individual activity (15 min) |
| Fun with Shapes (p. 14) | p. 39 | Activity 28: Complete the Picture with Shapes | Individual and pair activity (20 min) |
| I Can Spot the Differences! (p. 15) | p. 40 | Activity 29a: Spot the Difference | Large group activity (10 min) |
| | p. 40 | Activity 29b: Spot the Different Object | Small group activity (20 min) |
| | p. 40 | Activity 30: Spot the Different One | Small group activity (20 min) |
| | p. 40 | Activity 31: I Can Spot the Different Picture | Individual activity (20 min) |

| | | | |
|--|-------|--|--|
| Patterns Around Us (pp. 16–19) | p. 41 | Activity 32: Sandpaper Number and Patterns | Individual activity (15 min) |
| | p. 41 | Activity 33a: Tracing Patterns | Individual activity (5–10 min) |
| | p. 41 | Activity 33b: Walking on Patterns | Large group activity (20 min) |
| 1 Green Parrot (pp. 20–22) | p. 42 | Activity 34: Introduction to Numbers | Large group activity (20 min) |
| | p. 42 | Activity 35a: Flash cards and Book | Small/pair/individual activity (15 min) |
| | p. 43 | Activity 35b: Matching Numbers and Values | Small/pair/individual activity (15 min) |
| | p. 43 | Activity 35c: Sequencing | Individual activity (5–10 min) |
| | p. 44 | Practice Activity: Theme Boards for Stories | Large group activity (10 min) |
| | p. 44 | Practice Activity: Tear and Paste | Individual activity (5–10 min) |
| One and Many (p. 23) | p. 45 | Activity 36a: One and Many | Small group activity (10 min) |
| | p. 45 | Activity 36b: One Parrot and Many Parrots | Large group activity (10 min) |
| | p. 45 | Activity 36c: Story Time (Betty the Butterfly) | Large group activity (20 min) |
| 2 Naughty Monkeys (pp. 24–26) | p. 45 | Practice Activity: Magic Words | Large group activity (20 min) |
| Tall and Short (p. 27) | p. 46 | Activity 37: Dance and Compare | Large group and pair activity (15 min) |
| | p. 46 | Activity 38: Mirror, Mirror on the Wall | Pair activity (20 min) |
| | p. 46 | Activity 39: Height Chart | Large group activity (20 min) |
| 3 Bears and Goldilocks (pp. 28–30) | p. 46 | Practice Activity: Story Sequencing | Large group and individual activity (20 min) |
| 4 Rabbits and Pluto (pp. 32–34) | p. 47 | Practice Activity: The Cardboard Tunnel | Large group activity (15 min) |
| | p. 47 | Practice Activity: Circle Time | Large group activity (20 min) |
| Missing Things (p. 35) | p. 47 | Activity 40: Pair the Same Objects | Pair activity (20 min) |
| | p. 48 | Activity 41: Circle the Differences | Small group activity (15 min) |
| 5 Ducklings Learn to Swim (pp. 36–38) | p. 48 | Practice Activity: Making Handprints | Large group activity (30 min) |

| | | | |
|--|-------|---|-------------------------------------|
| Missing Parts (p. 39) | p. 49 | Activity 42: Missing Parts of Toys | Large group activity (15 min) |
| | p. 49 | Activity 43: Spot the Changes | Large group activity (30 min) |
| | p. 49 | Activity 44: Spot the Missing Items | Pair activity (15 min) |
| Fun with 1, 2, 3 (p. 40) | p. 49 | Activity 45: Roll the Dice | Large group activity (15 min) |
| | p. 50 | Activity 46: Match Values | Large group activity (20 min) |
| I Know the Numbers 1 to 5 (p. 41) | p. 50 | Activity 47: Count and Place Counters | Pair activity (30 min) |
| 6 Busy Bees (pp. 42–44) | p. 50 | Practice Activity: Yum, Yum, Honey! | Individual activity (20 min) |
| In and Out (p. 45) | p. 50 | Activity 48a: In and Out I Go | Large group activity (25 min) |
| | p. 51 | Activity 48b: In and Out of Containers | Individual activity (10 min) |
| | p. 51 | Activity 48c: Puppets in the Train | Individual activity (10 min) |
| 7 Colours of the Rainbow (pp. 46–48) | p. 51 | Practice Activity: Tear and Paste | Individual activity (40 min) |
| | p. 51 | Practice Activity: Rainbow Colours | Large group activity (20 min) |
| On and Under (p. 49) | p. 52 | Activity 49: Obstacle Course | Large group activity (15–20 min) |
| 8 Children in the Bus (pp. 50–52) | p. 52 | Practice Activity: Collect and Count | Individual activity (30 min) |
| | p. 52 | Practice Activity: Circle Time | Large group activity (20 min) |
| More and Less (p. 53) | p. 53 | Activity 50: Lollipop Day | Large group activity (30 min) |
| | p. 53 | Activity 51: My Ice cream Cone | Small group activity (20 min) |
| | p. 53 | Activity 52: Pour and Compare | Individual activity (15 min) |
| | p. 53 | Activity 53: Spoon and Compare | Individual activity (15 min) |
| 9 Clever Pigeons (pp. 54–56) | p. 54 | Practice Activity: Birdwatching | Large group activity (10 min) |
| | p. 54 | Practice Activity: Find a Nest | Large group activity (2hrs) |
| Meet the Number 10 (pp. 57–58) | p. 54 | Practice Activity: Groups of 10 | Small group activity (25 min) |
| | p. 54 | Practice Activity: Grouping with Cards | Large group activity (25 min) |
| | p. 55 | Practice Activity: Circle Time | Large group activity (30 min) |
| I Can Match! (p. 61) | p. 55 | Activity 54: Pair and Match | Pair activity (25 min) |
| | p. 55 | Activity 55: Puppets in the Train | Large group activity (15 min) |

| | | | |
|--|-------|---------------------------------------|----------------------------------|
| I Can Trace! (1 to 10) (pp. 76–77) | p. 55 | Activity 56a: Numbers in Order | Individual activity (20 min) |
| | p. 56 | Activity 56b: Things That Go Together | Large group activity (20 min) |
| | p. 56 | Activity 57: Sandpaper Numbers | Individual activity (20–30 min) |
| Learning Numbers (pp. 78–79) | p. 56 | Activity 58: Count and Match | Small group activity (20–30 min) |
| | p. 57 | Practice Activity: Numbers in Order | Small group activity (15 min) |

ACTIVITY SUGGESTIONS FOR STORIES

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

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

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

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

| | | |
|--|--|---|
| 4 Rabbits and Pluto (page 32) | Inflatable ball | Take the children to play catch. Talk to them about being nice to children who are younger than them. |
| 5 Ducklings Learn to Swim (page 36) | Inflatable pool/Splash pool | If possible have a water play day for the children in an inflatable pool or take them to a splash pool. |
| 6 Busy Bees (page 42) | Stick puppets of 6 bees and sets of 6 red, 6 yellow, and 6 blue flowers. | Distribute a set of flower stick puppets and a set of bee stick puppets. Group children into two groups of bees and flowers. Ask a child holding a bee stick puppet to go to a child holding a flower stick puppet. Place the stick puppets on the theme boards and ask the children to count the bees and flowers. |
| 7 Colours of the Rainbow (page 46) | Shape cut-outs of 7 colours | Mix the cut-outs and ask the children to sort them into different bowls. |
| 8 Children in the Bus (page 50) | – | Talk to the children about safe travel habits and safety rules when they travel in the bus. |
| 9 Clever Birds (page 54) | Rectangular piece of net cloth | Get a rectangular piece of net cloth and help the children to enact the birds flying with the net as mentioned in its story. |

WEEKLY PLANNING GUIDE

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

- The suggested design of the book is for 30–31 weeks of instruction time. Given below is a broad break-up of the syllabus, which can be modified according to the school's timetable.
- Use all the given tools both in the student's book as well as the teaching guide.
- Parents Activity Guide is a part of the readers/worksheets booklets. It can be photocopied and given to the parents as and when required.
- The learning environment should be safe and full of experiences, where the children can play and learn at the same time.

| Week | Student's Book Page Numbers | Week | Student's Book Page Numbers |
|---|--|------|---|
| 1 | Page 1: Animal Train Sorting – grouping and sequencing. | 2 | Page 2: One for Everyone Ask children to find a partner for pair work activity setting. Include Circle time with different activities at regular intervals throughout the year. |
| 3 | Page 3: Big and Small Flash cards—Introduce pre-number skills flash cards and use them at regular intervals. Use 4–5 of each of these cards to help children group into small group activity settings. | 4 | Page 4: Long and Short Page 5: Sort and Place |
| 5 | Pages 6–7: Things That Are Same Pages 8–9: Things Around Us | 6. | Page 11: Shapes Around Us: Circle Introduction of the shapes |
| 7 | Page 10: Shapes Around Us: Square | 8. | Pages 16–19: Patterns Around Us— finger tracing |
| 9 | Page 12: I Can Make Sequences! Use flash cards. Page 15: I Can Spot the Differences! | 10 | Pages 20–22: 1 Green Parrot Related activities—rhyme and story Use the 1 cm x 5 cm strips from above and below the flash card sheets at the end of the book for counting. Different objects can be used for all the numbers. |
| <p>Please Note: Observe the learning outcomes after 8-10 weeks to set pace for the next topics and activities based on the response of the children. Plan circle time and interaction regularly and focus on the development of the concepts for long-term learning and assimilation. Add to the list as required. Use the given worksheets and flash cards.</p> | | | |
| 11 | Page 23: One and Many Page 16: Patterns Around Us—slant patterns Sand paper tracing to precede the activities in the books. | 12 | Pages 24–26: 2 Naughty Monkeys Page 27: Tall and Short |

| | | | |
|---|--|----|---|
| 13 | Page 13: Shapes Around Us: Triangle Page 14: Fun with Shapes | 14 | Pages 28–30: 3 Bears and Goldilocks Page 31: I Know 1, 2, 3 |
| 15 | Page 19: Curved Patterns | 16 | Pages 32–34: 4 Rabbits and Pluto Page 35: Missing Things |
| 17 | Pages 36–38: 5 Ducklings Learn to Swim Page 39: Missing Parts | 18 | Page 40: Fun with 1, 2, 3 Page 41: I Know the Numbers 1 to 5 Use flash cards to match the values and numbers. |
| 19 | Pages 42–44: 6 Busy Bees Page 45: In and Out | 20 | Pages 46–48: 7 Colours of the Rainbow Page 49: On and Under |
| Observation for assessment can be conducted through a range of activities and the symbols given in the student's books and printed worksheets can also be used for the purpose. | | | |
| 21 | Pages 50–52: 8 Children in the Bus Page 53: More and Less | 22 | Pages 54–56: 9 Clever Pigeons |
| 23 | Pages 57–58: Meet the Number 10 Page 59: I Can Count! Page 78: Learning Numbers Use flash cards to match the values and numbers. | 24 | Page 60: I Can Trace! Page 61: I Can Match! Pages 62–63: My Activity Page |
| 25 | Page 64: I Can Draw! Page 65: Things That Go Together | 26 | Page 66: I Can trace Number 1 Page 67: I Can trace Number 2 |
| 27 | Page 68: I Can Trace Number 3 Page 69: I Can Trace Number 4 Page 70: I Can Trace Number 5 | 28 | Page 71: I Can Trace Number 6 Page 72: I Can Trace Number 7 Page 73: I Can Trace Number 8 |
| 29 | Page 74: I Can Trace Number 9 Page 75: I Can Trace Number 10 | 30 | Pages 76–77: I Can Trace! (1 to 10) |
| 31 | Pages 78–79: Learning Numbers—recap with flash cards and counting | | |
| Use the given assessment charts to assess the children. Refer to section 'Assessment Guide' in the TG. | | | |

STORING AND MANAGING MATERIALS

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

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

Sample (English):

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

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

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

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

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

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

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

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

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

CREATING CLASSROOM RESOURCES

Making 'My Learning Train' for the Classroom

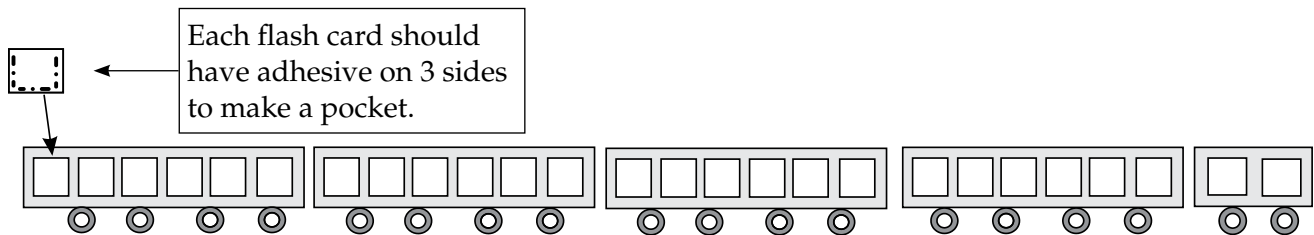
The method to create the resource known as 'My Learning Train' for classroom usage is given below. It must be placed where children can reach easily. The number of pockets in the train can vary according to the space available in the classroom.

Materials Checklist:

- Four chart paper strips of dimensions 70 cm × 19 cm
- One chart paper strip of dimensions 19 cm × 20 cm
- Twenty-six 10 cm × 10 cm 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

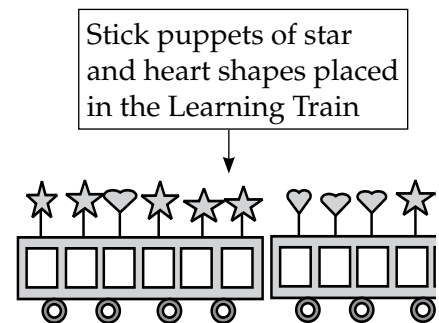
Stick puppets are a resource to be used for different activities mentioned in the 'Activity Bank' section of the teaching guide. It can be used for display and also as an interactive resource for activities.

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.



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

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

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

Number Puppets

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

Materials Checklist (for each set):

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

Instructions:

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

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

Number Value Puppets

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

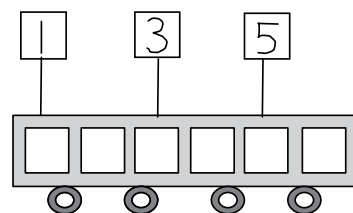
Materials Checklist (for each set):

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

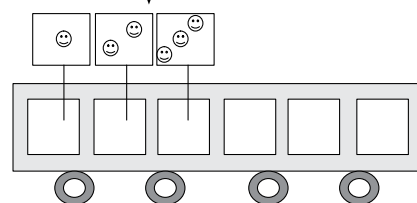
Instructions:

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

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



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



Theme Boards

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

Materials Checklist:

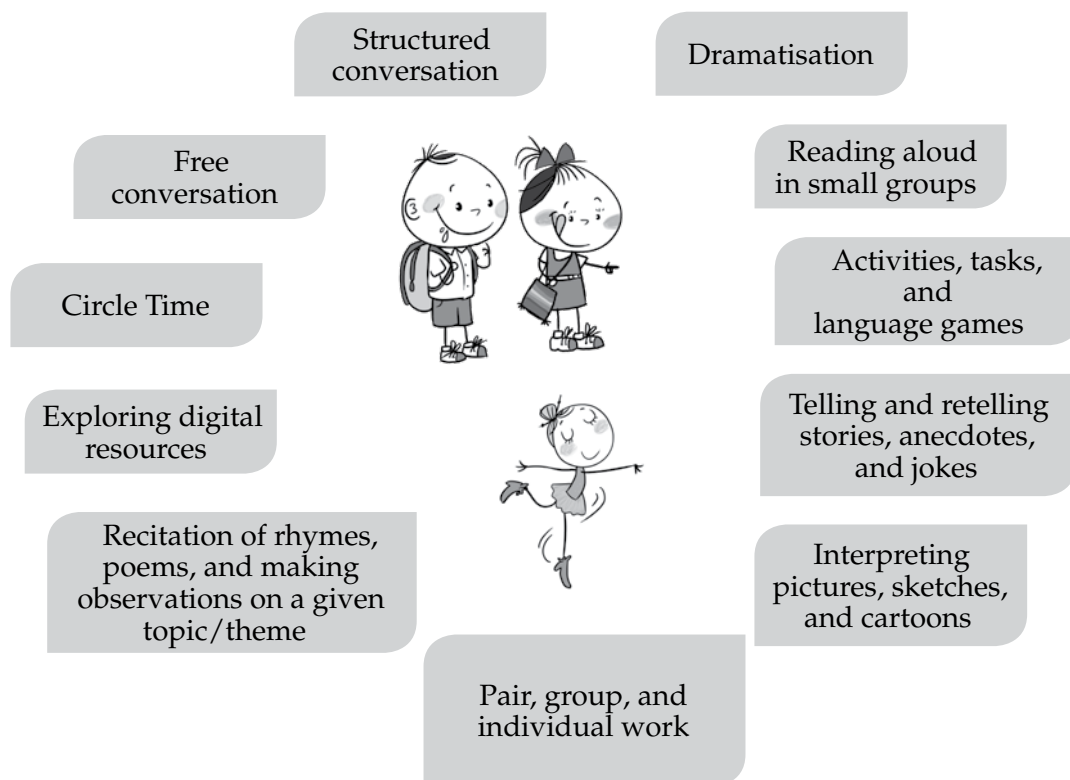
- Chart papers of 2–3 colours
- Picture and word stick puppets

Instructions:

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

Strategies to Encourage Student Participation

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



FLASH CARD ACTIVITIES FOR NUMBER SKILLS

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

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

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

Flash Cards Activity 1: Sequencing and Patterns

Nursery flash cards

Sequencing and Patterns

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

square circle triangle

Flash Cards Activity 2: Pre-Number Concepts and Reading

Nursery flash cards

Pre-Nursery
Identification and Matching of similar objects

Reading and Vocabulary Building (Kindergarten)

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

far on under same

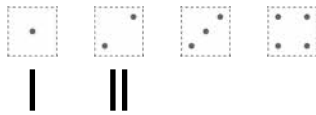
Flash Cards Activity 3: Number Values and Number Names

Pre-Nursery
Count and arrange in order

Nursery flash cards

Use two sets to play snap

Count and place the correct value



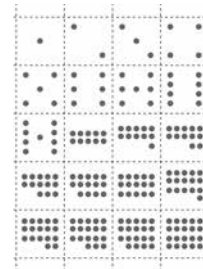
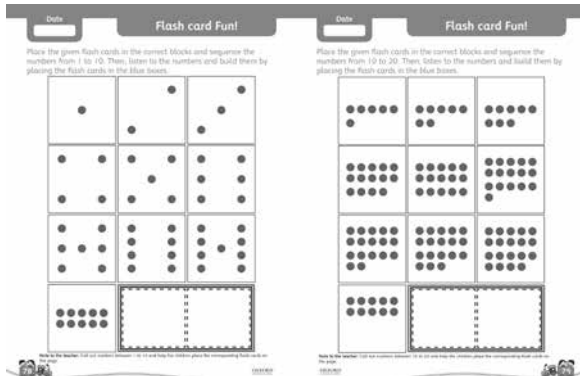
Match the numbers to their value and number names

Make number name cards



Flash Cards Activity 4:

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



Flash Cards Activity 5: What Comes After

Choose a number

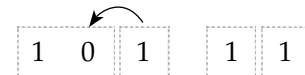
Place it aside

Now find the number that comes after it



Flash Cards Activity 6: Building Numbers

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



ACTIVITY BANK

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.

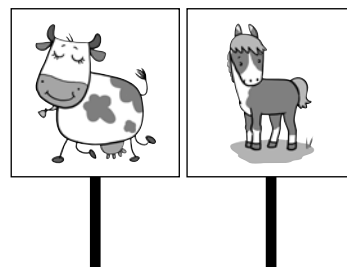
Activity 1: Story Time with Puppets

Materials Checklist:

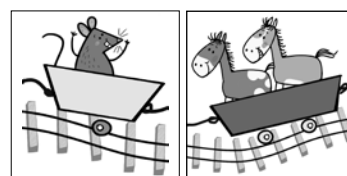
- Stick Puppets/Picture cards of all the animals on page 1 of the student's book
- Guiding puppets
- Learning Train

Instructions:

1. Narrate the story given below using puppets/picture cards.
2. Distribute the puppets to children and ask them to find those who have the puppets with the same animal. The child holding the stick puppet with a mouse will not have a partner, as there is only one mouse in story.
3. Show the guiding puppets (description above) and ask children to place the puppets in the train.
4. In case you are using picture cards, the children can show the pictures for the class to see.
5. Open page 1 of the student's book and ask children if they can tell you the story by looking at the picture on the page.
6. Ask them to name the animals and give them opportunity to revisit the page in the future and count the animals.
7. The picture cards can also be used later for sequencing, counting, and number-value correspondence.



Stick Puppets



Picture Cards

The Train Comes to the Farm

Once upon a time many animals lived on a farm. There was a railway track near the farm. Every day the animals saw the train come and go. They also wanted a ride on the train. One day the engine driver stopped the train near the farm. The animals got really excited.

The engine driver saw the animals and decided to take them on a ride. He asked the farmer to send the animals. Some of the animals were scared of the train, so they did not go. But a small mouse peeped out and asked, 'Can I go for a ride on the train?' The farmer was surprised to see that the small mouse was so brave. The farmer said, 'Yes, you can!' and the mouse hopped on to the train.

Then came the two big horses. Clippity-clop, clippity-clop, clippity-clop, they came and asked, 'Can we go for a ride on the train?' The farmer said, 'Yes, you can!' and the horses hopped on to the train. The three fat white cows came clop, clop, clop, and asked, 'Can we go for a ride on the train?' The farmer said, 'Yes, you can!' and the cows hopped on to the train.

The four goats came plop, plop, plop, and asked, 'Can we go for a ride on the train?' The farmer said, 'Yes, you can!' and the goats hopped on to the train.

Then came the five ducks, waddle, waddle, waddle and asked, 'Can we go for a ride on the train?' The farmer said, 'Yes, you can!' and the ducks hopped on to the train.

The train was now full. The engine driver showed them a red flag and said, 'Stop! I have no more place. I will come back again to take more animals!'

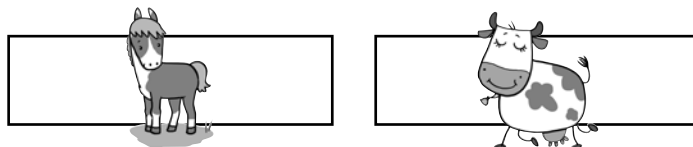
He then took the animals for a ride. Hurray! The animals were happy. They came back to the farm and told all the other animals about their train ride.

Now the engine driver comes every week and the animals take turns to go on a ride! They love the train and they say, 'Thank you engine driver!'

Activity 2: Animal Crowns

Materials Checklist:

- Chart paper strips of approximately 6 cm × 50 cm
- Cut-outs of animals for each child, pasted on 10 cm × 10 cm cards
- Basket
- Adhesive
- Music/Tambourine



Instructions:

1. Place the cut-outs in the basket and pass it around.
2. Ask children to pick up one cut-out each.
3. Fold the chart paper strips twice horizontally.
4. Call children in small groups and ask them to bring along the cut-outs they have chosen.
5. Paste/staple the cut-outs on the chart paper strips and keep aside.
6. When the crowns are ready, place them around the children's forehead so as not to cover the eyes, and staple the strips together at the back, to make crowns.
7. Play music and ask them to come together to make an animal train.
8. Play the tambourine and ask children to move to its beat/imitate animal movements as you call out each animal's name.
9. Ask children to find a friend and form pairs to dance.

Activity 3: Matching

Materials Checklist:

- Pairs of daily use objects (for example, 2 pencils, 2 erasers, etc.)
- Picture puppets
- Learning Train

Instructions:

1. Seat children in a circle and distribute the objects in such a way that each child has one of the objects and another child has the other object of the same pair.
2. Call a child at a time and ask them to show their object to the class. Ask another child with the same object to come and place the objects in the middle of the circle.
3. The activity can be repeated using picture puppets as well. Children can place the animal cards that look the same in the Learning Train.
4. Repeat the activity till all children have had a chance.

Teacher Buzz: Matching/Grouping helps children to develop number sense which helps them to understand the concept of numbers at a later stage. Revisit this page when children are ready to count and match the same number values. Page 1 of the student's book can be used for storytelling, matching, grouping, and counting.

Activity 4: One for Everyone

Materials Checklist:

- Various small objects (toys, blocks, sweets, biscuits, and so on.)
- Bowl

Instructions:

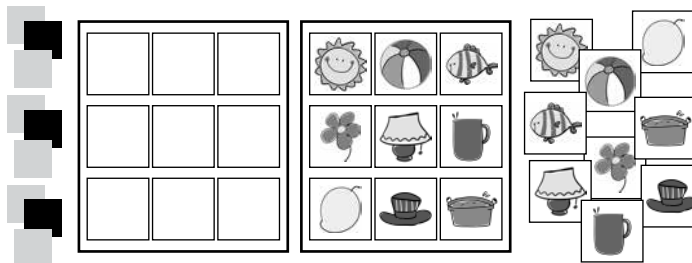
1. Place the objects on a table/in a bowl.
2. Call children one by one and ask them to take only one object each.
3. If the objects are blocks they can place them in a single row to make a train and if they are eatables, children can enjoy the treat.

Variations

You can also give children different kinds of materials to match together. For example,

1. Empty bottles and lids: Children can sit in small groups and fit a lid on each bottle.
2. Charts with boxes or grids with empty squares drawn on them, and counters: Children can sit in pairs and place one counter in each box or empty square.
3. Bowls and spoons race: Children can run to the bowls with spoons in their hands and place one spoon in each bowl and run back.
4. Cut-outs and ice cream sticks: Give children cut-outs of rabbits and monkeys to paste on a stick to make stick puppets.
5. Fruits/Vegetables: Place bananas/carrots in a basket and ask children to run and pick one up.
6. Stick puppets: Children can place one puppet in each pocket of the Learning Train.
7. Cups and saucers: Place saucers on a table and ask children to place equal number of cups on them.
8. Matching picture cards: Use pairs of pictures cards. Arrange one set of picture cards on a chart and give the other set of picture cards to children in pairs. Ask children to match with the identical card on the chart.

Matching Picture Cards



Activity 5: Paper Dance/Musical Chairs

Materials Checklist:

- Music
- Chairs/Newspaper cut into half

Instructions:

1. Ask children to stand in a circle.
2. Stick newspapers on the floor using a scotch tape and demonstrate how they have to go in circles as the music plays and then stand on one newspaper when the music stops.
3. Play and stop the music a few times.
4. Change the activity when children have had enough practice. Explain the new rules telling them that you will be removing a few sheets in each round and that all the children may not get to stand on a paper. Also explain that they must not push/touch anyone to stand on the paper.
5. Restart the music and remove a few sheets of paper after each round.
6. After each round ask children who do not have a paper to stand on, to step aside, and have a rest. Ask them to watch who would be the child standing on the last newspaper.

Activity 6: Fruits on a Toothpick

Materials Checklist:

- Fruits cut into 1 inch cubes
- Toothpicks
- Bowls/Tray
- Napkin

Instructions:

1. Keep the fruit pieces in bowls on a tray. Also keep the toothpicks on the tray.
2. Demonstrate how to use the toothpick to pick up one fruit cube.
3. Organise the activity in groups and help children to throw the toothpick in the dustbin after the fruity treat.
4. Repeat the activity till all children have had a turn.

Activity 7: Big and Small

Materials Checklist:

- Pairs of objects (of two different sizes e.g. toys, block, beads. One of a large size and the second of a considerably smaller size)

Instructions:

1. Invite children to stand in a circle and pass around a small and a big ball.
2. They can play catch and throw, or roll the ball on the floor.
3. Introduce the words 'big' and 'small' as children play.
4. Next, distribute the objects and ask children to form pairs with the same objects.
5. Each pair of children can place their objects side by side and compare them.

Variation

1. Take children outdoors.
2. Organise a race, draw a starting and a finishing line.
3. Place a small object at the finishing line.
4. Stand children on the starting line.
5. Give them the bigger object of the pair.
6. Ask them to run to the finishing line, place the object they had in their hand, and run back with the smaller object of the pair to the starting line.

Activity 8a: Collect and Sort

Materials Checklist:

- Bowls
- Leaves/Stones

Instructions:

1. Take children outdoors.
2. Distribute the bowls and ask children to collect leaves/stones in the bowls.
3. Seat them in circles and ask them to sort the objects they collected in groups of big and small.

Activity 8b: Big and Small Circles

Materials Checklist:

- Chalk
- Tambourine

Instructions:

1. Divide children into small groups and invite one group at a time to come forward for the activity. Occupy the remaining groups with a colouring or drawing worksheet
2. Draw big and small circles and ask children to walk outside them to the beat of the tambourine.
3. When the tambourine stops they have to stand in their place and listen to you.
4. You can call out the word 'big' or 'small' and children have to jump into the correct circle.
5. Repeat the activity till all children have had a chance.

Activity 8c: Story Time

Materials Checklist:

- Cut-outs of big and small elephants and two sticks per child
- Adhesive
- Learning Train
- Trays
- Ice cream sticks

Instructions:

1. Place the cut-outs and sticks on trays.
2. Ask children to pick one big elephant cut-out.
3. Distribute the sticks and help children paste the cut-outs on the sticks to make stick puppets.
4. Leave the puppets to dry for a day.
5. The next day read the story. 'Big and Small' mentioned on page 80 of the student's book to the children. Distribute the puppets to the children and encourage the children to retell the story.
6. After the story, place the small puppets in the train, and then the big ones.

Teacher Buzz: The story puppets must be kept safely in school to help children revisit the story later and use them for counting.

Activity 8d: Ant Hunt

Instructions:

1. Take children outdoors to observe ants.
2. Draw their attention to their size.
3. Introduce the words 'very small'/'tiny'.
4. Be careful the children do not try to touch the ants or are bitten by them.

Activity 9: Sand Tracing

Materials Checklist:

- Sticks
- Sand
- Sand trays

Instructions:

1. Take children out to the sandpit or place sand trays on the table within the classroom.
2. Demonstrate how to draw long and short lines in the sand using a stick.
3. Give children sticks to trace in the sand.

Activity 10: Group and Line up

Materials Checklist:

- Two sets of cut-outs (one set with more cut-outs than the other)

Instructions:

1. Take children outdoors and distribute the cut-outs.
2. Group them according to the cut-outs and make two lines.
3. Draw their attention to the fact that the line with more children is longer.

Variation

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

Activity 11a: Paste Long and Short Paper Strips

Materials Checklist:

- Long and short paper strips
- Adhesive
- Drawing sheets

Instructions:

1. Distribute the paper strips to children.
2. Ask them to sort the strips into long and short.
3. Give them drawing sheets.
4. Help them to spread adhesive on the sheets and paste the long and short strips separately.

Activity 11b: Finger Printing

Materials Checklist:

- Bowls
- Sponge pieces
- Poster colours
- Page 4 of the student's book

Instructions:

1. Place sponge pieces in bowls and pour poster colours to soak the sponge.
2. Demonstrate how to colour the pictures of the caterpillars using thumbprints/fingerprints on page 4 of the student's book. Press your thumb on the paint soaked sponge and make a thumbprint on the page.
3. Ask them which is the long/short caterpillar.
4. You can tell them a story about how caterpillars eat and go to sleep in a cocoon and fly out as butterflies.
5. Sing the rhymes on the page with them.

Activity 12a: Building Blocks

Materials Checklist:

- Blocks

Instructions:

1. Seat children in small groups and give each group a set of blocks.
2. Allow them to play with and explore the blocks.
3. Demonstrate how they can build a tower by arranging the blocks one on top of the other.
4. Allow time for them to experiment and build the tower independently.
5. Encourage children to place the blocks back in place after finishing the activity.

Activity 12b: Sort and Place

Materials Checklist:

- Vegetables (each type in two different sizes)
- Bowls/Trays (in large and small sizes)

Instructions:

1. Place the vegetables on a table.
2. Place the big and small bowls/trays near the vegetables.
3. Invite small groups of children.
4. Ask them to place the big vegetables in the big bowl/tray and the smaller ones in the small bowl/tray.
5. You can repeat the activity with other materials.

Variation 1

1. Use cut-outs of big and small circles for children to sort.

Variation 2

Materials Checklist:

- Sets of big and small circle cut-outs for each child
- Adhesive
- Page 5 of the student's book

Instructions:

1. Give children the cut-outs.
2. Ask them to sort big and small circles separately. Ask them to open page 5 of the student's book and place the cut-outs on the correct circles on the page.
3. Help them in pasting the cut-outs to complete the activity.

Activities 13–14: Long and Short

Materials Checklist:

- Card strips/Sticks (of varying length)
- Crayons/Pencils (of varying length)

Instructions:

1. Give children long and short crayons and pencils to arrange from short to long or vice versa.
2. The activity can be repeated with sticks or card strips.

Activities 15–16a: Match and Pair

Materials Checklist:

- Pairs of hair clip/coloured beads/fruits/vegetables
- Trays

Instructions:

1. Place the hair clips on trays and mix them up.
2. Place the trays on tables and ask a few children at a time to come and make pairs of hair clips.
3. Repeat the activity till all children have had a chance.
4. Variations in the activity can be done by using fruits/vegetables/coloured beads for children to match and form pairs.

Activity 16b: Match and Pair Stick Puppets

Materials Checklist:

- Pairs of stick puppets
- Learning Train

Instructions:

1. Distribute the puppets to children.
2. Ask children with the same puppets to pair up and place their puppets in the train pockets.

Teacher Buzz: You can use the illustrations made on the pages introducing numbers to make puppets and use them again as the numbers, stories, and pages are introduced.

Activity 16c: Match and Pair Picture Cards

Materials Checklist:

- Pairs of picture cards
- Bowls

Instructions:

1. Place the picture cards in bowls.
2. Seat children in small groups and give each group a bowl.
3. Ask them to arrange all the cards on the table facing upwards and match the same cards to make pairs.

Teacher Buzz: When children display the ability to match same objects/pictures introduce the following pages of the book:

Ask children to look at the fruits on page 6 of the student's book and identify the pictures on the sticker page. Demonstrate how to paste the stickers within the correct blocks.

Ask children to identify the bogies on page 7 of the student's book with the same pictures, mark, and colour them with light coloured crayons.

Activity 16d: Snap

Materials Checklist:

- Pairs of picture cards, (you can use sets of picture flash cards at the end of the books).

Instructions:

1. Seat children in pairs around you while you explain the game. Snap is a simple card game, instructions for which can be found easily on the internet.
2. Demonstrate how to take turns to throw the cards one by one.
3. Draw their attention to the cards that look the same and how they have to say 'snap' and pick up those cards.
4. Send a note to the parents to play the game at home as well.
5. Snap can also be played using two sets of number flash cards.

Activity: 17: Building Blocks

Materials Checklist:

- Blocks (cubes)
- Cardboard boxes
- Dice
- Square Gift boxes

Instructions:

1. Place the things mentioned in the materials checklist around the classroom in prominent places and show children a box (of exact shape as the objects).
2. Ask them to look for things of similar shape.
3. Show the objects to the class as children identify them.
4. You can place pairs of the things for children to match.

Activity 18: Blocks and Squares**Materials Checklist:**

- Cut-outs/Outlines of squares that match the faces of the blocks you are using in size.
- Blocks of the same size as the cut-outs/outlines

Instructions:

1. Place 2 blocks of different sizes and their corresponding cut-outs on a table.
2. Let children take turns to place the blocks on the cut-outs/outlines.

Note: This activity can be done after children display the skills to compare and identify things of the same size.

Activity: 19: Round Objects**Materials Checklist:**

- Big ball
- Fruits and vegetables that are round in shape

Instructions:

1. Take children outdoors and make them stand in a circle.
2. Play throw and catch with a ball with them.
3. Talk to them about the ball being round.
4. Give them time for free play with their friends.
5. Bring them back to the class and show them the fruits and vegetables. Ask them about their shapes.
6. Show children pictures of round objects including round fruits and vegetables, to further reinforce the topic.

Activity 20: Sorting**Materials Checklist:**

- Plastic balls of different sizes and at least 2–3 different colours
- Tub
- Cardboard cartons (of the same colours as the balls)

Instructions:

1. Place 20 plastic balls of 2–3 colours in the tub and the matching colour-coded cardboard containers on the floor.
2. Ask small groups of children to sort out the balls and place them in the correct cardboard boxes.

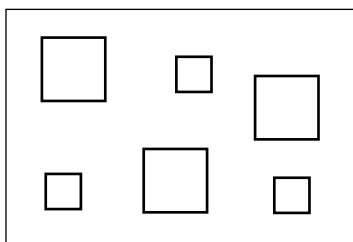
Variation

1. Mix blocks and balls and ask children to sort them on the basis of colours or shape.

Activity 21: Match Shapes and Outlines

Materials Checklist:

- Cut-outs of squares
- Charts with outlines of corresponding shapes as the cut-outs
- Shape flash cards (squares) given at the end of the book
- Page 10 of the student's book



Outline charts



Corresponding number of cut-outs

Instructions:

1. Give children outlines and cut-outs of squares of different sizes.
2. The outlines can be on 10 cm x 10 cm cards or on larger A4 sheets.
3. Seat children in small groups and give them a chart and cut-outs.
4. Demonstrate how to pick one cut-out and look for the corresponding outline. They can then place the cut-out in the outline on the chart.
5. Give children the flash cards with squares made on them to place on the outlines given on page 10 of the student's book.

Note: The activity can be repeated with circles.

Activity 22: Musical Circles

Materials Checklist:

- Wet chalk/Poster colours
- Tambourine/Drum

Instructions:

1. Draw big and small circles on the floor with wet chalk/poster colours.
2. Invite the children to stand around them.
3. Set and explain the rules. (For example, Do not push each other, Do not step on the outlines).
4. Play the drum/tambourine as the children walk around the circles. Demonstrate how to step into the closest circle when the music stops.
5. Rub out one circle every time the music stops.
6. Ask children who cannot find a circle to step into, to take a seat and watch the fun.
7. Sing the rhyme on page 11 of the student's book while playing the game.
8. Repeat the activity using different musical instruments.

Activity 23a: Learning Patterns/Sequencing

Materials Checklist:

- 5 red crayons
- 5 blue crayons
- Various materials: Sets of 2 vegetables/2 fruits/2 erasers/2 pencils/2 crayons/2 stones, etc.
- Stones/Leaves/Twigs
- Basket

Instructions:

1. Place 5 red and 5 blue crayons in a basket.
2. Call ten children and ask them to pick up one colour each.
3. Guide them to stand facing the class so that when they show their crayons, a red-blue-red pattern is formed.
4. Once children are familiar with the sequencing, you can give two different objects to sequence.

Teacher Buzz: Start with sequencing body movements
For example: clap-clap-pause-clap-clap-pause
clap-snap-clap-snap
jump-jump-sit-jump-jump-sit

Activity 23b: Printing Patterns

Materials Checklist:

- Sponge
- Bowls
- Poster colours
- Pieces of vegetables for printing (half an onion, okra pieces, etc.)
- Drawing sheets

Instructions:

1. Divide the class into groups and seat them in circles.
2. Arrange the vegetables, drawing sheets, and bowls with sponge soaked in poster colours.
3. Keep the materials in the middle of each group. Press the flat cut surface of the vegetable on the paint soaked sponge and press down on the drawing sheets to show how a vegetable print is made.
4. Guide children to create patterns of alternate colours using vegetable prints.

Activity 24: Sequencing and Threading

Materials Checklist:

- Bowls
- Strings
- Beads of two colours

Instructions:

1. Keep the strings and the beads in the bowls and place them on a table.
2. Demonstrate how children have to take a bowl and string the beads.
3. Also instruct them that they have to place the bowls back in their place when they finish the activity.
4. Draw their attention to the use of alternate colours for stringing.
5. Tell them that after they string their beads they can hold up the string to see the alternate colours.
6. Repeat the activity with beads of different colours and shapes.

Activity 25: Sequencing with Flash cards

Materials Checklist:

- Cut-outs of circle and square shapes
- Flash cards given at the end of the book
- Sequencing picture cards (10 cm x 20 cm). Refer to the given image to use as an example



Shape cut-outs



Sequencing cards

Instructions:

1. Make sequencing cards and cut-outs or use the flash cards given at the end of the book to make a pattern using shapes.
2. Give each child one sequencing card and the related cut-outs/flash cards required to complete the sequence.
3. Demonstrate how they can complete the sequence with the help of the cards.
4. They can exchange the cards and repeat the activity.

Activity 26a: Folding

Materials Checklist:

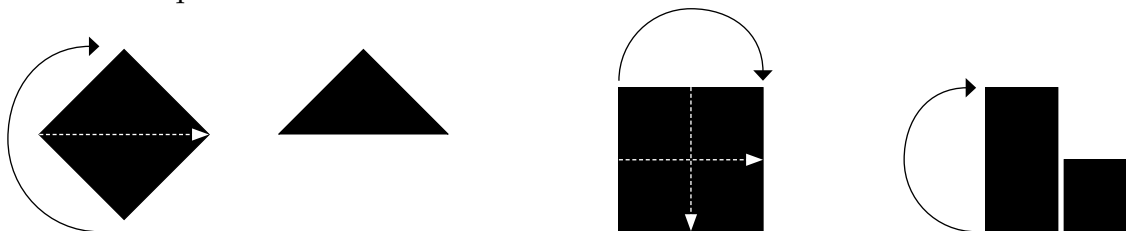
- Origami sheets
- Napkins/Hankies

Instructions:

1. Ask all children to take out their napkins/hankies/origami sheets.
2. Demonstrate how to open it and spread it out, touch the corners, hold the corners with the thumb and forefinger, and fold it upwards.
3. Repeat the activity with papers of different colours

Variation

1. When children can do one fold with ease and make a triangle, you can introduce two folds to make a square.



One fold to make a triangle

First and second fold to make a square

Activity 26b: Shapes with Ice cream Sticks

Materials Checklist:

- Ice cream sticks
- Bowls

Instructions:

1. Give children three sticks and demonstrate how to place them to make a triangle.
2. After they practise, you can place bowls of sticks on the table and ask them to make many triangles.

Variation

1. Give children four sticks and demonstrate how to make a square. Give them bowls of sticks to make triangles and squares.

Activity 27a: Shape Party

Materials Checklist:

- Bread (one whole loaf, with sliced pieces)
- A jar of jam
- Small plates
- Plastic knives
- Napkins
- Small trays

Instructions:

1. You can invite parents in school for this activity. Place all the things on tables and demonstrate how to make a jam sandwich. Allow children to participate in the process of sandwich making.
2. Divide children in pairs and help them in making a sandwich.
3. Draw their attention to the square shape of the sandwich.
4. Place plates with sandwiches on small trays and ask children to help in serving them.
5. Assign duties to children to help in cleaning up after the activity.

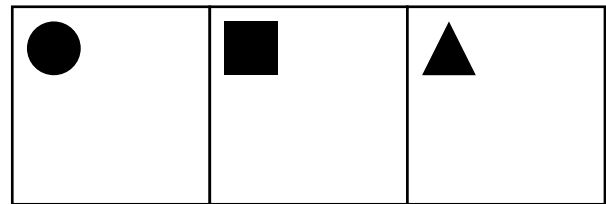
Activity 27b: Shape Sorting Game

Materials Checklist:

- Cut-outs of different shapes (circle, square, and triangle)
- Sorting cards

Instructions:

1. Give children cut-outs of the shapes and sorting cards made on 10 cm x 20 cm cards. Refer to the given image to use as an example
2. Ask children to sort the shapes into groups and place them on the correct sorting cards.



Shape sorting cards

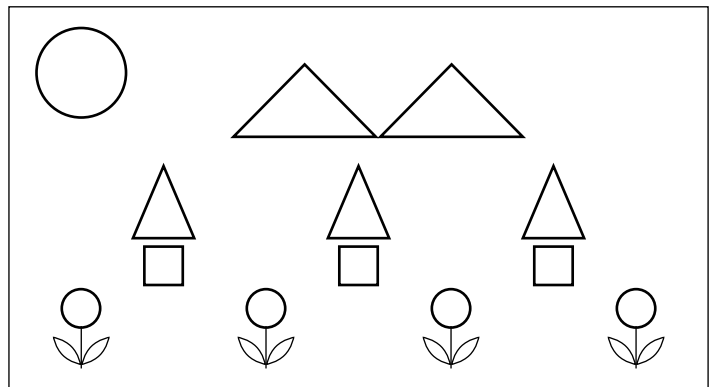
Activity 28: Complete the Picture with Shapes

Materials Checklist:

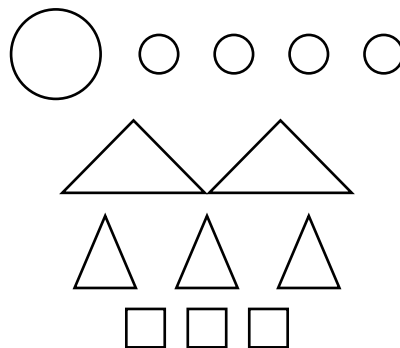
- A picture made from shape outlines on A4/A3 pages (Refer to the given image to use as an example.)
- Shape cut-outs that will fit in the shapes outlines in the picture
- Bowls

Instructions:

1. Place the picture and cut-outs on tables. Invite small groups of children to sit around the table.
2. Demonstrate how to identify and place the given cut-outs on the shape outlines in the picture to complete the picture.
3. They can complete the picture and show it to you. Ask the children to place the cut-outs back in the bowls for the next group to do the activity.
4. The activity can be repeated on different days till all children have had a chance and can complete the activity with ease.



Picture made out of shape outlines



Cut-outs to be placed in the shape picture

Teacher Buzz: Start with simple pictures using one shape and then a combination of two before proceeding to complex pictures using multiple shapes.

Activity 29a: Spot the Difference

Instructions:

1. Change the place of some things in the classroom and see if children notice the difference.
2. Draw their attention to the classroom and ask them if they spot any difference.

Activity 29b: Spot the Different Object

Materials Checklist:

- Five to ten sets of stick puppets with four same and one different puppet
- Learning Train
- Hula hoop ring

Instructions:

1. Divide children in small groups and distribute one set of stick puppets to each group member in the groups.
2. Ask them to spot the child holding the different stick puppet.
3. Place a hula hoop ring around the child.
4. Ask children to place the puppets one group at a time, in the train and ask the class to spot the different one. One child can volunteer to remove the one that is different.

Activity 30: Spot the Different One

Materials Checklist:

- Sets of three items (one different in each set); for example, a rubber and two pencils would be one set.
- Bowls/Trays

Instructions:

1. Place the sets of things on the table and invite a small group of children at a time so that each child has one set.
2. Demonstrate how they have to spot the different one and place it on a tray.
3. Repeat the activity with different sets of things till all children can complete the activity with ease.

Activity 31: I Can Spot the Different Picture

Materials Checklist:

- Two identical and one different picture drawn on 10 cm x 20 cm cards.
- Metal/Plastic bangles
- Basket

Instructions:

1. Place the cards in a small basket with the bangles.
2. Pass the basket around and ask children to pick up one card and one bangle.
3. Draw their attention to the cards and demonstrate how they have to place the bangle on top of the different picture.
4. Children can exchange the cards and repeat the activity.
5. Give children crayons to spot and colour the bogies with different pictures on page 15 of the student's book.

Activity 32: Sandpaper Number and Patterns

Materials Checklist:

- Chart paper/ 10 cm x 20 cm flash cards
- Sandpaper
- Adhesive
- Markers
- Scissors

Instructions:

1. Divide the chart paper into two horizontal folds and cut lengthwise to get three strips approximately 19 cm wide and 100 cm long.
2. Cut sandpaper patterns and mark them with a starting dot and an arrow showing the tracing direction.
3. Paste the sandpaper on the chart paper and put it up at a level children can reach with ease.
4. The same patterns can be cut and pasted on cards which children can sit and trace on in their places.
5. The sandpaper patterns must be at least 1.5 cm so that children can trace with two fingers.

The basic patterns can be as follows:



6. Paste the sandpapers towards the right of the card so that children can hold the card with one hand while tracing. Paste the numbers on the left for any left-handed children in the class.

Teacher Buzz: Before children start writing numbers their pre-writing skills must be developed. This skill can be developed through finger tracing, air writing, sand tracing, and a number of other activities.

Activity 33a: Tracing Patterns

Materials Checklist:

- Crayons

Instructions:

1. Distribute the books and open to page 16 of the student's books. Demonstrate how children can trace the patterns with their fingers.
2. Give them crayons if they are ready to trace and guide them to trace the patterns.
3. In case you need to hold their hand constantly, give them opportunity to practise with the sandpaper patterns, sand tracing, air tracing, and freehand drawing, colouring, and tracing within outlines.
4. Once children are ready, you can give them crayons and see if they demonstrate the ability to trace with crayons independently.

Activity 33b: Walking on Patterns

Materials Checklist:

- Wet chalk/Poster colours
- Thick ½ inch flat paint brushes

Instructions:

1. Draw paths in different patterns on the floor and ask children to walk on the paths to the other side. The activity can be done outside in an open space as well.

Introducing Numbers

Beginners need as many hands-on experiences as possible to develop number sense. Writing of the numbers can be done at a later stage. *My Learning Train* for Pre-Nursery provides activities and suggests a range of experiences to enable children to learn numbers. Each number can be introduced with the help of these activities. A few suggestions are as follows:

- Introduce numbers gradually and give children opportunities to experience the numbers.
- Let children jump, clap, hop, skip according to the numbers being called out, to understand number values.

The following is a list of the elements that are included for the introduction of each number:

- A story (listening–speaking–comprehension)
- An activity (fine motor skills development)
- Finger tracing
- Counting
- Identification (visual discrimination)
- Finger counting
- Threading of beads (hands-on experience and fine motor skills development): Can be used for small motor development and understanding number values.
- Stick-puppet outlines to match and place card sheet cut-outs to enable matching values: Can be used for counting and one-to-one correspondence on outlines to help children associate the correct values to the numbers.
- Tracing number symbols (fingers/crayons)
- Freehand drawing/writing on plain sheets: Give children ample opportunity to develop their pre-writing skills with the help of the suggested activities to prepare them for writing at a later stage. Give thick crayons, paints, and brushes, and drawing sheets/newspapers for freehand writing.

Apart from these, you can place the number puppets in the train and ask children to place the correct number of stick puppets in the next pocket. You can make puppets related to all the stories given in the student's book, and the sample puppets given with each number.

Activity 34: Introduction to Numbers**Materials Checklist:**

- Objects like beads, buttons, counters, stones, leaves, and lids.

Instructions:

1. Introduce one value at a time.
2. Ask children to pick up the corresponding number of sticks/buttons/beads/stones/leaves.

Teacher Buzz: The environment can become the counting board for children and they can be encouraged to count chairs, crayons, boxes, bottles, children, books, things they eat, blocks, beads, and so on.

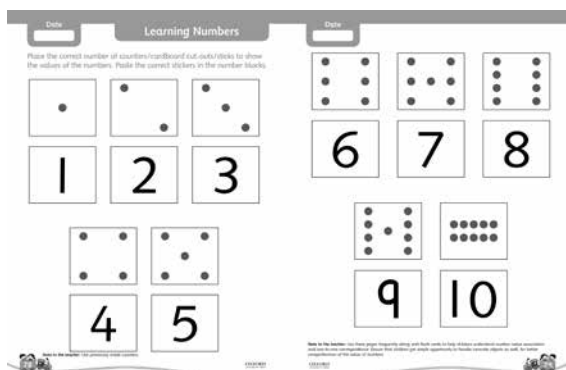
Activity 35a: Flash cards and Book**Materials Checklist:**

- Flash cards given at the end of the book

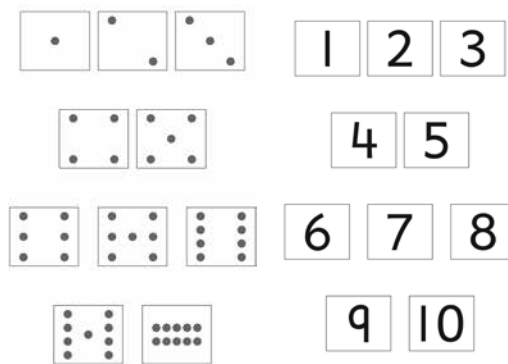
Instructions:

1. Flash cards can be used for small group/pair/individual activities.

2. Introduce the flash cards to children and demonstrate how they must handle them and store them.
3. Flash cards can be used for matching the numbers and values to the corresponding pages in the book.

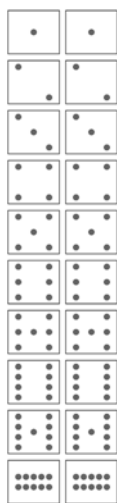


Book



Flash cards

Activity 35b: Matching Numbers and Values



Matching Values



Matching Numbers



Matching Numbers to values

Materials Checklist:

- Flash cards given at the end of the student's book

Instructions:

1. Pair up children and distribute flash card sets to pairs.
2. Demonstrate how they can match the numbers with the values.
3. They can then arrange the value/number cards 1 to 10 and match the corresponding number/value cards.

Activity 35c: Sequencing

Materials Checklist:

- Flash cards

Instructions:

1. Ask children to open the number tracing pages 76–77 of the student's book. Trace the numbers and practise the sequence from 1 to 10.
2. Then give them the flash card sets of numbers from 1 to 10 and ask them to arrange them in order from 1 to 10.

Practice Activity: Theme boards for Stories

Materials Checklist:

- Cut-outs of parrot, sun, mango
- Ice cream sticks
- Cut-out of a tree to put up on the theme board
- Mango (if available)
- Bowl
- Adhesive

Instructions:

1. Make stick puppets of the sun, mango, and parrot. Put up the cut-out of the tree on the theme board.
2. Invite children for story time.
3. You can flash the parrot puppet and tell them 'Popo the parrot is here with a story'.
4. Narrate the story, '1 Green Parrot' on page 80 of in the student's book, using puppets.
5. Put up the puppets on the theme board.
6. Now place the cut-outs of the parrots and sticks in a bowl.
7. Pass the bowl around and ask children to pick up one parrot and one stick.
8. Help them paste the parrot cut-out on the stick and make their own puppets.
9. Leave the puppets to dry and store them in resealable bags for children to reuse.
10. Encourage children to narrate the story using the puppets.
11. In case mangoes are available, have a mango party for children.

Teacher Buzz: You can use the puppets to introduce the concept of 'one' and 'many' by changing the story slightly and saying that the parrot had many friends and then place the puppets in the Learning Train.

Practice Activity: Tear and Paste

Materials Checklist:

- Yellow origami sheets
- Adhesive
- Crayons
- Bowls

Instructions:

1. Give children the yellow sheets to tear and bowls to place the pieces in.
2. Distribute the books and open to page 21 of the student's book.
3. Demonstrate how they have to paste the yellow paper bits within the outline of the mango.
4. Help them to spread the glue.
5. Allow them to work independently.
6. In case they do not want to finish the activity in a day, you can extend the activity to the next day.

Teacher Buzz: This page has more than one activity and these can be done on different days which will also help children to revisit the pages.

Activity 36a: One and Many

Materials Checklist:

- Bowls
- Beads/Pulses
- Toffees

Instructions:

1. Keep beads/pulses in the bowls and place one toffee in the same bowl.
2. Ask children to identify the different item and separate it.
3. Bring their attention towards the beads/pulses as 'many' and the toffee as 'one'. You can do this activity with different objects to reinforce the topic.

Activity 36b: One Parrot and Many Parrots

Materials Checklist:

- Parrot stick puppets
- Mango/Any fruit stick puppet
- Toothpicks
- Fruits cut into 1 inch pieces
- Trays

Instructions:

1. Cut and place fruits on a tray along with toothpicks and keep the tray on the side.
2. Invite children for story time and read out the story in the student's book (One green parrot, page 80).
3. Distribute the parrot stick puppets. Tell children that one of the friends will go and find food for them.
4. Ask one child to go and find the fruit tray.
5. Tell the child that now they have to share this with many parrots.
6. Draw the attention of children to the many pieces of fruits.
7. Ask each child to pick up one piece with the help of the toothpick.
8. Reinforce the words 'one' and 'many'.

Activity 36c: Story Time (Betty the Butterfly)

Materials Checklist:

- Theme board with pockets and related puppets

Instructions:

1. Use the illustrations given on page 23 of the student's book as reference to make a backdrop with pockets. Make stick puppets of the characters in the story.
2. Invite children for the story and use the puppets to tell the story on page 23 of the student's book.
3. Repeat the story by distributing the puppets to children. Encourage them to make groups and come forward so that you can help them place the puppets in the theme board pockets.

Practice Activity: Magic Words

Materials Checklist:

- Chart paper
- Monkey and elephant cut-outs for making crowns
- Bananas
- Adhesive

Instructions:

1. Fold the sheets of chart paper horizontally.
2. Paste the cut-out at the centre of the paper bands and make crowns.
3. Distribute the crowns to children.
4. Guide children to enact the story '2 Naughty Monkeys' on page 80 of the student's book.
5. Give children the opportunity to revisit the story and picture read.
6. Encourage children to use the magic words: Please, Thank you, Sorry, and Welcome in their day-to-day interaction.

Teacher Buzz: Before beginning the following activities, call out children in pairs and draw their attention to the tall children of the class to help them understand the concept of tall.

Activity 37: Dance and Compare**Materials Checklist:**

- Music

Instructions:

1. Invite children to dance to music.
2. Each time the music stops children have to find a partner and tell them if their partner is taller or shorter than them.

Activity 38: Mirror, Mirror on the Wall**Materials Checklist:**

- Mirror/Glass doors/Low window panes

Instructions:

1. Ask children to find a partner and take turns to stand in front of the mirror/glass doors/low window panes
2. They can then identify who is taller/shorter.

Activity 39: Height Chart**Materials Checklist:**

- Height charts

Instructions:

1. Put up a height measurement chart.
2. Draw the attention of children and tell them about it.
3. Call them one at a time and mark their heights with their names.
4. Repeat this every 3 months.
5. Use it at the end of the year again for them to realise that they are growing taller.

Practice Activity: Story Sequencing**Materials Checklist:**

- Picture cards from this story for sequencing

Instructions:

1. Display the picture cards as you narrate the story '3 Bears and Goldilocks' from page 80 of the student's book.
2. Put them up on the theme board.
3. Children can read and repeat the story.

4. Give them picture cards to sequence the story. Refer to the given images to use as an example.



You can also choose from the following activities for this topic:

- Give children bowls of different sizes to compare.
- Give children sets of big and small bowls and spoons to match.
- Place chairs of different sizes and ask children to sit on the big/small chair.
- Talk about safety habits.
- Demonstrate table etiquette.
- Give children stick puppets sets of different sizes to place in the Learning Train.
- Play the game, 'Fire on the Mountain' and ask children to form groups of three (instructions of the game are easily available on the internet).
- Distribute number cards and ask children to pick up the correct number of objects as mentioned on the number card given.

Practice Activity: The Cardboard Tunnel

Materials Checklist:

- Cardboard boxes big enough for children to pass through

Instructions:

- Get big cardboard boxes and open both the ends.
- Place them in a clean and carpeted area.
- Line children and demonstrate how they can go down on their knees and go through the boxes to the other side.
- Tell them that a burrow would be like this.

Practice Activity: Circle Time

- Call children for a Circle Time activity. Children will sit around you in a circle. You can do the following activities:
 - Talk about pets.
 - Ask children about their friends.
 - Talk about helping and sharing with friends.

Activity 40: Pair the Same Objects

Materials Checklist:

- Pairs of various objects (beads, buttons, etc.)
- Objects without a matching pair
- Trays/Baskets

Instructions:

1. Place pairs of objects like beads, buttons, bottle caps, pulses, rubber bands, crayons, erasers, and hair clips in trays/baskets.
2. Ask children to sit in pairs and give each pair one bowl.
3. Demonstrate how to match pairs.
4. Ask them to pair the objects on the table and place the ones without a matching pair, separately.
5. Place the objects back in the bowls before inviting the next set of children.

Teacher Buzz: If children display the ability to spot the different pairs independently, you can give them picture cards which have minor differences in them to compare and spot the differences.

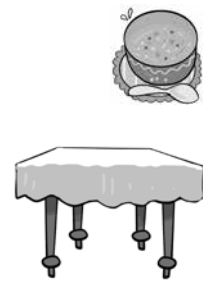
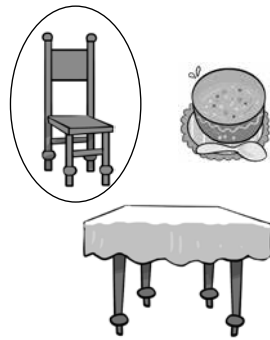
Activity 41: Circle the Differences

Materials Checklist:

- Sets of picture cards (as shown below)
- Metal/Plastic bangles

Instructions:

1. Place the picture cards (sample given below) and bangles on the tables.
2. Seat small groups of children around the table.
3. Demonstrate how they must observe and spot the things that are different in the pictures.
4. Let them take turns to ring the pictures with the bangles. Refer to the given image to use as an example.



Practice Activity: Making Handprints

Materials Checklist:

- Poster Colours
- Sponges (size of a child's palm)
- Tray/plate
- Chart paper
- Paint brush
- Arrangement to wash hands
- Name labels of children
- Adhesive
- Bowl
- Music

Instructions:

1. Pour the poster colours in the bowl. Soak the sponge in poster colours. Place the colour bowl on the tray next to the chart paper.
2. Call children one by one to press their hands on the sponge and form their handprints on the chart paper. Write the children's names under the handprints.
3. Make name cards of children's names
4. Leave the chart with handprints to dry.
5. The next day, keep all the name labels ready and distribute them to children.
6. Draw their attention to their handprint where you have written their name.
7. Help them to paste their name labels on their handprints.
8. Spread the chart on a low table or put up the chart where children can reach it.
9. Demonstrate how they can count the fingers on each handprint.
10. Children can try and place their hands on the imprint and count.

Activity 42: Missing Parts of Toys**Materials Checklist:**

- Old toys with missing parts

Instructions:

1. Place the toys where all children can see them.
2. Pick up one toy at a time and ask children to observe and name any missing part.

Activity 43: Spot the Changes**Instructions:**

1. Change the placement of a few things or take a few routine things away from the classroom/ activity room/outdoor playing space.
2. Ask children to observe and see if they notice the things that are missing or have been changed.

Activity 44: Spot the Missing Items**Materials Checklist:**

- Bowls
- Pairs of various objects (beads, buttons, etc.)
- An object without a matching pair

Instructions:

1. Collect pairs of things and place them in two bowls. The things in the second bowl should be identical to the items of the first bowl.
2. Add an extra item in the first bowl.
3. Ask children to spot the object without a pair in the second bowl.

Activity 45: Roll the Dice**Materials Checklist:**

- Handmade dice with only the numbers 1, 2, 3 and their values on the six sides. Refer to the section 'Handmade Resources' of the TG.

Instructions:

1. Nominate a girl/boy to toss the dice.
2. Demonstrate how to toss the dice.
3. Tell the class how they can count the number on the dice and do an action the corresponding number of times.

Activity 46: Match Values

Materials Checklist:

- Card strips 1 cm x 6 cm from the borders of the flash cards
- Coloured paper strips of the size of the blocks on the page 40 of the student's book

Instructions:

1. Give children 1 cm x 6 cm cards to place and match to the corresponding values on the pages.
2. This activity can be repeated a few times.
3. You can then give children coloured strips to paste.

Activity 47: Count and Place Counters

Materials Checklist:

- Five 2 cm x 2 cm card sheet counters/buttons
- Number flash cards (use number flash cards of 1 to 5)
- Stickers from the sticker page

Instructions:

1. Give children 2 cm x 2 cm card sheet counters and number flash cards.
2. Children can pick up one flash card at a time and place the corresponding number of counters next to it.
3. Ask children to open page 41 of the student's book and place the corresponding number of counters in the empty blocks one by one.
4. Introduce them to the sticker page and ask them to identify and paste the correct stickers within the empty blocks.

Practice Activity: Yum, Yum, Honey!

Materials Checklist:

- Honey
- Spoons
- Stick puppets corresponding to the story '6 Busy Bees' (page 42 of the student's book)
- Flowers

Instructions:

1. Place a bowl of honey on a table.
2. Tell them that the bees have sent some honey for them.
3. Ask them to take turns to come forward and taste the honey.
4. Take children outdoors and make them stand in rows of six. Ask them to race to the finishing point buzzing like bees.
5. Distribute sets of 6 flowers and 6 bee stick puppets to the children and ask the bees to find a flower each.
6. Place the stick puppets in the Learning Train to count.
7. Use the puppets to build stories on theme boards.

Activity 48a: In and Out I Go

Materials Checklist:

- Cardboard boxes big enough for children to step in/out of (the sides should be cut so that children can step in and out with ease)

Instructions:

1. Place cardboard boxes in a row.
2. Invite children to make a line.

3. Play music and help children to step in and out of the boxes to the beat of the music.
4. The activity can be repeated with drawings of shape outlines on the floor.

Activity 48b: In and Out of Containers

Materials Checklist:

- Baskets/Boxes/Bowls
- Beads/Fruits/Pencils/Crayons

Instructions:

1. Place the objects and containers on tables.
2. Invite children to place the things 'in' the containers. Emphasise on the word 'in'.
3. The activity can be repeated by asking children to take out the things from the containers.

Activity 48c: Puppets in the Train

Materials Checklist:

- Learning Train
- Stick puppets

Instructions:

1. Distribute stick puppets to children.
2. Let them take turns to place them in the train. Emphasise on the word 'in' as they put the puppets in the train.

Practice Activity: Tear and Paste

Materials Checklist:

- Origami/crepe paper sheets of rainbow colours
- Bowls
- Adhesive
- Chart paper

Instructions:

1. Place the coloured sheets in a basket.
2. Ask children to choose a colour and take a bowl.
3. Demonstrate how they can tear and place the bits of paper in the bowls.
4. Divide the chart paper into seven parts or draw an outline of a rainbow on it. Spread glue on one part at a time and ask children with the same coloured bits of paper to paste the paper bits on the chart paper. You can choose to collect the paper bits and store them in bowls and invite children to paste the bits on different days.

Practice Activity: Rainbow Colours

Materials Checklist:

- Poster colours in shades of rainbow colours
- Sponges
- Chart paper
- Bowls

Instructions:

1. In different bowls containing sponges, pour the poster colours separately on the sponge pieces.
2. Place the chart paper on the table and let children take turns to dip their thumbs in colours and print on the chart randomly.
3. Put up the chart paper in the class.

Activity 49: Obstacle Course

Materials Checklist:

- Tables
- Chairs
- Boxes
- Tyres

Instructions:

1. Start with taking children out and using one kind of material at a time.
2. Explain and demonstrate how to cross the obstacles.
3. Set safety rules and explain them to children (For example, do not push each other, do not rush through, etc.).
4. Follow all safety norms before the activity (For example, check for sharp edges, see that the height of the things is age-appropriate, pad up corners).
5. Start with placing tables in a row, keeping gaps in between for children to crawl under them to get to the other side.
6. Place rows of chairs, keeping gaps in between. Give instructions such as run to the chair, sit on the chair, run again to go to the next chair.
7. Place tyres and ask children to step in and out to get to the other side.
8. After they have experienced different kinds of movements and materials, you can combine two things and slowly increase the number of things to create an obstacle course with different kinds of materials/equipment.

Practice Activity: Collect and Count

Materials Checklist:

- Sets of 8 various objects for example, 2 stones, 2 leaves, 2 flowers, 2 twigs

Instructions:

1. Take children out for a walk and ask them to collect stones, leaves, flowers, and twigs.
2. Make sets of eight objects with these items.
3. Distribute the things in a random order to the children.
4. Ask them to group with children who have the same things.
5. Place the things in rows and count them.
6. Repeat the activity by asking them to exchange the things.

Practice Activity: Circle Time

Materials Checklist:

- Smiley cut-outs
- Cut-out of a bus with pockets

Instructions:

1. Call children for a Circle Time activity. Give children their smiley cut-outs and ask them to group with those children who go home with them in the school van/car.
2. Ask them to place their smiley cut-outs in the pockets.
3. Talk to children about safety on the road and while coming to school.
4. Ask them if anyone troubles them or they have any fears while commuting to school.

Activity 50: Lollipop Day

Materials Checklist:

- Lollipops
- Bowls

Instructions:

1. Plan a lollipop day and place lollipops in two bowls, one with more than the other.
2. Ask children to take lollipops from the bowl that has more of them.
3. Give them a treat at the end of the activity.

Activity 51: My Ice cream Cone

Materials Checklist:

- Chart paper with outlines of two ice cream cones (the outlines should be in two different colours)
- Cut-outs of round scoops of ice cream (same colours as the outlines and one colour must have more cut-outs than the other)

Instructions:

1. Place the chart with the outlines on a low table.
2. Distribute the scoop outlines.
3. Ask children to take turns to place the scoops in the same coloured cone.
4. After they finish, ask them to observe the cones and identify the one that has more/less ice cream scoops.

Activity 52: Pour and Compare

Materials Checklist:

- Transparent containers
- Small mugs
- Buckets for water
- Water

Instructions:

1. Place sets of transparent containers (old plastic bottles), mugs, and buckets of water outdoors.
2. Ask children to take turns to pour water in the bottles.
3. Place the bottles next to each other and ask children to compare and see which of them has more/less water.

Activity 53: Spoon and Compare

Materials Checklist:

- Transparent containers
- Dry grains/Macaroni
- Set of two bowls and a big spoon/soup spoon
- Trays

Instructions:

1. Pair children and seat them on chairs.
2. Give each pair a set of bowls—one with the grains and the other empty—on a tray.
3. Demonstrate how they have to hold the spoon and transfer the grains from one bowl to the other.
4. They can take turns.

5. Repeat the activity a few times.
6. Ask children to observe how the grains look more when the bowls are full and less as they shift them to the other bowl.

Practice Activity: Birdwatching

Materials Checklist:

- Large earthen pot filled with water
- A shallow earthen pot
- Grains for birds

Instructions:

1. Place earthen pots at a height of at least 2 feet (Take help from school administration if needed).
2. Choose a spot where children can see the birds.
3. Place the pots and ask children to help you fill in the water/grain every day.
4. Slowly, birds will start visiting the spot.
5. Take children out to observe the birds.
6. Talk to them about taking care of birds and animals.

Practice Activity: Find a Nest

Instructions:

1. Plan a trip to a park/zoo.
2. Walk children through the park looking for birds and nests.
3. Ask them to listen to the chirping of birds.
4. If you are able to visit a zoo, take them to see different kinds of birds.
5. Some cities have a large number of spots where pigeons can be seen.
6. Take children to a spot from where they can observe pigeons safely.
7. Ask children to flap their arms like the wings of a bird.

Practice Activity: Groups of 10

Materials Checklist:

- Stick/Wet chalk to draw circles
- Footballs
- Tambourine

Instructions:

1. Take the children outside. Draw two rows of ten circles each on the ground.
2. Ask children to run around the circles to the beat of a tambourine and to go and stand inside a circle when the tambourine stops.
3. They can then hold hands and make a group of the children.

Practice Activity: Grouping with Cards

Materials Checklist:

- Sets of colour cards (10 cards of each colour)

Instructions:

1. Take children out and distribute the colour cards.
2. Ask children with the same colour cards to form groups.
3. You can call one group at a time and count the number of children in each group with the class.

Practice Activity: Circle Time

Instructions:

1. Seat children in a circle and ask them to place their hands on the floor with the fingers open.
2. Ask a few volunteers to count and check how many fingers each child has.

Teacher Buzz: Children, at this level, can count with ease up to 5 and up to 10 with practise. Numbers beyond 10 can be introduced at the next learning level. However, these numbers can be introduced at this level only if children are counting 1 to 10 with ease. As for writing the numbers, it is important to remember that children will write on their own when they are ready and have developed the necessary skills to do so.

Learners must not be forced to write and repeatedly transcribe. They should write only when they are ready.

Activity 54: Pair and Match

Materials Checklist:

- Number flash cards
- Number value flash cards

Instructions:

1. Seat children in pairs and give each child a set of number flash cards and number value flash cards.
2. Tell them to place the cards with the values upwards and match the values with the number flash card.
3. Repeat the activity with placing the numbers upwards and matching them with the values.

Activity 55: Puppets in the Train

Materials Checklist:

- Puppets used in various numbers stories throughout the student's book
- Number puppets (1 to 10)

Instructions:

1. Distribute the story puppets mentioned in the book for the numbers 1 to 10.
2. Spread the number puppets on a table.
3. Ask children with the same puppets to group together.
4. Place one number puppet at a time in the Learning Train.
5. Call the group with the corresponding number of story stick puppets to place them in the train pockets while the rest of the class counts.

Activity 56a: Numbers in Order

Materials Checklist:

- Flash cards from 1 to 10
- Place cards (or a place mat)

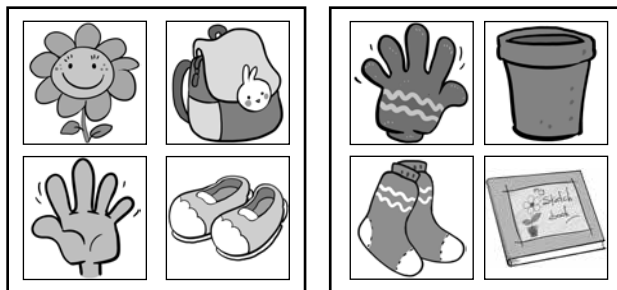
Instructions:

1. Seat children in small groups and give each group one place card and 1 to 10 flash cards.
2. Ask children to match the flash cards to the place cards in order from 1 to 10.

Activity 56b: Things That Go Together

Materials Checklist:

- Pairs of things that go together, for example, crayon and book, slate and chalk, brush and paint, cup and saucer, plate and spoon, socks and shoes (objects)
- Picture flash cards



Instructions:

1. Place all the things in the middle of the classroom and invite children to sit around them.
2. Draw their attention to the pairs and ask them if they can name the things.
3. Distribute the things randomly and ask children to find the things that go together and place them in a row next to each other. You can also use picture flash cards. Refer to the given image to use as an example.
4. Repeat the activity with pairs of different things commonly seen in the environment.

Activity 57: Sandpaper Numbers

Materials Checklist:

- 10 cm x 20 cm cards
- Sandpaper
- Adhesive
- Scissors
- Markers

Instructions:

1. Write the numbers like the ones given for finger tracing in the book. Refer to the 'Fun with Number...' pages in the student's book.
2. Cut the sandpaper numbers with a 1.5 cm width.
3. Paste on cards.
4. Give children the cards to trace before they start writing numbers.
5. Make a set of 1 to 10 cards for tracing.
6. Instead, you can also make a set of cards numbered 0 to 9 as all numbers are a combination of numbers from 0 to 9 only.

Activity 58: Count and Match

Materials Checklist:

- 55 sticks/beads/buttons/card sheet cut-outs
- One set of flash cards (1 to 5/1 to 10)

Instructions:

1. Place the materials on tables and seat small groups of children around them.
2. Ask children to place the flash cards on the table with the numbers facing up.
3. Ask them to choose one card at a time and place the corresponding number of objects next to the card.

Practice Activity: Numbers in Order

Materials Checklist:

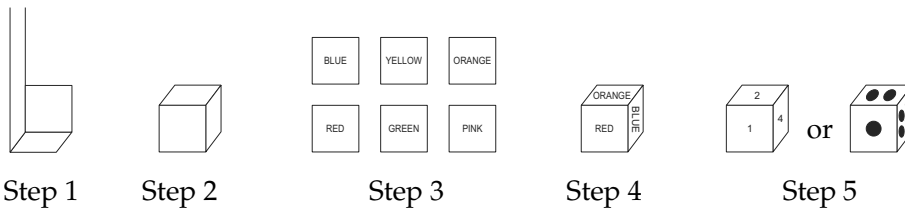
- Flash cards

Instructions:

1. Give children their books and ask them to open pages 78–79 of the student’s book.
2. Give each child their set of flash cards.
3. They can use both sides of the flash cards and place them accordingly on the page.
4. Children can then close their books and arrange the flash cards from 1 to 10.

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

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

* **Note:** Indicators and their interpretations can vary and may be planned according to the topics/ areas of development.

