

Teachers' Manual for ECCE & Early Grades

Directorate of School Education Kashmir



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Table of Contents

	Particulars	Page
Part -I	Introduction to the Manual	7
	Child Friendly Schools and Learning	8
	Understanding the Concept of Child and Childhood	11
	Holistic Development and Domains	13
Part -II	Examples of weekly theme based lessons plans	17
	Theme : Myself	19
	Theme : Me and my Family	22
	Theme – Fruits	28
	Theme: Vegetables	32
	Theme: Seasons	35
	Theme : Flowers	39
	Theme : Animals and Birds	42
	Theme : Transport	48
	Theme : Food	51
	Theme : Plants & trees	52
Part -III	Suggested guidance for classroom management	54
	Adapting the manual to teach in different situations	56
	Approach to teaching English across all grades	57
	Concepts and age group specific activities for maths	61
	Annexure	
	Profile & Progress Report (Format)	



Government of Jammu & Kashmir
Directorate of School Education Kashmir

MESSAGE

It is a matter of great pleasure that in association with UNICEF, we are bringing forth a Teacher Manual for Kindergarten classes in order to implement the programme of Early Childhood Care & Education (ECCE) in our schools.

ECCE is a programme for the holistic development of the children. It supports children in the age group of 0-8 years in their learning which includes the physical, mental, linguistic, cognitive and socio-emotional development, in addition to their health, nutrition, health and hygiene. This includes the infancy period from (0 to 2+) years, the pre-school period (3-6) years and two years of early primary period.

The Manual designed by a team from UNICEF, SSA and the Innovation Cell at the Directorate of School Education Kashmir, is based on the Theme Based Approach of Learning that helps to nourish the different developmental domains in a child. The teaching in the early grades as per this manual would boost the child centric playful learning among the children in our schools.

We hope that our teachers can use this manual judiciously for benefiting children in early grades as these are the formative years of the child and need to be handled carefully.

We are thankful to the UNICEF team for their expertise and technical support in making this manual a reality.

Dr. Shah Faesal (IAS)

Director School Education Kashmir

FOREWORD

The state of Jammu and Kashmir (J&K) is making substantial efforts towards providing quality schooling to the state's children through its various programmes and policies. Under Sarva Shiksha Abhiyan (SSA) efforts include strengthening of school infrastructure, building teacher capacities as well as improving teaching-learning methods and materials to enhance learning outcomes amongst the children of Jammu and Kashmir (J&K). The state sees a clear link between improved teacher training, quality classroom transaction and children's learning outcomes. Like many other states in the country J&K recognises that enabling teachers to adopt child-centred, activity based teaching methods as articulated in the National Curriculum Framework (2005) needs significant efforts and time.

Further, in Jammu and Kashmir there is a pre-primary class at the primary stage. It is hoped that this will help children adjust to school life, develop a strong base for learning and increase the enrolment in government schools. Importantly, this also helps meet parental aspirations of seeing their children enrol in a good pre-school around age 3 or 4. However, the pre-primary class needs to be integrated with a school system that is able to provide the young children with age appropriate learning environment, and teachers need the right skills and competencies to address the learning needs of young children.

In this context, UNICEF has offered to collaborate with the state to strengthen different aspects of elementary education, with an emphasis on improving teaching learning practice in the early grades, beginning with the pre-primary section and up to grade III within the primary school. The importance of children's learning in the early grades is well established in research throughout the world. During these years (ages 3 to 8), children's brain development and their ability to absorb and learn from their environment, in the areas of language and cognitive development are at their peak. If the teacher is able to offer developmentally appropriate learning opportunities during these years, children are able to build strong and long lasting neural connections, creating an academic foundation that lasts them a lifetime. Children who receive the right inputs in the early grades are much more likely to succeed in later years of school, increasing chances of school completion and decreasing the chance of drop out.

Taking this further, it has been agreed that a collaborative effort involving the State Government, UNICEF and Save the Children will be made over a period of three years starting 2015. Through these efforts, the state will develop resources for teachers which will enable them to progress towards the objective of Child Friendly Schools in Jammu and Kashmir. As a part of this collaboration UNICEF has worked with Sarva Shiksha Abhiyan, Innovation Cell at the Directorate of School Education Kashmir, State Institutes of Education (Jammu and Srinagar), District Institutes of Education and Training and selected school teachers and subject experts to create this teachers' manual and the accompanying 5 day training programme for teachers.



PART I

INTRODUCTION TO THE MANUAL

The Manual consists of III parts as follows:

- I. Key Concepts and Principles:
 - Child Friendly School Systems,
 - Nature of Children and Learning in the Early Years and the
 - Need for Developmentally Appropriate Classroom Practice

- II. Theme based weekly plans for the Pre Primary Section
 - Theme Based teaching
 - Weekly Plans for 10 selected themes: Myself, My family, Fruits, Vegetables, Flowers, Animals & Birds, Transport, Festivals, Plants and Trees, Food

- III. Suggestions to teachers on organization and management of activities
 - Adapting the manual for all classes from pre-primary to Grade III
 - Approaches to teaching English and Maths for different age groups

The Manual contains both theoretical concepts and principles as well as practical lesson plans and activities that teachers can adopt in their schools. This is a guiding manual to give ideas to teachers; teachers can make changes as per the local context and need. Teachers are advised to read the Manual carefully, understand the principles and ideas and prepare themselves accordingly. Further this is a Draft Manual and will be revised after inputs from Resource Persons and Teachers.

How to use the Manual

Read: Read the Manual and understand its objectives. As a teacher it is essential that you understand and agree to the concept of child-centred, developmentally appropriate and active learning approach.

Make Notes: After reading the manual, it is essential that you make your own notes; these will help you to plan ahead for classroom management and conduct the lessons as well as.

Prepare: Each thematic plan gives details of the material needed, be ready with material that you are going to need for the various activities.

CHILD FRIENDLY SCHOOLS AND LEARNING

To promote a supportive learning and growing environment, UNICEF and many other agencies across the world have promoted the Child Friendly and Protective Schools framework. This framework promotes the belief that schools should be

- Open and welcoming to *all* children
- School does not passively receive but *actively seeks* children
- Enables children to *stay* in school, attend regularly
- Ensures *completion* and *learning with quality* for every child

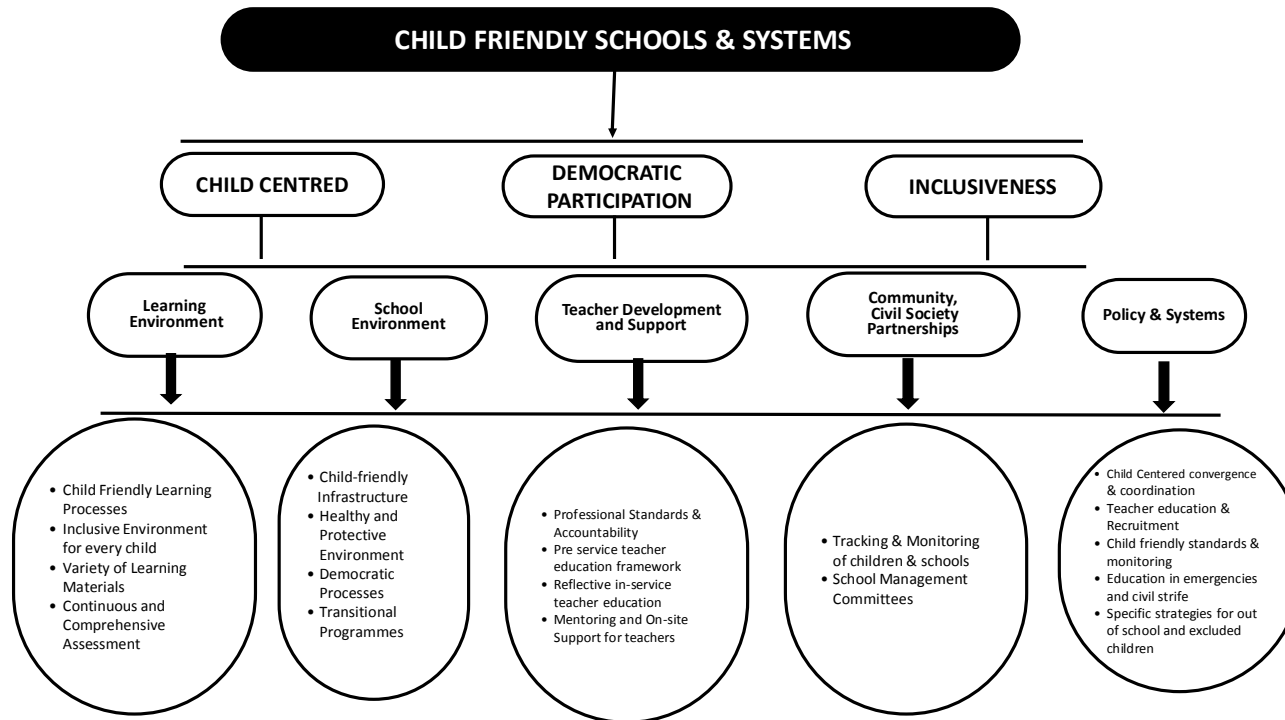
These principles of Child Friendly Schools are also embodied in the National Curriculum Framework (2005) and are universally accepted to promote the best interest of children. They value the needs of the child (respect and understanding of the child’s social, psychological and academic needs), the importance of democratic participation of all children (giving space to all children to participate, speak, ask questions, choose activities) and inclusiveness (recognizing and addressing diversity in the classroom, this may be diversity of gender, age, social background, language, physical/mental needs, etc.)

Children experience their school through:

1. Physical Infrastructure and Environment
2. Teaching –Learning Material and Methods
3. Relationships in and around School

Therefore, the principles of child ‘friendliness’ have to be embodied by all the three above sites of experience.

The three key features of child centeredness, democratic participation and inclusiveness can be achieved only when they are addressed throughout the school system. They have to be reflected in policies (for example, State level decisions on curriculum, text books, school calendar, teacher support etc.) and through community and civil society partnerships (for example the present partnership of UNICEF with SSA, or local Self Help Groups that contribute in cooking the Mid-Day Meal, or parents/ grandparents’ participating in school activities). And in the same way, they must be reflected in school environment (e.g. safe, hygienic, clean and accessible buildings), learning environment (clean accessible classroom, availability of books and other learning materials, print rich environment in the early years, acceptance of home language and culture) and through improved learning outcomes, which may be achieved through better support to teachers to understand developmentally appropriate, child centred practices. The Concept of Child Friendly Schools and Systems (CFSS) is summarized in the following diagram:



When we follow the principles of Child Friendly Schools, we accept that:

- The challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and address barriers to participation. If both quality of schooling is improved and barriers to participation eliminated, children who are enrolled in primary school are likely to continue, complete the full cycle, achieve the expected learning outcomes and successfully transition to secondary school.
- Quality education should be able to respond to the child’s needs in a holistic manner, and should be concerned as much with the health, safety, security, nutritional status and psychological well-being of the child as they are with teacher training and the appropriateness of the teaching methods and learning resources used for schooling.

- They have as much to do with promoting child participation and creating space for children to express their views and opinions as they do with helping children learn to follow rules and regulations or show deference to school authorities.
- Schools and communities should not be isolated from each other, but schools and communities should work together for the well-being of the child.

The components of Child Friendly Schools include:

1. Physical Infrastructure and Environment

- Safe Building, Play Ground and Access to All Children
- Safe Equipment
- Adequate and Child Friendly Toilet and Drinking Water Facilities
- Child Friendly Furniture and Displays
- Free of Discrimination and Prejudices
- Protective Environment –Children protected from anti- social elements, abuse , substance abuse
- Just Rules and Routines

2. Teaching Learning- Material and Method

- Children have access to appropriate and child friendly - learning material
- The pedagogic process, which is both structured enough to facilitate measurable learning progress and flexible enough to facilitate the use of a variety of techniques for promoting achievement of learning outcome.
- Learning experiences promote holistic development of the child. (physical, cognitive, socio-emotional and moral)

3. Supportive Relationships

- Teacher –Student Relationship: The interaction between teacher and learners, with the teacher as authority figure and facilitator of learning and the learner as active participant in a democratic process that involves mutual respect and openness.
- Teacher –Teacher and Head Teacher- Teacher Relationships are trusting and supportive and promote collective reflection on various topics related to the well-being of students.
- School- Community relationship where there is a healthy interface between the school and the community. There is scope for dialogue, discussion and mutual support.

Within the context of Child Friendly School, it becomes obvious that a clear understanding of the nature of children; how children grow and learn (develop) are necessary. This understanding should lead to and inform teachers' every-day classroom practice resulting in a holistic, developmentally appropriate experience through which children achieve stated learning outcomes in school.

UNDERSTANDING THE CONCEPT OF CHILD AND CHILDHOOD

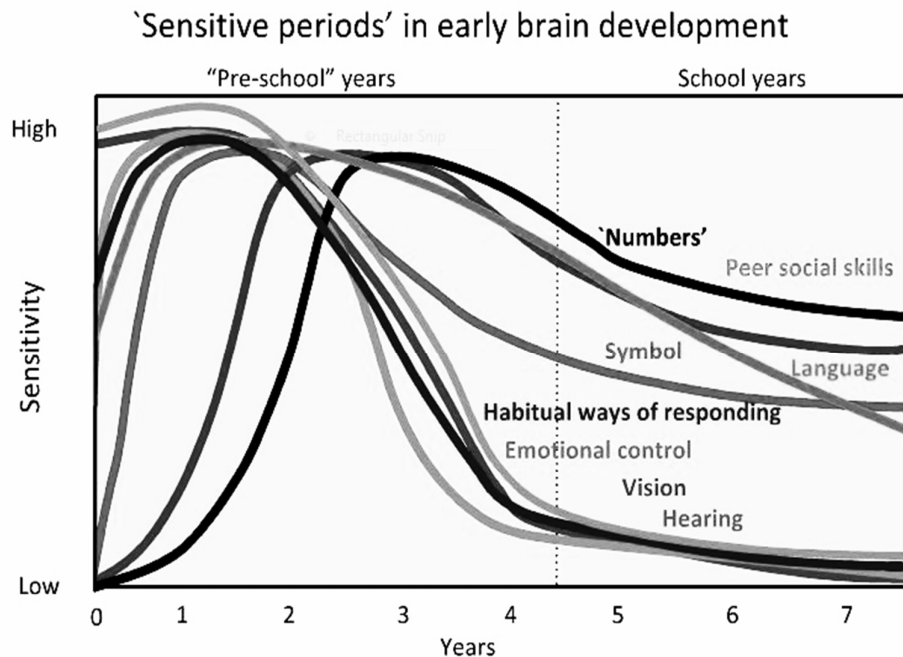
A child has innate abilities that s/he is born with. Brain research has now shown that maximum of brain development happens before birth to six years of age. So also, development of language, emotions and sensory perception, all happen at a rapid pace during these crucial years. When a child comes to school for the first time, she has already developed her spoken language and teachers must build upon this ability of the children using the principle of moving from the “Known to unknown” and “Concrete to absolute.” In other words, teachers should start language teaching with the help of sentences and then break it down to words and letters. A child when she comes to school neither has any knowledge of the alphabet nor the skill of writing and yet we expect the child to start writing. When children of 4-6 years of age come to school, their finer motor muscles (muscles of fingers) are not well developed and this affects their ability of writing. It is essential that children at this age are given activities to strengthen their finer muscles through activities like: clay work, threading beads, scribbling/drawing that involve finger movements. Children should be allowed to freely practice on various activities that help to strengthen the fine muscles as much as possible before introducing them to formal writing.

In spite of the tremendous development in early years the child has her limitations. Children find it very difficult to recall the abstract and unknown as compared to the concrete and comprehensible. Further, the child’s attention span and ability to focus on a task is limited and so is her capacity to sit in one place on a given task. It is not surprising that children get restless in school where each period is of 40 minutes and the child is expected to remain a passive listener for the entire period. Thus, as teachers we need to recognize these limitations of children when they first come to school and should take care to prepare the children for writing. The teacher has to exercise utmost care to be patient with the children, communicate with warmth, ensure that the children go through the pre writing skills such as drawing, scribbling, colouring, pasting cut pieces of paper to complete a shape before they are tasked to writing.

Characteristics of Children and Developmentally Appropriate Practice:

Characteristics of children change as they grow older. There is a difference between younger and older children and they have different abilities as they grow and develop. What a 6 year old can do a 3 year old cannot and what a 3 year old can do a 1 year old cannot. As teachers we need to understand that this is a natural process of child development and as teachers we need to understand these changing characteristics of children so that we can provide them appropriate learning experiences.

*When a teacher is able to understand and differentiate between various stages of development and offers children activities, games, play and conversation that recognizes and addresses the child’s developmental stage, it is **called Developmentally Appropriate Practice.***



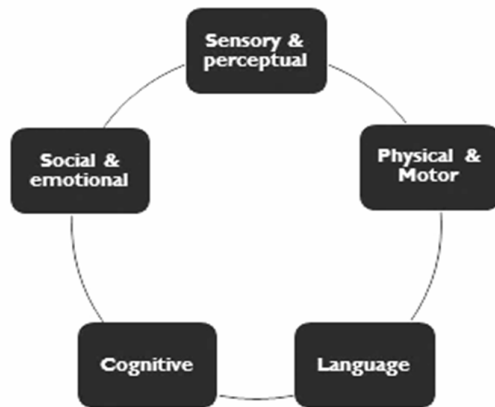
Adapted from Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000

The first years of life are critical years of human life. The rate of development in these years are more rapid than at any other stage of development. Research in neuro-science confirms the importance of the early years in a child's life particularly since 90% of brain development has already taken place by the time a child is six years of age. Research also indicates that the development of the brain is influenced not only by health, nutrition and quality of care but also by the quality of the psycho-social environment the child is exposed to in these early years.

Scientific research also indicates that within the span of the early childhood years, there are certain '*sensitive periods*' or '*critical periods*' for development of some cognitive, linguistic, social and psychomotor competencies. As shown in the diagram above, the sensitivity to learning numbers and language peaks around ages 3 and 2, and continues to remain high till age 7. Whereas, the development of abilities such as hearing, vision and emotional control peaks at around age one and has already fallen sharply by age four; which means that these abilities are all almost completely learnt by age four. These have significant implications for planning of a framework for children's learning and development.

As compared to other children, children from marginalized backgrounds already start with, disadvantages of exposure to language, social interaction etc. This gap increases over the years. In their case **the early years in school, provide a critical opportunity to bridge these gaps**. During the 'critical period' it is important that corrective action is taken to help the pace of growth of these children. a good learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development particularly in these sensitive periods. A good pre-schooling and schooling programme is essential as it helps in overcoming some of the gaps in child's home environment.

Domains of development



Domains of Development

Every child is a unique individual and has skills and abilities that can be further enhanced and developed. A good early education programme respects the different pace of development of all children and ensures that the child develops physically, socially, emotionally, morally and intellectually to their full potential. Thus, the main aim of providing quality education during the early years is to enable the child to develop as a holistic individual and realise his/her potential to the fullest in all the areas of development. An essential precondition for providing quality education is an enabling and stimulating learning environment which has been carefully designed and is child friendly.

Development of the child is classified under six main areas of development. The curriculum must address the following interrelated domains of holistic development through an

Three- Six Years

- **Physical Health and Motor Development:**
 - i. Developing coordination and control of large motor muscles
 - ii. Developing strength and coordination of small motor muscles
 - iii. Demonstrate the use of body with proper sense of space and direction
 - iv. Coordination of fine muscles with dexterity; eye hand coordination
 - v. Developing sense of balance, physical co-ordination
 - vi. Recognize different food and demonstrate healthy dietary habits
 - vii. Display healthy habits, personal care and hygiene.

- **Language Development:**
 - i. Develop Listening and Comprehension skills
 - ii. Use expressive and receptive communication skills
 - iii. Develop effective verbal and non-verbal communication skills

- iv. Develop vocabulary and use language for a variety of purposes.
 - v. Display emergent literacy skills and love for reading (preparing children to read and write): such as identify and differentiate sounds, phonological awareness; print awareness and concepts; recognition of letters; letter- sound correspondence; segmentation, building words and sentences and early writing.
 - vi. Demonstrate interest and ability in writing
 - vii. Develop competency in home language while acquiring beginning proficiency in language of school transaction and/ or English, if needed.
- **Cognitive Development:**
 - i. Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation understanding of and vocabulary related to space, quantity, length and volume, one to one correspondence; counting etc)
 - ii. Predicting patterns and making estimations in measurement; data handling
 - iii. Develop skills related to sequential thinking, critical thinking, observing, reasoning and problem solving
 - iv. Explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalizations
 - v. Differentiate between events that happen in past, present and the future
 - vi. Develop knowledge of relationship between people, places and regions
- **Personal, Social and Emotional Development:**
 - i. Development of self-concept; self-control; life skills/ self-help skills
 - ii. Develop initiative and curiosity in new experiences and learning
 - iii. Developing a sense of independence and autonomy
 - iv. Display awareness of abilities and preferences, appreciates similarities and differences in people and awareness of behaviour and its actions
 - v. Displays relevant and appropriate habit formation, increased attention span, engagement and persistence in daily activities
 - vi. Develop interpersonal skills with respect to peers, family, teachers and community
 - vii. Display behaviours of cooperation; compassion; social relationships; group interaction; pro- social behaviour; expressing feelings, accepting others feelings
 - viii. Develop the ability to adapt and control emotions
- **Sensory and Perceptual Development:**
 - i. Demonstrate the use of different senses (sight, hear, feel, taste, smell) to guide movements and recognize objects
 - ii. Awareness of space and direction, distance, quantity etc.

- **Development of Creative and Aesthetic Appreciation:**
 - i. Representing objects, events and ideas in the form of drawing, clay modelling and other art forms
 - ii. Develop expression, enjoyment and disposition for music and movement
 - iii. Demonstrate creativity and inventiveness with materials

The holistic development approach is vital for provision of interconnected activities covering all domains of development while keeping diverse needs of children in mind.

Reference: National ECCE Curriculum Framework (2014), Ministry of Women and Child Development, Government of India

Some Common Developmental Characteristics of 3 to 6 Years Old Children

3 to 4 Years Old	4 to 5 Years Old	5 to 6 Years Old
Have insufficient control over both large and fine muscles particularly finger muscles.	Have better control over their body movement	Have good muscles control, are quite independent in their movements, are capable of many motor skills.
Are dependent on adults for dressing, cleaning up, tying shoes laces etc.	Are more self-reliant	Are fairly self-reliant and able to look after their needs
Need more physical contact with adults and seek individual attention	Get more involved with friends and tend to demand more of verbal attention from adults.	Seek the company of friends and demand less attention from adults.
Tend to follow and imitate others easily	Tend to be a little more individualistic and assertive	Tend to be still more independent and assertive in their behaviour
Like to play alone or alongside another child. Do not know how to share co-operate easily	Enjoy co-operative, play with other children and are able to share and help out. But do not understand competitions yet	Can play group games with rules more easily and understand, are motivated by competition
Are active but not very aggressive	Are vigorous, active, bursting with energy! Demonstrate a lot of aggressive behaviour	Continue to be active, energetic, and aggressive
Can understand short simple sentences and follow one to two instructions at a time. Have a limited vocabulary	Can understand more complex sentences and can follow two to three directions at a time. Are able to express themselves more effectively	Can follow complex instructions and have a large vocabulary. Can express their thoughts more efficiently
Have an extremely short attention, span of about 5 to 7 minutes.	Have a comparatively longer attention span of about 10 to 15 minutes only with an activity of interest to them	Can sit at an activity for a still longer time
<i>Early Childhood Education Programme, Prof. Venita Kaul</i>		



PART II

EXAMPLES OF WEEKLY THEME BASED LESSONS PLANS

The themes and weekly lesson plans are for reference and guidance, teachers should use their own experience, knowledge and creativity in developing activities and lesson plans for the pre-school age group. Given below are the main features of the suggested daily thematic plan, and their importance for all round development of children:

Theme based approach: Thematic approach is more interesting for a child as it helps her to look at her surroundings in a holistic way and learn concepts related to her environment, which is the natural way of looking at things. It is the way in which children learn at home – not looking at the world through artificially divided subjects. Here the understanding of a topic is not linear but allows her to move back and forth by tying up inter related topics and concepts. It also helps to foster home and community knowledge and helps to make the child's transition from home to school as seamless as possible. A well planned thematic curriculum helps in integrating all the domains of developments. In this approach, a key topic is expanded in a web like fashion to include sub Themes. Teachers can use different methods and materials to enable children to make concepts. Content of a theme comes from observations, from the child's lived experiences, from story books, real objects. Themes give scope to the child to construct her/his knowledge. Themes give flexibility to the teacher and are ideal for a teacher in a multi-grade classroom situation. The themes that have been given here are closely aligned to the prescribed syllabus and textbooks.

The components in the sample routine: The four components, and are planned in such a manner that there is a balance between oral work and written work, language and arts, maths and exploration, indoor and outdoor time, songs, rhymes and structured play based activities. The duration of each component has been kept brief keeping in mind the short attention span of young children.

Circle Time: This is the time for oral conversations as listening and speaking are two very important language skills that act as foundations for reading and writing. You can use props and pictures to make it interesting. Conversations are key to language development. By participating in conversations children learn to listen to others, respond properly and express themselves. They learn to formulate ideas and answers. The talking points should be real and based on children's life-experiences. Try to ask open ended questions (why and how), instead of only yes-no or single word answers. This will help to stimulate their thinking. During conversations, respect their ethnic and cultural background as well as their home language so that they feel welcomed and included. Use of mother tongue helps the child to think and reflect. Thematic conversations are very important in enriching a child's vocabulary – both in case of L1 and L2. The conversations must be well planned so that children are able to see the interrelated of ideas.

Guided Activities: This is the time when the teacher provides guidance at all steps. The learning objectives and instructions are specifically explained to children, can conduct specific activities to help children develop concepts with the help of appropriate teaching learning materials e.g. flash cards to help them learn to classify, sort and grade things, teach about one on one correspondence. This is the time when you can plan some art and craft activities or drawing and colouring.

School Readiness Activities: School Readiness implies that a child is being prepared to succeed in school, which is a formally structured learning environment. For this the child needs to acquire through acquisition of skills such as literacy, numeracy, ability to follow instructions, ability to work with others and the ability to focus and participate in learning tasks. All the components in the routine are aimed at achieving these objectives but a separate column for structured school readiness activities has been kept where the primary focus is on reading readiness, writing readiness and number readiness. At a later stage, the teacher can start going some formal reading and writing activities with children.

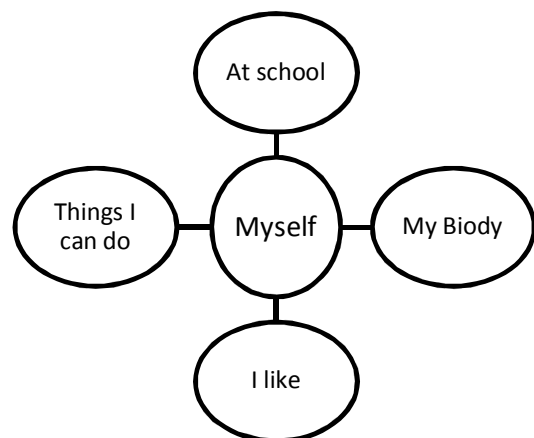
Outdoor Play: Children need to do some outdoor activities involving large body movements and vigorous activities to develop muscle strength and coordination. Children are naturally drawn to active outdoor play. They need to use their muscles by indulging in jumping, running, rolling, crawling, swinging. Outdoor activities help to invigorate them by giving them fresh air, exercise through energetic and invigorating activities and thus helps in wholesome physical development. Activities with balls – passing, catching, throwing, or relay races with two teams can be organized.

Stories and Rhymes: Stories and Rhymes are very important for young children as it helps them in language development in a holistic manner. They help them to learn new words. Rhymes have rhythm and repetition – both are enjoyed very much by children. They learn to play with words – and thus develop a love for language. Stories can either be read aloud from books or told orally with the help of props such as puppets, pictures, cut outs, etc. Through these they develop a love for books. They learn more about the world, about other people and their lives. They also help them to learn about different kinds of feelings and teach them to manage their own feelings – and therefore play an important role in their emotional development.

Spontaneous Activity/Free Play: It is important for children to have some time to work on their own, if there is a provision for this in the classroom by creating an activity corner (further suggestions on creating and organizing an activity corner are provided later in this manual). This is most helpful in multi grade situations, where the teacher can focus on guided activity for one particular age group while the other/s can indulge in free play.



THEME : MYSELF (Suggested Duration : 2 weeks)



Learning Objectives:

1. Children will get used to the school routine and classroom activities
2. Follow directions given by teacher
3. Identify parts of body
4. Identify things they can do
5. Speaking in phrases: I can..., I like.....
6. Recite rhymes with action
7. Identify the first letter in their name
8. Listen to stories and answer simple questions

Preparation for the theme:

A. Teaching Learning materials

- Sound Boxes – make with empty fruit cartons, same size boxes filled with different ingredients e.g. mustard, rice, daal, big chana, fine soil, grainy soil, pebbles.
- Smell Boxes – make with salt & pepper containers and fill with different items e.g. pepper, dried flowers, lavender, cotton wool with attar
- Texture Chart – strips of sand paper of different textures, small strips of used cloth of different textures e.g. silk, satin, denim, wool
- Collect items for children to feel on their skin e.g. feather, cotton, tree bark
- Charts for hanging in the classroom based on the theme
- Name cards of children with pins
- You can make a chart with photographs of children, if possible

B. Stories and Songs : Nani, Nani (Eklavya), Three Friends (Eklavya), This is my Story (NBT), We are different (NBT)

C. Be prepared with your Circle Time talking points on the theme

The Themes and Weekly Lesson Plans are for Reference and Guidance, teachers should use their own experience, knowledge and creativity in developing activities and lesson plans for their own pre-school aged students.

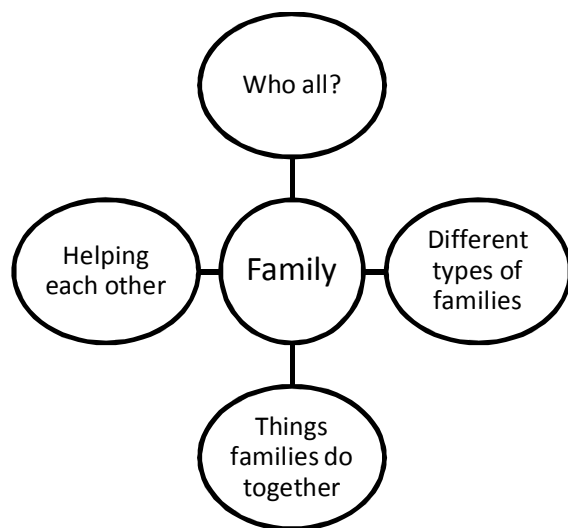
Plan for Week One : Sub Theme : My Body (Body parts to be introduced: head, trunk, hands, palm, fingers, legs, foot and toes)

Day/ Time	Circle Time 30 minutes	Guided Activities 30 mins	School Readiness / Grade 1 Activities - 30 mins	Outdoor Play 30 mins	Story and Rhymes
1	Introduction: Name Relay Activities	Know your School	Free drawing	Rhythmic Movement activities	Story
2	Name Relay Game Repeated	Tracing of palm and making thing finger printing	Free drawing and colouring	Action Word Activity: Jump, run, catch, sit, stand, come and go	Body part riddles,
3	What I like? What makes me Happy	Draw Myself	Draw Myself Write 3 words about self (Pretend words) & talk about	Rhythmic Movement activities	Action Song: Clap your hands
4	Name Card ,	What is missing in the picture?	Finding their Letter : find friends who have the same first letter in their name	Action song: Put your right hand in , put your left hand or any other song	This is my Story (NBT)
5	Things I can do	Body puzzle 3 piece / 4 piece	Language Activity: Speaking :practicing action words	Repeat the song above	Role play: On body parts
6	Re-capitulation on what I like and what I can do	Join dots (body parts) Same – five year olds can begin to label, using a letter, pretend writing, or even orally.	Language Activity: Speaking: Practicing : I can xxxx (children to add – jump, run , hop	Action Word Activity: Jump, run, catch, sit, stand, come and go	Repeat

Plan: Week Two: Myself (Body parts to be introduced: 5 senses, ears, eyes, nose, mouth and skin)

Day/ Time	Circle Time 30 minutes	Guided Activity/Free Play	School Readiness / Grade One Activities	Outdoor Play	Story and Rhymes
1	Eyes, Ears, Nose and Touch...	Identifying sounds: Children are asked to close eyes & teacher makes different sounds, paper tearing, bell,	Thumb King	Words and action: jump, run, hop...	Head, shoulders, knees and toes (action Song)
2	Sound, Taste and Smell: Based on Montessori approach	Auditory discrimination: Sounds and words Loud, soft , quiet, normal sound , noise, gentle	Pattern Drawing	Body Movement to : Ascending and descending sounds	Practice of above song
3	Feeling: Touch Montessori approach	Touch : Common words used, soft, rough, .. Matching words and objects	Thumb Printing	Things from nature ex: stone, leaves, cotton, tree bark, flowers: children identify as follows: smooth, heavy, rough, hot, cold, etc	Aao bache thumhe sikhaye acchi aadat roz ki (tune as needed)
4	Smell I like and Smell I do not like,	Seriation Activity: Texture or sound Or Sorting picture	Pattern Drawing	Passing the ball or Throw and Catch	As above
5	Taste I like and Taste I do not like: Focus on different tastes- sweet, bitter, spicy	Sorting of actual object or picture cards into different tastes	Drawing favourite things and “labeling” them using pretend writing	Body Movement to : Ascending and descending sounds	Repeat the story told
6	Revision				

THEME : ME AND MY FAMILY (Suggested Duration : 3 weeks)



Learning Objectives

Children will

1. *Concept of sharing, caring, helping, love and respect*
2. *Express feelings of affection*
3. *Vocabulary enrichment – father, mother, aunt, etc.*
4. *Learn to speak e.g. This is my father/mother/brother, etc.*
5. *Learn to identify sounds in common words related to the theme*
6. *Learn to see speech-sound relationship with the help of words used in the theme*
7. *Develop and refine large and fine muscle coordination by participating in various theme related activities*

Preparation for the theme

A. Teaching Learning Materials

- Pictures from newspapers and magazines of families, or people of different ages, can make a collage
- Create puppets which can be used to introduce concept of family, for dramatisation, dialogue, etc.

B. Stories and songs: Homes (NBT), Long and short, Big and Small (NBT), adaptation of Goldilocks and other suitable family related stories

C. Be prepared with your talking points for Circle Time conversation

Sub Theme: Wk1 My Family , Different Types of Family

Day	Circle Time	Guided Activity/ Free Play	School Readiness /Grade One	Outdoor Play	Story and Rhymes
1	<p>(Use the glove puppet made earlier, give the puppet a name).</p> <p>-Begin by saying you have a guest today, introduce the puppet. The puppet could also say ‘my name is XXX’ This will help reinforce the previous weeks learning.</p> <p>- Proceed to ask the puppet where is she staying? Who all live with her?</p> <p>Gradually introduce the concept of family to the children.</p> <p>Continue to ask children about their families.</p> <p>Help children to define what a family is</p> <p>-People who stay together in one house, and are often related.</p> <p>Grandparents, parents, brother, sisters, and so on.</p> <p>-Families can be different</p> <p>- There can be big families and small families.</p>	<p>Draw a family</p> <p>Picture, and talk about it.</p>	<p>Conversation on : My family</p>	<p>Running in pairs</p>	<p>Rhyme about family- brother , sister</p>
2	<p>Family members at home? Big Families</p> <p>Small Families, Different types of families-</p>	<p>Paper Family: Craft</p> <p>Paper Family: Craft: Counting</p>	<p>Concept of big and small: Making graphs of family members.</p>	<p>Running in pairs.</p>	<p>Malhi ke bache ko sardi ho gayi...</p>
3	<p>My mother and Father.</p>	<p>Seiation and Classification Activity</p>	<p>Discussion on the graph.</p> <p>Individual work in note books</p>	<p>Bol bhai kitne...</p>	<p>Story about family members helping each other</p> <p>Or Home (NBT)</p>

4	Brother and Sister	Seiation and Classification Activity	Listening to sounds in words using family relationship	Bol bhai kitne	Malthi ke bache ko sardi ho gayi Introduction of 2-3 alphabets and their sounds
5	My Grandparents:	Matching cards: Oral work on Vocabulary and sentence : brother, sister, mother, father This is my brother, This is my sister...	Making a time line: oldest to youngest.		Local Stories by grand parents
6	My Family Tree	Craft activity: On Family Tree		Revision	Revision

Sub Theme: Wk.2: Family: Things we do together

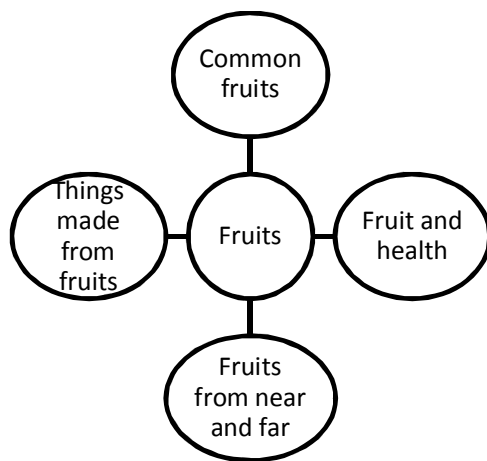
Day	Circle Time	Guided Activity/ Free Play	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Use the puppet or picture chart to begin the conversation: The focus is on things a family does together. Ex: Eat, Pray, Celebrate, Cook, Go out...	Picture reading: Examples of things family does together. Focus on: Expression, Child's feelings, and action words-eat, play, watch, cook. (L1, few L2 words)	Drawing free and pattern drawing	Ball Passing Activity: (passing ball or any other thing from different directions- overhead, under- legs, side pass)	Story/Rhyme Related to Theme Introduction of ' A, B, C ... songs with body movement
2	Continuation of the above	Drawing / Making masks	Work on 3-4 letters and phonetics. /Pattern drawing	As above	Role Play - / ex family going to a picnic/ cooking together
3	What others do for me?	Work on 3-4 letter and phonetics (symbol – sound) Drawing and pretend writing (writing as they wish)	Work on 3-4 letters and phonetics. /Pattern drawing	Touch and run(two teams)	Mere nana kho gaye hai aapne unko dekha hai

				Work on word cards.		
4	How can I help my family?	One to one correspondence Cups, plates, spoons, each family member.		Introduction of number symbols and number vocabulary, 1 to 5.	As above	Story/Rhyme Related to Theme (Repetition)
5	Keeping families happy (Dos and don'ts)	Work on 3-4 letter and phonetics (symbol – sound) Colouring shapes,		Introduction of number symbols and number vocabulary, 1 to 5.	Ball relay in a different variation	To be added
6	Revision			Revision and practices of week's work.		

Sub Theme: Things at Home

Day	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Begin the discussion with pictures of common things at home? Encourage children to identify things and talk about it.	Drawing and labelling of things at home (as they want)	Building number sense of number 1to 5 with actual items (beads, sorting squares, pebbles, or ice cream sticks)	upar dekh- neeche dekh kya hai kala kya hai safed	Chokhe main lag gayi aag saare bartan gaye bhaag...
2	Show and Tell (Children bring one thing (small)from their home and talk about it	Sorting different commonly used items in the kitchen based on use	Building number sense of number 1to 5 with actual items (beads, sorting squares, pebbles, or ice cream sticks	As above	Chokhe main lag gayi aag saare bartan gaye bhaag...
3	Show and Tell (Children bring one thing (small)from their home and talk about it	Sorting / Sequencing different commonly used items in the kitchen based on shape and size	Pattern drawing	Ek do teen char sar pe rakh haath	Picture Reading
4	Loving and Caring for things at home.	Collage making of Things at home	Pattern drawing	As above	Story : to be decided
5	Loving and Caring for things at home	Conversation/ and word labelling based on the collage and drawings made	Labelling items in collage (with their symbols or letters)	Ball relay	
6	Revision				

THEME – FRUITS (Suggested duration : 2 weeks)



Learning Objectives

Children will

1. *Vocabulary enrichment – names of common fruits, their colour and taste*
2. *Learn to speak e.g. I like apples/oranges/bananas, etc.*
3. *Learn to identify sounds in words related to the theme*
4. *Develop and refine large and fine muscle coordination by participating in various theme related activities*
5. *Learn basic shapes, sizes and colours*
6. *Mathematical concepts - more /less, big/small, half*

Preparation for the theme

A. Teaching Learning Materials

- Pictures from newspapers and magazines of fruits and fruit trees – can make charts or collage

B. Stories and songs Aam Ki Kahani, and other suitable songs and rhymes

C. Circle Time Conversation – be prepared with your talking points.

Theme: Fruits**Suggested duration for the Theme: 2 Weeks**

(This Theme begins after a break of almost two months, as such it is good to spend a couple of days on helping children get used to school routine as well as remember some of the songs, games and stories they had learnt earlier)

Sub Theme: Common Fruits

Day/ Time	Circle Time 30 minutes	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Greet children. Have a conversation around what they did during the vacation. Also ask them what they remember of things they have learnt.	Drawing Activity	Repeat activity before the vacation	Bol bhai kitne	Repeat a story or a song that children had learnt before the vacation
2	Introduce the Theme of Fruits with a collage of fruits or a photograph of fruit basket. -What do they see? Can they name fruits in the basket. - Some fruits are sweet and some are sour. - Which fruit do they like?	Who Am I : Names of fruits (color, taste)	Matching Name and cards	Matching Ludo chart (fruit chart and fruit cards	Rhyme on Fruit 3 Rosy apples

3	Letters and Fruit names A for apple, B for	Sorting Fruit Cards	I. Sorting: Big and Small Fruits,	Race: Lemon and Spoon	Role Play: Buying Fruits.
4	Letters and Fruit names A for apple, B for	Creating Fruit masks Craft work	Sharing Fruits (underlying concept of division)	As above	3 Rosy apples Aam ki kahani
5	Fruits: Our Friends fruits healthier than junk food like kurkure, chips etc.) wash and eat	Colouring Fruit Outlines	Practicing letters and names	Balancing: Note book on head (2 teams)	Show and Tell
6	Revision	Drawing	Drawing and writing letters	As above	



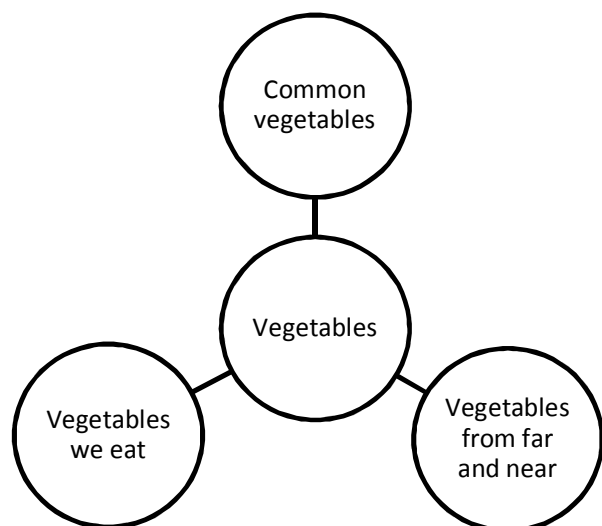
Theme : Week 2 : Fruits from Near and Far, Things made from Fruits

Day/ Time	Circle Time	Guided Activity/Free Play	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Fruits from near (Kashmir) fruits from far (banana, pine-apple, jack fruit, ..)	Cutting and pasting fruit pictures	Numbers : 1 to 5	Phalam, phulam, sabjiyaan	Action Song: Peel banana
2	Fruits from near (Kashmir) fruits from far (banana, pine-apple, jack fruit, ..) Letters and Fruit names	Poster Making: Food habits	Joining number on Fruit outlines.	As above	Action Song: Peel banana Story : Aam ki kahani
3	Things we make from fruits: jam, chutney, dry fruits, mithaai	Describing fruits, L1 and L2	Letter and name of fruits	Balancing note book	Picture Reading
4	Things at my home made of fruits . (show and tell)	Describing fruits, L1 and L2	Letters and names of fruits	Matching puzzle : Fruit pictures	Picture Reading
5	Story of a fruit vegetable-	Fruit Bowl : collage	Pattern drawing	As above	
6	Revisions				

THEME: VEGETABLES (Suggested duration for the Theme: 1 Week)

(This Theme begins after a break of almost two months, as such it is good to spend a couple of days on helping children get used to school routine as well as remember some of the songs, games and stories they had learnt earlier)

Theme – Vegetables Suggested Duration : 1 week



Learning Objectives

1. *Vocabulary enrichment – names of vegetable e.g. potato, onion, cabbage, carrots, peas, etc.*
2. *Speaking simple sentences - I like carrots, beans, etc.*
3. *Phonemic awareness by relating sounds in words used from the theme*
4. *Develop and refine large and small muscle coordination through participating in various activities*
5. *Mathematical concepts – big/small, heavy/light also about data through graphs*

Preparation for the theme

- A. Teaching Learning Materials
 - Pictures from newspapers and magazines of vegetables – can make charts or collage
- B. Stories and songs : Granny’s day out (NBT) and other suitable songs and rhymes
- C. Circle Time Conversation – be prepared with your talking points

SubTheme: Common Vegetables

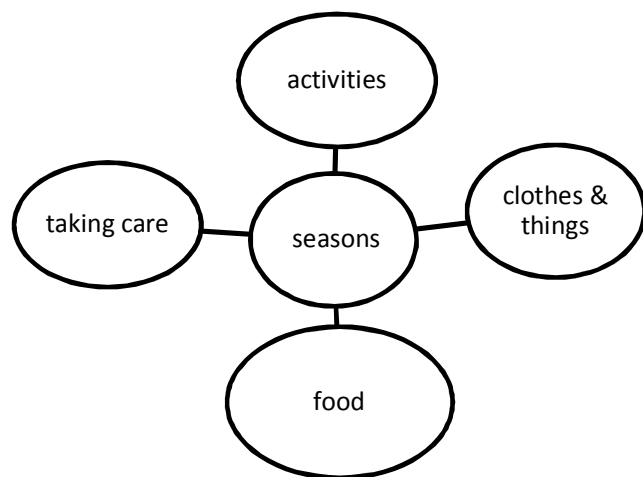
Week 1 : Vegetables

Day/ Time	Circle Time 30 minutes	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Common vegetables (Teacher can use actual vegetables or pictures to start the conversation)	Veg printing (bhindi, onion, potato)	Pattern drawing,		Song on vegetable or their taste -
2	Common vegetables (Teacher can use actual vegetables or pictures to start the conversation)	Veg : paper craft , describing what is created	Vegetables: card matching (vegetable picture and name)	Game, phalam, phulam, sabjim	Riddles ‘ who am I’ (different vegetables)
3	Where do vegetables come from? Where do they grow? Who grows them?	Drawing and coloring some common vegetables, labelling in their own way.	Work with letters . (sounds, words and use)	Game, phalam, phulam, sabjim	Repetition of Songs Story
4	Ask Mummy and Papa : How do we cook vegetables. (demonstration of a making a salad , if possible)	Sorting and seriation activity, (with vegetable picture cards) Ex; big and small vegetables Green vegetables and other vegetables	Setting up a Vegetable stall (with cut outs or actual veg) (Both maths and language learning is integrated in this activity)	Passing the ball	Picture Reading
4	Discussion on ‘salad making’ experience,	Making a graph based on the question	Continued : Role Play	As above	Riddles ‘ who am I’ (different vegetables)

		<p>‘Which vegetables did you eat today (or yesterday) (3 squares to each child)</p> <p>Children paste the squares against the picture and name of the vegetable.</p> <p>Completion of graph will be followed by a discussion.</p>			
5	Eating Vegetables? Likes and dislikes? Health and Vegetables	<p>Discussion on the Graph : Which vegetable has the more squares? What does that mean? Which has less squares, what does that mean?</p>	<p>Work with numbers: 1 to 5, with vegetables/ cut out as examples .</p> <p>Number and quantity</p>	To be added	Picture Reading/ Or Story of Mini aur Nani
6	Revision				

THEME: SEASONS (Suggested duration for the Theme: 2 Weeks)

Theme : Concept Map



Learning Objectives

Children will :

1. Name different seasons – summer, winter, autumn and spring. (L1)
2. Tell the differences between the four main seasons.
3. Learn words like - cold, hot, rain, umbrella, wool, shoes, socks, sweater, gloves (L1 and L2)
4. Be able to tell names of months January, February.
5. Develop awareness about weather. Express how they feel.
6. Develop concept of ‘give’ and ‘take away’ with the 1-5.
7. Follow directions, work on individual and group task.

Preparation for the Theme:

1. Teaching Learning Material : Cut outs of winter and summer things, 4 Season chart, Chart of 12 months , Seasonal vegetables and fruits, Pictures of winter and summer activities, sample of fabrics- wool, silk, cotton and so on.
2. Stories and Rhymes : Identify appropriate stories and rhymes
3. Be prepared with Circle Time conversation points

Sub-Theme: Weather and Concept of Season- 1 week

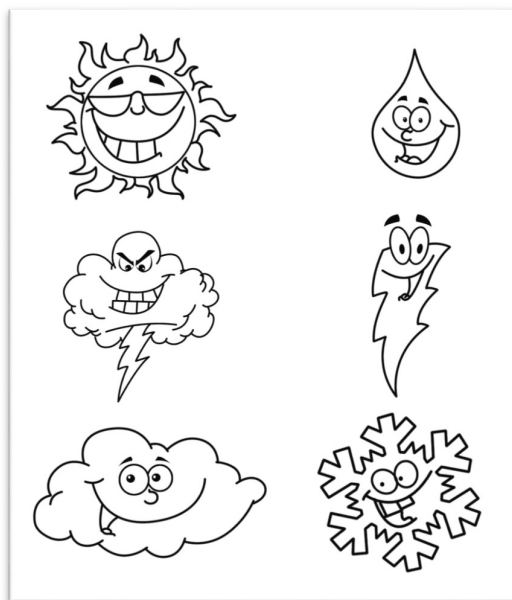
Day	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	<p>How is the day? (discuss how children are feeling – cold, hot)</p> <p>What is the weather (mausam) today</p> <p>Different words for describing weather hot and cold</p> <p>Snowing, sunny , windy, rain</p> <p>Discussion on 4 season chart.</p>	<p>Drawing sky/ sun in different seasons</p> <p>Or</p> <p>Tree in different season</p>	<p>Introduce the number of give (add) and take away (subtract to the children up to number 5 only.</p> <p>With concrete items</p>	<p>Ball in a Bucket: children will throw a ball in a bucket</p>	<p>Sun and Wind Story</p>
2	<p>Clothes and season</p> <p>-What are you wearing today? Why</p> <p>- What do we wear in summer and winter?</p>	<p>Sorting and matching activities</p> <p>(clothes for different seasons)</p> <p>Fabrics and texture- woollen, silk, cotton</p>	<p>Practice on the above</p> <p>Pattern writing.</p>	<p>As above</p>	<p>Similar stories and rhymes</p> <p>Rhymes with names of months January, February....</p>
3	<p>Clothes and season (continued)</p>	<p>Collage making and labelling</p> <p>:</p> <p>Pairing of body parts and clothes – gloves, socks, cap</p>	<p>Pattern Writing</p>	<p>Stringing beads</p>	<p>Rhymes with names of months January, February....</p>

4	Foods we eat in different seasons. (Teacher can use pictures of different food items for the discussion)	Name relay on the word Hot And then on the word Cold	Weather symbols – and graph.	As above	Picture Reading
5	Seasonal vegetables and fruits	Umbrella drawing (will help pre-writing skills)	Weather symbols – and graph.	Blowing a balloon	Reading out a Story. Khargosh aur Kachua
6	Revision				

Sub- Theme: 1 week, What we do ? Taking Care in different seasons

Day/ Time	Circle Time	Guided Activity/ Free Play	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Observing the day- when is it more cold When is it less cold	Dressing your doll for winter.	Nature of numbers 1 to 5 2 = 1+1 3 = 2+1, 1+1+1 and so on	Aao bache tumhe sikhaye acchi addat	Pleasant Day, out in the garden
2	What do we do in Winter and Autumn? What are the fun activities we do with family and friends?	Drawing and (Describing orally)	Nature of numbers 1 to 5 2 = 1+1 3 = 2+1, 1+1+1 and so on	As above	Pleasant Day, out in the garden

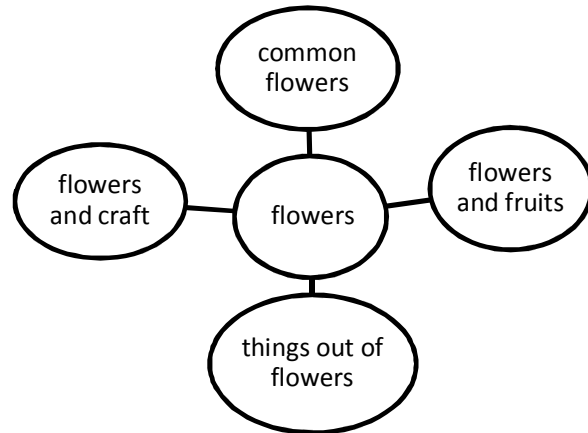
3	What do we do in Spring and Summer?	Sentence Completion (Sentence Relay) I love spring because...	Pattern writing – select letter shape	skipping	
4	Care and precautions in different seasons	Puzzle work	Pattern writing – select letter shape	Skipping	Story of a rainbow Malathi ke bacche ko sardi ho gaye
5	Care and precautions in different seasons	Puzzle work	Oral work on words	Catching ball	As above
6	Rainbow	Colours or rainbow	Oral work on words	As above	



Theme : Flowers

Suggested Duration : 2 weeks

Theme : Concept Map



Learning Objectives

Children will :

- Name and identify common flowers in L1 and a few in L2
- Identify and name colours of different flowers (rose is red, pink, white;)
- Appreciate beauty and fragrance of flowers
- Make different things from flowers and leaves
- Practice on numbers 1 to 5
- Make patterns in drawing and scribbling
- Improved large and small muscle coordination

Preparation for the Theme:

- 1;Teaching Learning Materials : Collect pictures of local flowers from magazines and newspapers' prepare charts and label them, or can make collage; colours of different flowers, number of petals, can give them colouring work from traditional floral designs etc.
2. Songs and Rhymes : Collect appropriate songs and stories
3. Circle Time : Be prepared with your circle time talking points

Sub Theme: Common Flowers

Suggested Duration :1 week

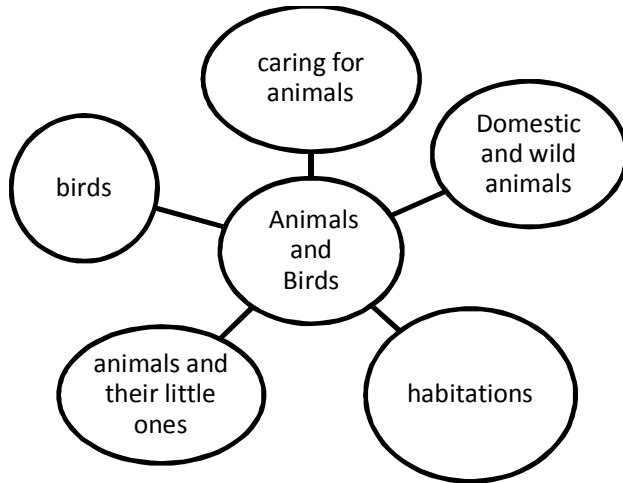
Day	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Teacher can bring actual flowers or pictures, to begin the conversation. Key points: -what are these called? Where do you see flowers? Do you know names of some of these? Why do we like flowers? Colour, fragrance and beauty.	Colouring flower outlines. Labelling or writing about flower in their own way. (scribble, pretend writing)	Making patterns of five: xxxxx xxxxx xxxxx (symbols can be flowers or anything else)	Flower race in two groups	Roly – Poly
2	Continuation of above	Flower names and letters. (use pocket board and cards)	Making patterns of 5 and 1 . xxxxx X xxxxx X	As above	Roly – Poly
3	Flowers and their uses: Garlands, in marriages, decoration at home, flower perfume and so on,	Making garlands (actual flowers, paper flowers or just pattern drawing) 2 -1-2 -1	Flowers in the garden: Conversation	Walk in the garden/school ground if possible	Buzo to jaane
4	Flower and its stages,: bud, flower, fruit and seeds	Sequencing card s : ; life cycle of a flower.	Work on letters and flower names	Bol bhai kitned	We are Different
5	Flower and its stages,: bud, flower, fruit and seeds	Drawing Flowers, or cutting and pasting flowers	Work on letters and flower names	As above	
6	Revision				

Sub Theme: Flower and Our Crafts

Suggested Duration : 1 week

Day/ Time	Circle Time 30 minutes	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Flowers in our craft: shawls, bags, carpets, paper mache (actual pieces or pictures)	Visual discrimination and Ludo Game	Pattern drawing – resembling flowers	Skipping	Local story of a crafts person
2	Conversation or demonstration by local craftsperson	Pattern drawing and colouring	Introduction to letter writing	Balancing on curved rope: in two groups	Local story of a crafts person
3	Conversation or demonstration by local craftsperson	Discussion and making of Collage of crafts, labelling	Introduction to letter writing	As above	Granny’s Day Out
4		Seriation, and Grouping Activities with flowers and leaves	Counting flowers	Garland Making	Granny’s Day Out
5	Crafts in my home: Show and tell	Pattern drawing	Number work	Making shapes with garland	
6	Crafts in my home: Show and tell				

Theme : Concept Map



Learning Objectives

Children will :

- Identify and name common animals and birds (L1 and 2)
- Differentiate between domestic and wild animals
- Name young ones of select animals (In L1 and L2)
- Develop number sense of numbers 1 to 10
- Develop concept of size, speed and shape.
- Express oneself with confidence during circle time and story time.

Preparation for the Theme:

1. Teaching Material: Cut outs of animals, animal cards, animal masks, activity sheets, animal puppets (glove or finger puppets)
2. Stories and songs: Prepare Sher and Khargosh, sher aur Kachua, other animal stories and action songs, Tom and Naughty Crow (NBT) Nine Little Birds (NBT)
3. Circle Time: Prepare conversation points in advance

Sub Theme: Common Animals and their young ones

Suggested Duration: 1 week

Day/	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Use an animal puppet to begin the conversation on animals, common animals children have seen as names of other animals	Drawing of Animals picture, Labelling .	Matching animal cards, names and letters. Work on letters..	Jungle main aag lagi.. bhago, bhago	Picture Reading
2	Discussion on animals: Colour, other physical features – legs, paws, ears, nails, and teeth and their food habits.	Matching animal names and animal pictures	Matching animal cards, names and letters. Work on letters	As above	Masks and sounds of animals
3	Sound, and movement of animals	Animal Race: who is fast and who is slow? Sequencing fast to slow animals. (Children can work in small groups, encourage children to compare animals)	Pattern or letter writing	Movement of animals: hop, jump, run, fly.	Khargosh aur Kachua
4	Animals and their little ones. Chuza, bachada, (chicken, kitten, puppy, kid, cub, lamb)	Making Animal Family: Grouping	Work on nature of numbers: 6 to 9 (with concrete objects)	Animal movement and Sound: Pick a picture-word	Are you my mother? Flannel board
4	Animals and their little ones. Chuza, bachada, (chicken, kitten, puppy, kid, cub, lamb)	Sequencing animals 10 animal names in different ways. (e.g. size, height, speed) This is a sequencing activity not grouping.	Work on nature of numbers: 6 to 9 (with concrete objects)	Animal movement and Sound: Pick a picture-word	Name Relay on Animals names

5	Knowing one animal “ monkey”.	Sequencing animals in different ways as above, but in this session children will also give ranks 1st, 2nd, 3rd , 4th (This is introducing children to the concept of ordinal numbers)	Work on numbers with concrete objects and written numerical	Passing the Ball	Who am I? Animal riddles
6	Revision				

Sub –Theme: Homes of Animals Suggested Duration: 1 Week

Day/ Time	Circle Time 30 minutes	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Homes of animals: Where do animals stay. Teacher introduces the concept of animals and their habitats through pictures and appropriate questions.	Vocabulary building: homes of animals:, nest, borough, cave,	Number activities for numbers 6, 7, 8, and 9.	Change places imitating animals	Sher aur Khargosh
2	Homes of animals: Where do animals stay? Teacher introduces the concept of animals and their habitats through pictures and appropriate questions.	Pattern writing. Letters and Animal Names	Number activities for numbers 6 , 7, 8, and 9.	As above	Role Play of the above story.

3	Animals in Jungle (wild animals)	Jungle Collage Making.	Writing letters and words as per choice.	Finding family : forming group	Picture Reading / Creative Story Telling (based on the collage made)
4	Animals in Jungle	Labelling the collage items	Writing letters and words as per choice.	Catching Cook	
5	Animals staying with us (domestic animals)	Sorting activities, work on numbers	Pattern drawing	Follow the leader	Story of a Farm (with a flannel board) Song : Version on Old Macdonald had a Farm
6	Caring for our animals	Matching cards and letters			As above

Sub - Theme Water Animals

Suggested Duration : 1 week

Day/	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	There are animals in water too! Pictures of water and water animals.	Fish craft: making big and small fishes with paper cutting	Addition and subtraction activities on concrete objects for numbers 1 to 9	Rumal chor/	Machali jal ki rani hain

2	The wonderful animals under water: Big and small colourful fishes, star fish, jelly fish, crab, octopus etc.	Making a collage: life under waters	Addition and subtraction activities with numbers 1-9 , with story problems	Standing kho	Machali jal ki rani hain And Fish story
3	The wonderful animals under water: Big and small colourful fishes, star fish, jelly fish, crab, octopus etc.	Building story using the collage developed by children and teachers	Writing letters and words	As above	To be added
4	Where do we find Fish in Kashmir?	Pattern Drawing	Writing letters and words	Hurdle race: two groups	To be added
5	Where do we find Fish in Kashmir?	Work on Shapes square, circle , triangle	Pattern drawing	As above	
6	Revision				

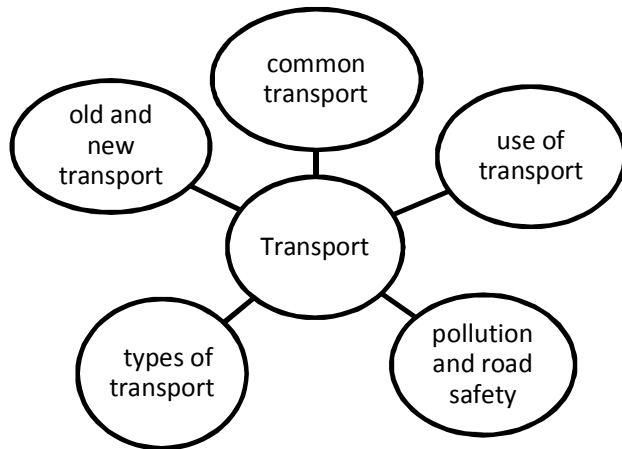
Sub Theme : Birds

Duration: 1 week

Day/ Time	Circle Time 30 minutes	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes
1	Begin with a riddle on bird or a small action song. Highlight the following: We have learnt about a number of animals. Today we shall learn about birds. Describe	Colouring Birds	Simple addition and subtraction with 1 to 9 numbers	Passing the ball	Thirsty Crow or any other story of birds

	key features of birds and talk of some common birds children see in their day to day life				
2	Birds that we do not see every day- Peacock, owl, flamingos	Palm peacock: drawing and colouring	Work on Shapes and sizes	Making bird families	Different Tails (Story) Followed by Matching animals and birds with their tails
3	Some more birds – birds on or near water- duck, birds which fly high –eagles, kite,	Matching letter, names and bird cards. Puzzle work	Letters and words	Catching cook	Sentence Relay: I saw a parrot
4	Discussion continued	Number work	Letters and words	Passing the ball	Complete the story..
5	Project on :Saving Animals	Poster and Children talking on Saving animals	Simple addition and subtraction with 1to 9 numbers	Dribbling with ball	Project Work
6	Saving Animals continued	Poster and Children talking on Saving animals			Project Work

Theme : Concept Map



Learning Objectives

Children will :

- 1) Identify and list common modes of transport like: cycle, scooter, bus, car, train , aeroplane, ship
- 2) Group land, water and air transport modes
- 3) Develop concept of fast and slow (speed), distance (far and near) , fuel , wheel
- 4) Differentiate/compare between old and new transport modes
- 5) Improved Expression : Tell ill of vehicular pollution, common modes of transport
- 6) Talk of Road Safety and Traffic Rules

Preparation for the Theme:

- 1) Teaching Learning Material: Vehicle charts and cards, Traffic signs and Safety Rules Chart, Word Cards, Number cards
- 2) Stories and Songs: Rail gaadi (stories and songs to be identified and added)
- 3) Circle Time: Be prepared with circle time points

Sub Theme: Common Modes of Transport

Suggested Duration : 1 week

Day/	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes	
1	Conversation on: How do you come to school? How does your teacher come to school? How do you go to grandparents place?	Vehicle cards and discussion	Number work: Number line	Ghoda gaadi/ rail chali bhai rali chali	Kaua aur paani	
2	Continued: introduce common vehicles children	Vehicle and Names (Work on Pocket Board)	Number work: Number line	As above	Railgadi ki kahaani / Or any other	
3	Fast and slow vehicles	Seriation and Sorting work on Vehicles	Pattern Drawing	Activity: Traffic Rules	Story and song to be identified	
4	Air and Water Transport	Vehicle and Names (Work on Pocket Board)	Work on word and sentences	As above	Sentence Relay with words: car, horse, shikara.	
5.	As above	Vegetable Printing/ String Printing	As above	Seema Says	Picture Reading	
6.	Revision					

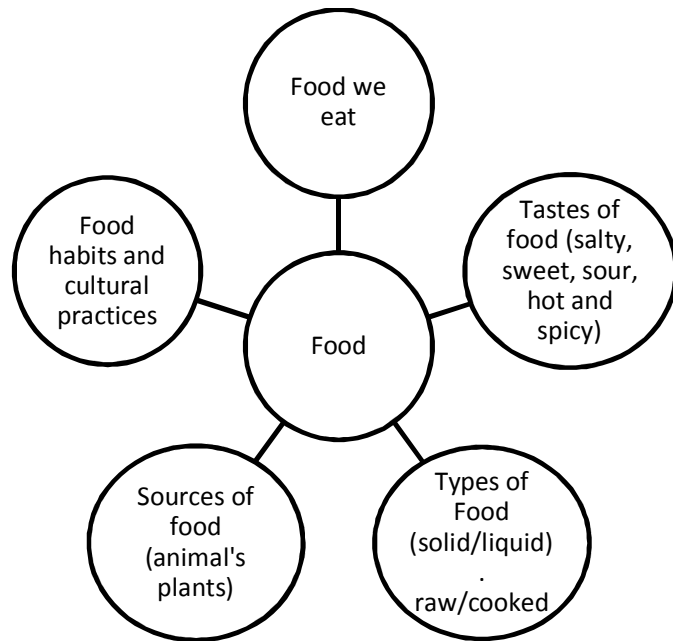
Sub Theme: Air and Water Transport/ Old and New Transport

Suggested Duration : 1 week

Day/	Circle Time	Guided Activity	School Readiness Activities	Outdoor Play	Story and Rhymes	
1	Old and New Modes of Transport Use of Animals	Drawing –Colouring and writing in own way	Work on number	Choke main lag gayi aag	Shikara ki kahani	
2	Land Transport	Categories of vehicles – big, small, fast, slow, water and air	Work on number	Ek do then char sar par rakh haat	Ludo game	
3	Traffic Rules	Pocket Board: Making words	Writing letters and words	As above	Picture Reading and Sentence Making	
4	Vehicle Pollution	Project Work on Pollution and Road Safety	Writing letters and words	Traffic Rules	Conversation on Projects	
5.	Continued	As above			As above	
6.	Revision					

Theme : Food

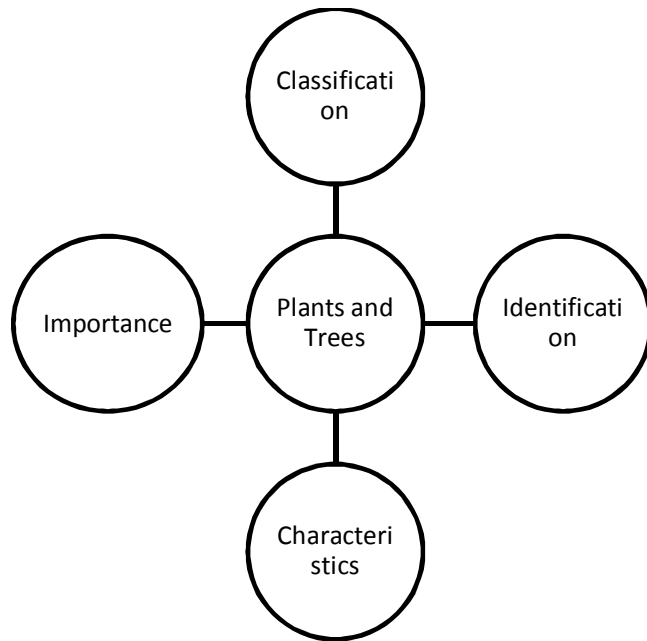
Two additional thematic ideas are given for your reference. These are themes that give you scope to bring in the child's own context and experiences.



This theme can be used at the pre-primary level as well as in the early grades from I to III, following the same structure but not going into too much details.

For older children you can add the food pyramid and the concepts of good nutritious food and unhealthy junk food. Link up with the textbook wherever there is a scope

For older children – get them to observe the mid-day meal process. You can plan maths activities involving weight and price of different ingredients being used.



This is a theme that can be done with children of all age groups from pre-primary to Class III by increasing the difficulty level with each grade.

- *Make a graph after identifying the plants and trees in your neighbourhood*
- *Collect specimens of leaves and make a chart and label them*
- *Do a germination activity – the older children can keep a diary to observe the process and note down.*
- *Bring a small plant into the classroom and show them the different parts*
- *Collect suitable stories and poems related to plants e.g. chana kaise boya, The little seed by Eric Carle*
- *Plan some art & craft activities around trees*
- *Link with fruits, flowers and vegetables*



PART III

SUGGESTED GUIDANCE FOR CLASSROOM MANAGEMENT

1. Thematic approach suitable for all grades from primary to Grade III

The Thematic approach is largely based on the National Curriculum Framework (NCF, 2005), view on teaching environment science in the early grades. At this stage a child should be provided with opportunities for close interaction with and exploration of her/his natural as well as social environment. Therefore at the early level Science and Social Science are taught as an integrated course on Environmental Studies or EVS. **As the state of Jammu and Kashmir does not have EVS as a subject in early grades it is proposed to introduce “Thematic Projects” in early grades.** Hence the sample lesson plans and thematic concept maps provided for the pre-primary section, can easily be adapted for children in grades I to III. The levels of the activities and the thematic conversations will have to be at a higher level, and balanced with the grade specific objectives. Wherever possible, they can be linked to lessons in the prescribed text books e.g. if there is a story on animals, or a poem on seasons, they can be linked with the theme. Older children can also be given some interesting projects to work on.

2. Create a print rich environment in your class:

A print- rich environment is central to children’s learning about language and literacy. A print rich environment can be made with picture books, posters, stories, sound books, story making activities, read-aloud stories, children’s magazine, information books, picture reading material, flip books etc. Label all the things in the classroom (wall, window, chair, desk, etc.), display their names, write down simple classroom rules, label their drawings and put up. Have a reading corner in the class if possible. Children need to have access to books to develop a bonding with them. They need to learn how to hold the book and turn the pages from front to back. Where do I start reading? What are letters? What are words? Where do I go next (left to right and top to bottom)? To gain the most benefit from books, children need hands-on experience with books alongside adult guidance. The books must be accessible and in children's hands, Young children, especially those who have had little experience with books, will need teachers to demonstrate careful handling of books. Similarly they should have access to writing instruments – e.g. pencil, paper, crayons, slate, low height running blackboards, etc. to stimulate them to write.

3. Create a free play corner :

These can be simple things like dolls, blocks, plastic fruits and vegetables, a doctor’s set, weighing scale, etc. This can stimulate children to indulge in dramatic play and also do some ‘writing’ like writing prescriptions or making a grocery list. Children's "writing", which may be drawing, scribbling, "driting" (a combination of drawing and writing), some letter-like forms, and even some letters, is incorporated into play and projects.

4. Creation of a Maths rich environment in the class

Access to material is important. Make sure children have access to developmentally appropriate, challenging, and engaging materials. A high-quality environment offers children opportunities to count objects; to explore and compare objects' size, shape, weight, and other attributes; to measure; to sort and classify; and to discover and create patterns. For example, wooden blocks, geometric foam blocks, cylinders, cones, and boxes would encourage creativity while stimulating concepts of geometry. Collections of small items such as rocks, beads, cubes, buttons, commercial counters, and other items can be used for counting, sorting, and categorizing. Containers of different sizes and measuring cups and spoons can illustrate the concepts of volume and capacity. The environment should also include number-related books; felt pieces or finger puppets to go with the books; and counting games using dice, spinners, and cards. The dramatic play area can include a scale, a calculator, a measuring tape, and other math-related tools. The same tool can be used in various places throughout the environment. Measuring cups and spoons, for example, can be used for cooking, but also in the science or discovery area, in the dramatic play area, and for playing with sand and water. These do not necessarily have to be expensive material teachers can easily create a Mathematics kit with Marbles, beads, Matchsticks, Ice-cream sticks, Ganit mala (having beads of different/same colours), Abacus, Sand pit, Blank pens/riffles as counters, cold drinks caps, buttons (some of these things, children can collect and keep it in the class), Number cards (can be cut from old calendar), Akar Parivar (from Jodo Gyan), Blocks, Puzzles, different 3-D objects like empty juice packet, chalk box, ball, stones etc.. Use walls, bulletin boards, school corridors and staircases to display maths concepts or maths vocabulary. E.g.: numbering linear tiles, or staircases.

5. Have a Pocket Board in your class:

The Pocket Board is a versatile material that can be used by the teacher creatively for teaching children of different age groups and different subjects. A table giving ideas on use of pocket board is given in the annexure.

6. Display on walls important to make your classroom attractive:

Make the classroom look attractive by displaying children's drawings and art work. You can put up relevant charts during a theme - of transport, of fruits, etc.

ADAPTING THE MANUAL TO TEACH IN DIFFERENT SITUATIONS

Situation 1 :

When there is a separate PP section in a - separate room with the dedicated teacher, you can organize the classroom space differently. It is better not to have any desks and chairs. Leave the centre of the classroom free for conducting various kinds of activities – children can sit in a circle during circle time, or in a semicircle or small groups during the guided activity time. The open scope also gives scope for dramatization during storytelling, and free movement during action songs. If there are chairs and desks, they can be suitably arranged for group work, instead of being in rows. Use the classroom corners for displaying different kinds of materials. You can have the following four corners : Language Corner with books and writing instruments (paper, pencil, crayons), a second corner with Maths materials an art corner with paper, colour, coloured paper, glue, etc. and a dramatic play corner with dolls, blocks, doctors set and other interesting objects.

You can keep some time in the time table every day for spontaneous activity/ free play – after the day’s work is over. The children can choose to go and work in any of the designated corners. Make sure to tell them the rules that will help you to manage the class –no snatching, waiting for your turn, putting back things in place after use, etc.

Situation 2:

When the PP class and Class I is combined – you can have a combined class with all of them together as a group for the 4 components given in the routine. The tasks given are important for Class I as well as they are helpful for building a strong foundation. For organization of space, if there are desks and chairs, try to make them sit in 2 groups on either side of the aisle, if the numbers are not too large. Try to have one corner as the “activity corner” where books and maths materials and some play materials can be kept. Once the activities are over, you can send the PP children to the Activity Corner and proceed with Class I to do some higher order grade appropriate activities.

Situation 3:

Where there is a multi-grade situation with one teacher having to handle PP and classes I and II, then the planning has to be more detailed. The teacher can plan out some activities that can be done for the entire group - the morning circle time conversation for example, is an important activity for language development and is essential for all children in the early grades. For the older children, the teacher can think of slightly complex open ended questions to stimulate their thinking. The teacher can also conduct a part of the conversation in English with the older children. This will indirectly benefit the younger children. Similarly, for the story telling – teacher can ask some higher order questions to older children – telling them to think about an alternative ending, or to think of questions, of de constructing the story and then re constructing it again, etc. S/he can also encourage them to dramatise the story with the older children taking the lead. In this way the teacher can actually turn the multi grade situation into a resource. The pocket board can also be used for different age groups, with a little bit of planning. While the older children are engaged in more formal tasks of reading and writing, the younger children can work on their own in the Activity Corner. The Activity Corner thus becomes the key to handling multi-level situations.

APPROACH TO TEACHING ENGLISH ACROSS ALL GRADES

English is not a part of the environment of most children coming to government schools. Since English is the medium of instruction, the focus in the early grades should be more on developing English language skills through various kinds of activities using the child’s mother tongue as a base to build the desired competencies. Mother tongue must not be perceived as an intruder but as a resource. The focus is on usage of English in day to day life. Children need exposure to the words and sounds of English – they need to hear the language as it is being spoken. This should be meaningful and the context has to be clear to children. In early grades the emphasis of language learning should be on everyday English, around activities with which learners can engage at a personal level. Communicative Language Teaching approach is aimed at enabling learners to communicate in English, using their abilities, in a variety of meaningful contexts and situations. It is essential to note that in learning of any language, including English involves promotion of four basic skills - listening, speaking, reading and writing are important. These four skills also have different levels or stages.

Indicators for the English language (Grade KG, I, II and III)

Grade	Listening	Speaking	Reading	Writing
I	<ul style="list-style-type: none"> - Can follow simple instructions - Can follow simple stories that are narrated to his/her - Can follow requests, simple questions and orders. 	<ul style="list-style-type: none"> - Can differentiate between various sounds of English - Can talk about himself/herself- what s(he) likes or dislikes - Can tell simple story - Can recite poems - Can talk about family and friends - Can make requests 	<ul style="list-style-type: none"> - Can recognize small and capital letters - Can read simple words with the help of pictures - Can read simple poems and stories with the help of pictures 	<ul style="list-style-type: none"> - Can join letters with some help - Can write simple words of day-to-day use - Can use simple words in her/his own sentences
II	<ul style="list-style-type: none"> - Can follow simple instruction and directions - Can understand stories narrated orally (as on TV and radio) to (S)he - Can recognize the different sounds of English - Can understand greetings and polite forms of expression 	<ul style="list-style-type: none"> - Can recognize and pronounce most of the sounds in English - Can talk about herself, family and friends - Can narrate simple stories and experiences - Can recite poems - Can use greetings and polite forms of requests 	<ul style="list-style-type: none"> - Can read simple stories, poems, and descriptions - Can locate information in a given text - Can grasp ideas - Can draw conclusions on the simple stories, etc. 	<ul style="list-style-type: none"> - Can write simple words and phrases - Can write short sentences - Can write small compositions comprising 5-6 sentences. - Can use full stop and capital letters.

(Source: Source book of assessment for classes I-V NCERT)

III	<ul style="list-style-type: none"> - Can recognize difference between sounds of English - Can follow simple oral directions, instructions, requests, questions, and orders - Can understand or identify the main ideas and important details in the stories narrated orally in the class/in peer conversation/ in teacher child interactions. 	<ul style="list-style-type: none"> - Can pronounce the sounds of English with ease - Can talk stories and narrate his/her experiences - Can recite poems with suitable expressions - Can retell main events and recall main ideas in the stories - Can make requests: give orders, advice; and use greetings 	<ul style="list-style-type: none"> - Can read simple words and descriptions with the help of pictures - Can read stories, poems and folktales - Can grasp ideas and draw conclusions from the given text and materials such as posters, hoardings, poems, stories, folktales, etc. 	<ul style="list-style-type: none"> - Knows the use of capital letters, and punctuation marks such as full stop, comma, question mark, and apostrophe - Can take dictation of simple words and sentences - Can copy words and sentences from the blackboard - Can write simple descriptions of self, people and things around, and write short (consisting of 5-10 words) message
III	<ul style="list-style-type: none"> - Can recognize difference between sounds of English - Can follow simple oral directions, instructions, requests, questions, and orders - Can understand or identify the main ideas and important details in the stories narrated orally in the class/in peer conversation/ in teacher child interactions. 	<ul style="list-style-type: none"> - Can pronounce the sounds of English with ease - Can talk stories and narrate his/her experiences - Can recite poems with suitable expressions - Can retell main events and recall main ideas in the stories - Can make requests: give orders, advice; and use greetings 	<ul style="list-style-type: none"> - Can read simple words and descriptions with the help of pictures - Can read stories, poems and folktales - Can grasp ideas and draw conclusions from the given text and materials such as posters, hoardings, poems, stories, folktales, etc. 	<ul style="list-style-type: none"> - Knows the use of capital letters, and punctuation marks such as full stop, comma, question mark, and apostrophe - Can take dictation of simple words and sentences - Can copy words and sentences from the blackboard - Can write simple descriptions of self, people and things around, and write short (consisting of 5-10 words) message

Sample classroom activities for teaching English to early grades

Emphasis on Listening and Speaking skills :

Teaching multiple languages to a young child is not easy, children have to become familiar with a new language and its sounds, learn to pronounce the new words and speak in the new language and above all learn to read and write multiple languages. Teaching of any language needs to consider the development of four key language skills: Listening, speaking, reading and writing. Listening is the key to language learning, yet very often it is neglected in schools with an overt emphasis on writing.

There are several interesting activities to promote listening – language games that focus on words, rhymes and songs with variety and repetitive sounds and words, oral conversations, picture talk, listening to stories and dramatization of stories.

Listening helps children to develop phonological awareness i.e. understanding that words are made of sounds and that sentences can be broken down into words, and words can be broken down into syllables and sounds. By becoming aware of sounds and their written form, they also start seeing the relation between the spoken and written form of language. Listening is crucial for comprehension (understand), concept building, reasoning and knowledge building.

To promote good listening and speaking in children, remember to give your instructions clearly, repeating them if needed. When you read out, do it with appropriate pronunciation and intonation, ask questions that help children to reproduce, recall and reason. In this way you can create a motivating environment for language learning.

About Grammar

Grammar can be taught in a fun way through enjoyable activities that will make children aware of what nouns, verbs, adjectives, pronouns and prepositions are. It is important for them to know about their usage in every day speech. There is no need to burden them with definitions. Some examples are given below.

NOUNS : Activity 1 (For Grade KG and I)

This activity is good for learning nouns and its characteristics.

- Give out the name cards (names of animals, birds)
- Tell the students that somewhere in the class are someone with the same name.
- The object of the game is to find out someone with the same name using voice of the animal or bird.
- Instruction: To do this activity they will have to stand up and move in the classroom asking for names.
- Once they found their group they have to sing in the voice of that animal or bird.

Activity 2 (For grade II and III)

This activity is good for learning connectors like and/ or and noun.

Ask every child to use connector with their day to day life things.

Use two name cards i.e and /or, which ever one gets he/she will use that connector only. Example: copy or pen, day or night, tea or coffee, student and teacher, mom and dad, brother and sister

The object of the activity is to incite individual participation in the classroom.

Activity II - Act Out the Verbs

Write a verb on each of a stack of note cards. Then call a student up to the front of the class, and have her choose a note card from the stack. The student should then act out the verb on the note card. The student who guesses the verb correctly gets to act out the next verb. Verb games like this one can be fast-paced and fun for the whole class.

This activity can be done with grade I, II and III or even with KG. The verbs should be as per the level of the students; can be a group activity as well, with one member of the group acting out and the others guessing.

Activity III - Adjective List

Divide the class into four or five groups. Give each group a small object (fruit, candy, school supplies, or pieces of nature work well), and have them make a list of as many adjectives as they can to describe the object. Give students fifteen seconds to create the list, and then have them pass the object to the next group and repeat the process. After each group has got each adjective, tally their lists to see which group has listed the most adjectives. Have the winning group share their adjectives with the class.

As an extension activity, and to test comprehension, challenge your students to come up with the own adjective games. You can then pair with another class, or even students in other grades, and swap adjective activities. Learning has never been so much fun!

Activity IV - Pronouns Hunt

This activity is suitable for Grade I and II learners.

Get those active children moving around the classroom, while teaching them to recognize the nouns that specific pronouns may replace. Prepare for this activity by hiding different pictures and nouns around the classroom. For each round, let the students look for those that match the pronoun you will mention. For example, if you say "she" for a certain round, they must only gather pictures of females and nouns that can be replaced by this particular pronoun, such as "sister" and "waitress". You may ask them to stick these pictures and nouns on the board under the corresponding pronoun. You may want to do this activity by groups too. Assign one pronoun for each group, so that every group will be looking for and collecting different pictures and nouns.

CONCEPTS AND AGE GROUP SPECIFIC ACTIVITIES FOR MATHS

Concepts	KG –I (age 5-6)	I-II (6-8 years)
Pre-Number Concepts	Categorization, one-one correspondence, classification, sorting, Matching	Revisit pre- number concepts
Numbers and Number Operations	Counting One - one correspondence Number words (1-100) Recognition of symbols (1-9) Concept of zero Cardinality Writing from 0 to 9 Addition and Subtraction using real objects and visuals Adding on Take away Word problems (oral)	Counting and regrouping of objects in tens and ones/Place value concept Grouping of 2, 3, 5,10 Extending numbers using place value Writing numbers up to 100 Ordinality Positioning on a line Ascending and descending Counting in various ways - skip, forward, backward, group counting Adding subtracting two digit numbers using place value Estimating Adding and subtracting mentally Word problems(orally) Exploring commutative property, addition facts Preparing for multiplication and division(by giving situation-of repeated addition and sharing)
Shapes and Space	Shapes and Space Recognizing shapes in surrounding, describing objects in their own ways, their positioning by using Spatial vocabulary (up, down , top, bottom, on, under, inside, outside, above, below) Sorting, matching and on the basis of observable properties.	Shapes Observes objects in the environment and gets qualitative feel for their geometrical attributes Identifies the basic 3-D shapes such as cuboid, cylinder, cone, sphere by their names. Connecting 3-D with 2-D by Tracing the 2-D outlines of 3-D objects, observing shadows of 3-D objects Identifies 2-D shapes viz., rectangle, square, triangle, circle by their names. Recognizing these shapes in different orientation. Describes intuitively the properties of these 2-D shapes. Identifies and makes straight lines by folding, straight edged objects, stretched strings and draws free hand and with a ruler Composing 2- d and 3-d shapes

	Composing shapes using blocks and 2 D puzzles or shapes	
Shapes and Space	<p>Shapes and Space</p> <p>Recognizing shapes in surrounding describing objects in their own ways its positioning by using Spatial vocabulary (up, down , top, bottom, on, under, inside, outside, above, below)</p> <p>Sorting, Matching and on the basis of observable properties.</p> <p>Composing shapes using blocks and 2 D puzzles or shapes</p>	<p>Shapes</p> <p>Observes objects in the environment and gets qualitative feel for their geometrical attributes</p> <p>Identifies the basic 3-D shapes such as cuboid, cylinder, cone, sphere by their names.</p> <p>Connecting 3-D with 2-D by Tracing the 2-D outlines of 3-D objects, observing shadows of 3-D objects</p> <p>Identifies 2-D shapes viz., rectangle, square, triangle, circle by their names.</p> <p>Recognizing these shapes in different orientation.</p> <p>Describes intuitively the properties of these 2-D shapes.</p> <p>Identifies and makes straight lines by folding, straight edged objects, stretched strings and draws free hand and with a ruler</p> <p>Composing 2- d and 3-d shapes</p>
Patterns	<ul style="list-style-type: none"> • Recognizing simple Patterns like Colour patterns, cloths patterns etc. • Finding missing elements of patterns • Extending patterns • Sleeping lines, slanting lines, standing lines 	Building upon previous knowledge of patterns and expiring number patterns and Geometrical patterns

	<ul style="list-style-type: none"> • Seriation (according to size , colour, shape) 	
Measurement of Length, Volume and Weight	<p>Identifying measurable features (length or weight) and comparing and seriating objects on the basis of these features</p> <p>Distinguish between near, far thin, thick, short, tall, high, low etc.</p>	<p>Measuring objects by multiple copies of a unit end and then counting units (by using group of tens or ones)</p> <p>Measuring using non-standard units like hand spans, pencil, strips etc.</p> <p>Need for equal length unit, unit iteration</p> <p>Estimating length of objects</p> <p>Appreciate the need of simple balance.</p>
Measurement of Time	<p>Sequencing events of day</p> <p>Vocabulary related to time (earlier, later, next, before, after)</p> <p>Getting familiarity with days of the week.</p>	<p>Extending sequencing to events of week and month or for long periods</p> <p>Getting familiarity with months of year.</p> <p>Getting familiarity with clock and minute and hour needle.</p>
Data Handling	-----	Collect, represent and interpret simple data such as measuring wrist using paper strip and represent it.
Money	Recognition of Indian currency (1,2,5,10-coins; Rs 5,10,20, 50,100)	<p>Putting together amounts of money.</p> <p>Add and subtract small amount of money mentally.</p>

The background features a repeating pattern of light gray, hand-drawn icons on a white background. The icons include various school-related items such as buildings, books, a globe, a pencil, a ruler, a pair of scissors, a paint palette, and a clock. In the center of the page, there is a black oval with a thin white border containing the word "Annexure" in white serif font.

Annexure

Annexure 1

Some Common Characteristics and Suggested Developmentally Appropriate Activities of 3 to 6 Years Old Children

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Approximate Age	3 to 5 years	5 to 6 Years Old
What Children Do	What Children Need/ What Care Givers Provide for	
<ul style="list-style-type: none"> • Enjoy learning new skills • Learn language rapidly • Are always on the go • Gain control of hands and fingers • Are easily frustrated • Act more independent, but are still dependent • Act out familiar scenes • Have a longer attention span • Act silly, boisterous • Talk a lot, ask many questions • Want real adult things • Keep art projects • Test physical skills and courage with caution 	<ul style="list-style-type: none"> • Opportunities to develop fine motor skills • Hands-on exploration for learning through action • Providing children with objects that encourage sorting, matching, imagining, pushing, pulling etc. • Opportunities to children to dress themselves, use toilets, wash hands, brush teeth, comb hair etc. • Naming body parts and other common objects in and around child's environment • Giving opportunities to learn, think and understand from concrete to abstract. • Encouragement of language through listening to music, talking, reading, singing • Opportunities to listen to stories, learn rhymes, indulge in imaginative play, ask questions, do simple problem solving, experiment to promote active and interactive learning and generally have a 'feel good' experience for a positive self- image • Emergent literacy activities like phonological awareness, exposure to environmental print; sight vocabulary; experiential writing by 	<p>In addition to the above:</p> <ul style="list-style-type: none"> • Increasing ratio of adult guided versus free play activities, and more of large group activities and focused more on specific school readiness, with increasing complexity in all of above • Reading Readiness: picture-sound matching, shapes, phonetics, increasing vocabulary, verbal expression, developing bond with an interest in reading through picture books, storytelling, charts, etc. • Writing Readiness: eye hand coordination, interest in writing, left to right directionality • Mathematics: Develop skills in sorting and classification according to one or two attributes, seriation, pattern identification, pattern making, reasoning, problem solving, forming concepts such as pre-number, number concepts, observing and describing shape and space concepts using appropriate vocabulary,

<ul style="list-style-type: none"> • Reveal feeling in dramatic play • Like to play with friends, do not like to lose • Share and take turns sometimes 	<p>creating pretend and real letters and by organizing scribbles and marks on paper</p> <ul style="list-style-type: none"> • Encourage Rhythmic movement • Experimentation with pre-writing and pre-reading skills • Opportunities to learn cooperation, helping, sharing • Opportunities for taking responsibility and making choices • Encouragement to develop self-control, cooperation, persistence in completing projects • Support for their sense of self-worth and pride in accomplishments • Activities which will develop a positive sense of mastery • Opportunities for self-expression (drawing, painting, work with clay or mud), encouraging creativity • Identifying and giving special attention to ‘at risk’ children. Developmental screening of all children is essential to provide critical intervention that allows opportunities for children’s development • Early identification of impairments/disabilities and initiating medical intervention and parent counselling and parent training to provide necessary stimulation is necessary for supporting children with disabilities and developmental delay • Continuous opportunities, more free but some guided, for adult – child, child to child interaction and interaction with play materials and environment through a variety of individual, small group and large group activities. 	<p>counting objects, counting groups and comparing groups using the terms ‘more’, ‘fewer’ or ‘same’; understanding of computation.</p> <ul style="list-style-type: none"> • Physical and Motor development: Build body awareness, strength and coordination through locomotor activities like running, walking etc.; stability activities like jumping, beam balance walking etc.; manipulative skills like catching, throwing, kicking etc.; and movement and physical fitness activities. • Creativity and aesthetic appreciation: Use imagination and creativity to design and perform music and dance • Social-Emotional: Positive self-identity, confidence and independence, manage own feelings and needs.
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Source: Adapted from Kaul, 2009, NAEYC, 1985, 1995 and Donhue- Colletta (1992)

Annexure 2 (NOTE: THE DETAILS OF POCKET BOARD WILL BE PROVIDED FROM CHILD FIRST MODULE)

Use of Pocket Board				
Activity on Language	Pre Primary	Class 1	Class 2	Class 3
1. Using picture cards	1. Use pocket board to identify pictures of fruits, animal, birds etc. 2. Use pocket board to tell story. 3. Use it for rhymes	1. Use pocket board to identify pictures of fruits, animal, birds etc. 2. Use pocket board to tell story. 3. Use it for rhymes. 4. It can be used to teach Alphabet. 5. This can also be used for association of name of children in written form	1. Use pocket board to tell story. 2. Use it for rhymes. 3. It can be used to teach Alphabet and words. 4. Concept of Addition and subtraction can be taught.	1. Use pocket board to tell story. 2. Concept of Addition, subtraction, Multiplication and Division can be taught. 3. For Language use it to write words, sentences etc. 4. It can be used to give the concept of Unit, Tens, Hundred, Thousand.....so on + Table.
2. Pairing/Puzzles	1. Identification of pictures related to fruits, animal, birds etc.	1. Identification of pictures related to fruits, animal, birds etc. 2. Concept of Alphabet.	1. Concept of Alphabet. 2. Synonyms and Antonyms words. 3.	1. Synonyms and Antonyms words. 2. Group Formation 3. Classification.

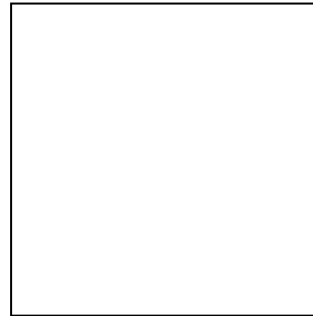
3. Chauke Mein Lag Gayi Aag Re...	1. Identification of utensils.	1. Identification of utensils and its uses. 2. Types of utensils, its size (Big, Small etc.)	1. Types of utensils, its size (Big, Small etc.). 2. The utensils are made of...steel, aluminium, iron etc.	1. The utensils are made of what? ...steel, aluminium, iron etc. 2. Source of getting Steel, Aluminium, Iron, etc. 3. The price of utensils.
Activity on Maths	Pre Primary	Class 1	Class 2	Class 3
A). Bool Bhai Kitne Aap Chaho....	1. Team formation 2. Concept of big and small	1. Group formation. 2. Counting	1. Group formation. 2. Counting 3. More and Less	1. Fun and benefits of participating in any game. 2. How to concentrate on topics, Alertness. 3. Division, Addition, Subtraction by using game.
B). 1, 2, 3, 4 Sar Par Rakh Haath	Counting	Counting and alertness	Counting, Alertness during game and Table.	Counting, Alertness during game and Table. Concept of Unit, Tens, Hundred etc. concept of writing Numerical etc.

My Profile

Roll No.

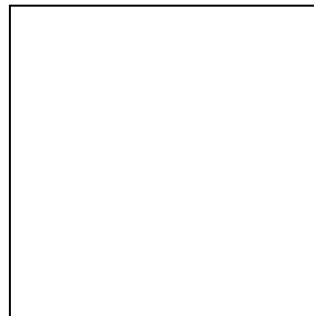
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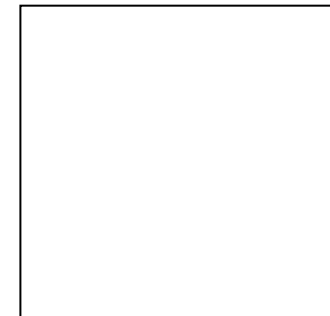


My Date of Birth _____
 My School/Centre _____
 Date of Admission _____
 My Blood Group _____

My Mother's Name



My Father's Name



Blood Group _____
 Phone Number _____

Blood Group _____
 Phone Number _____

	At the time of admission	First Term Date	Second Term Date	Third Term Date	Fourth Term Date
My Height (in cm)					
My Weight (in kg)					
My Eye Sight					
My interest					
Attendance					
Total Working Days					

Instructions for filling up of the Progress Card

1. Card must be prepared for every child.
2. Card must be filled by the teacher.
3. Enter the details in the card after completion of every quarter (term) by the child in the school/centre
4. Go for continuous comprehensive evaluation of the child so as to fill the card.
5. Do not ask any type of question to the child while filling the card.
6. The vocabulary and language in the card used by the teacher must not hurt the feelings of the parents in any manner.
7. The card contains all the developmental activities of the child so no point or part of the card should remain unfilled.
8. Teacher should mention comments (positive-nature) regarding the child in the comments column.
9. Teacher must first categorize broadly the response, features regarding the child. Then each category must be given (Score 1-3) with '3' being the Excellent/highest/best.

Progress Report

S. No.	Trait	Evaluation at end of every 3 months(quarter)				S. No.	Trait	Evaluation at end of every 3 months(quarter)			
		1 st	2 nd	3 rd	4 th			1 st	2 nd	3 rd	4 th
1	Cleanliness of -					4	Language Development				
A	Clothes/dress					A	Talks to teacher				
B	Nose					B	Talks to Peer Group				
C	Teeth					C	Follows the instructions				
D	Ear					D	Fluency in speech				
E	Eyes					E	Pronunciation				
F	Nails					F	Free conversation				
G	Combing of hair					G	Recitation				
H	Polishing of shoes					H	Story telling				
2	Physical Development –					5	Cognitive development				
A	Walk					A	Identification				
B	Climb					B	Naming				
C	Catch					C	Matching				
D	Throw					D	Recognition of taste				
E	Jump					E	Sound discrimination				
F	Hop					F	Seriation				
G	Balance					G	Sequencing				

Reading and Writing Readiness :

S.No	Reading Readiness	Accuracy				S.No.	Writing Readiness	Accuracy			
		1 st	2 nd	3 rd	4 th			1 st	2 nd	3 rd	4 th
A	Eye movement (Left to right & top to bottom)					A	Joins dots perfectly				
B	Eye fixation					B	Concept of left to right in writing				
C	Eye span					C	Fine motor-coordination				
						D	Eye-hand co-ordination				

Teacher's Comments regarding the child

Brief report of the teacher-parent/guardian discussion

Signature of Guardian/Parent

Name

Dated

Signature of Class Teacher

Name.....

Dated

Signature of Headmaster

Name.....

Dated

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