

NAGALAND ECCE CURRICULUM HANDBOOK

PART - C

Class B (5-6 Years)



Theme-Based Learning Experiences-Teacher Manual



समग्र शिक्षा
Samagra Shiksha



NAGALAND ECCE CURRICULUM HANDBOOK

**Teacher Manual Part - C
Class B (5- 6 Years)**

Developed by
ECCE CELL, SCERT

Nagaland ECCE Curriculum Handbook -

(Theme-based Learning Experiences- Teacher Manual) Part - C

First published in India by SCERT, Nagaland

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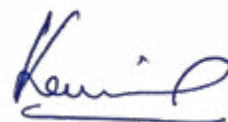
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Foreword

The Nagaland ECCE Curriculum Handbook, Theme-Based Learning Experiences -Teacher Manual, Part – C has made the Visions in NEP 2020 and theoretical aspects related to learning in ECCE, available to teachers in the most concrete and practical form. Much efforts have been put by the development team, to ensure that the socio-cultural context of Nagaland is taken into consideration while at the same time not losing sight of the visions and goals specified by policy documents.

This handbook is an essential tool for every teacher seeking to bring educational transformation at the foundational stage. I commend the development team at ECCE Cell, for bringing out this excellent handbook and I congratulate every member of the team, comprising of subject experts, teachers - preschool teachers, primary teachers, from government as well as private schools of both rural and urban areas, anganwadi worker, teacher-educators and Azim Premji University, Bangalore, who contributed towards the successful development of this handbook.

March, 2024



KEVIRALE-Ü KERHUO

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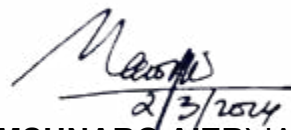
Kohima, Dated, the 2nd March 2024

The Nagaland ECCE Curriculum Handbook Part C is the third series of books developed for teachers by the Nagaland ECCE Curriculum Development Team. This ECCE Curriculum Handbook along with the earlier Part A and B handbooks stands as a valuable resource for teachers, promoting excellence in early childhood education across Nagaland.

I would like to express my sincere thanks to SCERT for realising the vision of developing a curriculum to provide contextualised and stimulating experiences to children. The unwavering dedication and expertise of the curriculum development team, their time invested in researching, drafting, and refining this handbook and their commitment to advancing the quality of early childhood education is commendable.

I also extend my appreciation to the educators from both government and private educational institutions who contributed their insights, experiences, and feedback during the development process. This collaborative effort is a testament to the fact that the handbook is not only a product of expertise but also a reflection of the collective wisdom within the educational community of the state.

We look forward to the positive impact it will have on the teaching and learning experiences of our children.


2/3/2024
(TEMSUNARO AIER) IAS
State Mission Director

Preface

The Nagaland ECCE Curriculum Handbook, Theme-Based Learning Experiences -Teacher Manual, Part - C for Class A (4 to 5 years) is part of the three series Nagaland ECCE Curriculum Handbook. Teachers and educators should familiarise themselves with the first series (Part-A) of the Handbook to understand the new curriculum - its goals and principles, the guiding framework, and pedagogical assessment processes.

This series (Part-C) of the curriculum provides detailed plans for the Learning Experiences for Class B (5-6 years) and its objectives on the following themes

- Theme 3 : **Market**
- Theme 4 : **Preschool**
- Theme 5 : **Fields and Forests**
- Theme 6 : **Hills and Mountains**
- Theme 7 : **Rivers and Oceans**
- Theme 8 : **Sky and Outer Space**

These learning experiences are flexible and the teachers have the freedom to change certain aspects of the experience based on the resources available and the learning needs of children in their class. The themes and the related processes have been separately developed for both the classes keeping in mind the principles of development appropriateness and the building on new experiences on children's previous experiences.

The themes, which is a dynamic life filled environment that can be understood as an ecosystem, emerged from discussions on how children engage with their environment, what their environment is made of, and the relationships they share with different members in their context. The Handbook is the result of a highly collaborative process undertaken by the Core Team members including teachers from government schools and private schools, anganwadi workers, Child Development Project Officers (CDPOs), DIET faculty members, preschool administrators, and SCERT faculty members in collaboration with Azim Premji University, Bangalore.

The Handbook is a tool developed for teachers to be reflective practitioners and engage actively in the planning and implementation process. It aims to help teachers understand that learning in the Foundational Stage is play based, integrated, and should be developmentally and culturally appropriate. The Handbooks should not be seen as an instruction manual or a textbook with a set syllabus. It is a guiding document that will help in building teachers' capacities and skills to support their everyday work with children. The Handbooks provide suggestions which could be taken to the classrooms and modified according to the requirement of the children and teacher.

We look forward to seeing many new learning experiences innovatively evolving and developed by teachers through the use of this Handbook and solicit constructive feedbacks from ECCE practitioners and educators, who are concerned about bringing transformative educational change in our state.

DEVELOPMENT TEAM

Nagaland ECCE Curriculum Handbook

Theme-Based Learning Experiences -Teacher Manual

Part - C

SCERT Nagaland, 2024

Introduction

No two preschool children are the same! No two preschools are the same! No day in preschool is the same! This means that every teacher working with children need to be constantly thinking of new ideas of meaningfully engaging with children. This entails making sure that children's interests are welcomed, and they actively participate in the learning experiences. The experiences that we plan for children should be aligned to our goals and principles that guide our work (refer Nagaland ECCE Curriculum Handbook, Theoretical Principles and Thematic Framework, Part - A).

As Learning Experiences are planned for children, one must bear in mind that experience is a continuous process. "Every experience lives on in further experiences" (Dewey, 1997). The process is important and not just the product. This handbook elaborates on the detailed plans for class B(5-6 Years) on the following themes. It may be mentioned that video links and related QR codes have been introduced, to support and strengthen the learning experiences.

1. Theme 3 : **Market**

Sub-themes

- Walk to the Market
- Favourite Shop in the Market
- Candies in a Jar
- Chaos in the Market

2. Theme 4 : **Preschool**

Sub-themes

- My Classroom Laboratory
- Keeping Things Clean
- Exploring My Preschool
- Exploring the World of Writing

3. Theme 5 : **Fields and Forests**

Sub-themes

- Trees Around Us
- The Tiny and the Mighty
- Let's Make a Forest
- Celebrating Harvest

4. Theme 6 : **Hills and Mountains**

Sub-themes

- A Museum of Shrubs and Bushes
- Picnic in the Hills
- Trek to Mount Saramati
- Rocks and Soil

5. Theme 7 : **Rivers and Oceans**

Sub-themes

- Fishy Fish
- There is a Hole in the Bottom of the Sea
- Let's Go Fishing
- Let's Catch the Rain

6. Theme 8 : **Sky and Outer Space**

Sub-themes

- Day and Night Sky
- Starry Nights
- Our Friend from Another Planet
- Farewell to Piko

7. Assessment Plan for Quarter 2, 3 and 4.

The assessment plan includes questions to guide observation, reflective questions, the concepts, skills, dispositions and emotional experiences to look for, related to the theme, quarterly assessments including *Anecdotal record, Portfolio, Parent Interaction, and Learning and Development Checklist. Each quarterly assessment consists of Learning and Development Checklist under four Developmental Goals along with teacher's feedback. At the end of Quarter 2 and 4, which means after completion of Learning Experiences from themes 1 to 4 and themes 5 to 8, there will be a Self-Assessment, Peer-Assessment, Parent's Feedback and Teacher's Feedback, and attendance record of the child. The 4th Quarter Assessment will include the Competency Progress Report to be filled by the teacher to give a qualitative and holistic report of the child during the academic session.

*For sample format of Anecdotal Record, Portfolios in Early Years, Parent Interaction and Learning and Development Checklist, refer to Nagaland ECCE Curriculum Handbook Part A and B.

8. Foundational Literacy Tasks for Teachers, Guided Reading, Language and Emergent Literacy in the Curriculum and Early/Emergent Numeracy in the Curriculum are appended in the Handbook.

All the learning experiences are flexible and the teachers have the freedom to change certain aspects of the experience based on the resources available and the learning needs of children in their class. However, it is of utmost importance that learning experiences weave in our ideas about children and how we work with them and ensure that children's interests are welcomed and they actively participate in the experiences. Teachers have a key role in helping children learn in school setting. By paying close attention to children in the school, teachers have the potential to engage in identification and intervention of special needs right from the early years. Therefore, teachers are encouraged to closely observe children as they meaningfully engage with them and be equipped with strategies to support and help their learning, so that no child is left behind.

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THEME 3: MARKET

Introduction

The sun is about to set and there is a lot of hustle and bustle in the market. Several things are happening at the same time- cars honking, people moving on the side lanes buying vegetables, taxi drivers waiting for their customers, shopkeepers trying to sell their products, a stray dog looking for food, a mother and her child looking to buy some juicy oranges, a man struggling to hold different packets of groceries in his hands, phew!! The market is a place where many things are happening at the same time. As adults we might think that going to the market is a task- navigating traffic, overcrowded streets, buying items from different vendors, trying to hail a taxi to go back home and so on. For children, this can be a space where the world opens out to them. It provides a plethora of experiences to learn about different concepts, practise new skills and develop an understanding of the world around them.

This theme extends the experiences of children in ecosystems beyond their neighbourhood. Through market theme, they enter the unfamiliar and yet familiar territory of people, things, and events. Children explore different aspects of a market- variety of shops, items found inside a grocery bag, making a checklist of grocery items, different fruits and vegetables available, their favourite shop, road towards market, besides many others. Several other factors influence our experiences of visits to the market- the weather, the purpose of the visit, who we are visiting with, location of the market and so on. Children construct new concepts and practise new skills as well as skills that have been learnt in the previous theme. This theme explores how children can have varied learning experiences related to market and how they can look at the market with a sense of curiosity and wonder. Children also get familiarised with lives of people and families that are different from theirs, in one more way. What people do, where do they work, how do they sell and buy things, are some such experiences that children have in the theme.

The subthemes of the Market theme are

1. **Walk to the Market-** Talk about daily life experiences of going to the market, reflecting on personal choices of what one wants to buy from the market, to make mock currency and use it, designing own sign boards, ID cards and wrappers, visualising 3D shapes in 2D.
2. **Favourite Shop in the Market-** Describe own experiences of going to a shop/shopping complex, segregation and classification of materials, discuss and understand the concept of savings, making piggy banks.
3. **Candies in a Jar-** Discuss about oral health and hygiene, designing own candy wrappers using different materials, understand the concept of reuse of plastics, making candies out of cut fruit and sugar syrup.
4. **Chaos in the Market-** Discussing events of seeing an argument in the market, to touch and feel items using their senses, working in teams and collaboration, recognise and listen to similar sounding words.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
Children maintain good health and well being • Rhyme and rhythm • Playing games of buying and selling • Maps and routes • Piggy bank • Oral health and hygiene, brushing teeth • Experiments with wrappers • What are candies made of -sugar syrup and fruits • Touch and feel items using one's senses Children are effective communicators • Discuss and solve problems related to daily life • Reflecting on personal choices • To enact a role-play of a market using mock currency • Developing a map and describing the route • Following instructions to play a game • Discuss the concept of savings, traffic jams • Picture talk • Using inventive spellings and constructing sentences • Writing Letters, symbols of words such as Run, Walk, Stop, Go, Up, Down • Notice printed words on the walls and wrappers, and sign boards • Similar sounding words to near and far • Rhyming words • Sounds of letters- s, a, t, p, i, n Children become involved learners and connect with the immediate environment	Children maintain good health and well being • Problem-solving related to daily life experiences • Tracing the shape and design of coins • Exploring own creative choices to design wrappers, making a piggy bank, own vehicles • Identifying of different routes for travel • Revising steps of brushing teeth Children are effective communicators • Listening to stories and responding to questions • Observation and identification of different items • Attempting to write/scribble letters, songs • Observing signs and symbols and describing them • Working in teams and collaborating • Listen and recognise similar sounding words • Describing events which talk about chaos in the market • Identifying rhyming words from different stories Children become involved learners and connect with the immediate environment • Observing the design, shape, size and colour of items and print • Estimating quantities of different things • Recognising words and symbols and doing the action • Problem-solving- when stuck in a traffic jam, what do you do?

CONCEPTS	SKILLS
• Discuss own experiences of going to the market, travelling long distances, chaos in the market • Money(coin, notes)and its use • Saving money, piggy bank • Shapes, size, colour of different items • Everyday symbols and words • Differences between events • Understand how a pan balance scale works • Reuse of plastic • Near, far, farthest, right, left • Wheels, use o f different modes of transportation • Traffic lights, traffic jam, chaos on roads	• Segregating and classifying of items • Analysing distances using footsteps, shape of wheel • Inquiring about what causes a traffic jam and how it can be prevented • Experimenting with different wrappers • Sequencing • Comparing the weight of different products • Identifying different places and routes on a simple map

DISPOSITIONS	EMOTIONAL EXPERIENCES
Curiosity • Children discuss their daily life experiences of going to the market • Different things found in the market • Experimenting with wrappers, maps • Trust and playfulness • Children talk about the route taken to go to the market • Children design candy wrappers and make candies using fruits and sugar syrup Perseverance • Trying different materials to wrap their candies • Visualising 3D shapes in 2D • Identifying rhyming sounds from different words • Solving traffic jam situation	Feelings • Talking about how they feel when they are not able to buy their favourite items from the market • Discussing own experiences of visiting the market Ownership and belongingness • Making their piggy banks and discuss about saving money • Designing their own candy wrappers and use it to wrap candies • Designing their own money and use it for role-play Wonder and amazement • Developing maps of the routes from home to market • Discussing about oral health and hygiene (idea of cavity, etc.)

DISPOSITIONS	EMOTIONAL EXPERIENCES
Responsibility • Understanding the concept of savings and money • Reflecting on personal choices on what they want to buy from the market • Understanding the reuse of plastic Confidence • Suggesting simple solutions to solve daily-life problems • Discussing ideas/events which are different from the one seen Empathy and cooperativeness • Learning to work in groups with their peers • Understanding the harmful effects of plastics and suggest alternatives • Looking at a picture and story (Nono goes to the market) and relate to their own experiences • Finding ways to help people with different needs climb a bus Imagination and creativity • Designing the route map from home to market • Making mock paper currency notes/coins • Designing candy wrappers	• Observing how a pan balance scale works • Discovering which candy wrapper could replace a plastic one Achievement and satisfaction • Designing their own paper currency notes/coins • Designing a candy wrapper using different materials • Solving traffic related problems, climbing on buses <i>What other emotional experiences did children have during this theme?</i>

WEEK 1 | WALK TO THE MARKET

1
DAY

PUPPET SHOW!

Objectives

- * To sing and enjoy a rhyme on going to the market
- * To talk about experiences of going to the market
- * To solve simple problems related to daily life
- * To listen to a story and respond to comprehension and thinking questions
- * To make rain clouds with cotton



Materials Required

Puppets of mother and daughter,
Story, Paper, Water colours, cotton

children to ask questions about who they are, where they come from, why have they come to their class. Children can ask more questions to the puppets.

**For making of the doll puppet, refer to page 41 of the book 'Indigenous Toys and Games of Nagaland'.*



Circle Time

Children and teacher sing an action rhyme/ song 'To the market', about going to the market using familiar vocabulary related to the market. Children enact the actions and imitate the sounds of the people, animals, vehicles, plastic bags, etc. (Teacher composes the tune to the song, lyrics and actions)

I'm going to the market

And on the way,

I see a...car (name of the object/person)

(Children act and make the sound of the car running around the room)

I see a dog...

I see a ...

Teacher brings two corn husk/cloth rag doll puppets*, a girl puppet named Nono and her mother. She/he introduces them and encourages



Learning Experience

Puppet show: **Nono goes to the market!**

Teacher reads the story '**Nono goes to the market**', with two puppets- Nono and her mother. After the story, children can revise the events and repeat the sequence of the story.

Some questions which can be asked are:

1. How did Nono feel when she could not buy all the items that she wanted?
2. What if instead of rain it was extremely hot? What are the things that Nono and her mother would carry to go to the market?
3. What if Nono loses the money that her mother had asked her to keep it safe?
4. What would you like to buy from the market?
5. Have you ever wanted to buy something but was not allowed? Why do you think you were not allowed? What happened?



Rain Dance

Children create rain sounds using different part of their bodies. Rubbing fingers together, rubbing palms, snapping fingers, clapping, stomping feet, stomping feet and clapping hands at the same time. As the rain increases the speed and the sound levels go up. As rain decreases, speed and sounds level go down.

Let's make more rain worksheet- Children get paper and cotton. They use the cotton and watery paint to smudge on paper. The paint drips on the paper giving an impression of rain.

**2
DAY**

WHAT DO I WANT TO BUY?

Objectives

- * To reflect on what we want to buy from the market and why (reflect on personal choices)
- * To develop awareness of money and how it is spent
- * To draw and scribble the items that they would like to buy from market
- * To complete a worksheet and discuss what items we need to pay for and those which we get for free
- * To practice **s** sound pronunciation, practice writing of s



Circle Time

Children and teacher revisit the story of the previous day. They sing 'To the market' song. Teacher asks them to think about the things that they want to buy, why they want to buy them, and whether they are immediately important/essential for us. Do we always get what we want to buy? Why do our parents sometimes refuse to buy certain things for us? She/he takes the help of children's responses and gives more choices (should we buy A or B, what is more important/necessary now?).



Learning Experience

What should I buy?

Children and teacher discuss about buying items from the market. Some questions that can be included:

1. What would you like to buy from the market?
2. Why would you like to buy this?
3. What if this product is not available? What would you like to do?
4. If your friend asks you to buy something from the market, what would you get?

Children also discuss about money and how it is exchanged to buy items from the market.



Materials Required

'Nono goes to the market' story, currency notes and coins (small denomination), worksheet, paper, crayons, colour pencils, paints, chalk, objects/picture cards of the **s** sound, sensory tracing trays with dry or wet mud/ flour, salt, grains or any other material

Teacher shows some small denomination of currency notes and coins to children, and they discuss and explore how it is exchanged.

‘What should I buy?’ Worksheet: Children complete a worksheet where they draw and scribble the names of items they would like to buy from the market. Children also classify those items for which they have to pay and those which are free. (For example, leaves, stones, flowers, a smile, a hug, etc.)



Dear Teacher! The discussion on what children would like to buy from the market is to help them develop clarity over the things they really need and reflect over their choices. This discussion should be sensitively held and all responses and points of view of children should be accepted. The objective is not to give a moral/value lesson to children but to nudge them to think and open them up towards diverse narratives.

The ‘What should I buy?’ worksheet can also be done in groups. Children can also make use of the word wall to write down the names of the objects alongside their pictures.

Recap of the letter sound **s** that was introduced in class A. Teacher tells children that she/he is going to say 3 words. They have to listen carefully to each sound in the word.

Example - **s**it, **s**ocks, **s**pider

Teacher can repeat the words stressing on the **s** sound. She/he asks children, what is the first sound that you hear in all the 3 words? When children say the **s** sound, teacher repeats the sound and asks children to repeat it with her/him.

Teacher again says 3 words and tells children to listen carefully to the sounds in each word.

Example – bu**s**, dre**ss**, cactu**s** (Teacher says each word slowly stressing on the **s** sound)

Teacher asks children, what is the last sound that you hear in all the 3 words? Teacher repeats the **s** sound along with the children and asks children to say the sound softly, now a little louder and even more loud, now let’s whisper the sound together. Teacher can repeat playing the sound game with the children a few more times.

Teacher then writes the **s** sound on the board with the correct formation and another **s** with an incorrect formation. (It could be facing the opposite side or a mirror image). She/he then asks children, which is the correct way to write **s**? Teacher can ask a child to come to the board or she/he can show the class which **s** is the correct formation.

Teacher then asks the children to write the **s** letter on the floor/ carpet/ tracing tray with their pointy finger. Children can then share **s** words of their own, the teacher writes on the board to make a list of **s** words. Teacher can ask children to think of words that have the **s** sound in the beginning, middle and end. Once children have shared their **s** words, teacher can ask children to count the number of words they all came up with together.

Teacher then gives children square strips of paper, slate for children to write the letter **s** with crayons, chalk, markers, draw 2 or more things with the **s** sound and label their drawings with the first sound or a few sounds.



Objectives

- * To notice and observe printed words on the walls of the classroom and school
- * To observe the size, shape, colour, and print on identity card
- * To make an ID card for self, containing details like self-portrait, name, date of birth, likes, dislikes, etc.

*Circle Time*

Children share what they liked from the previous day. Children also sing the song done on day 1 with actions. Teacher then asks children to go around the school compound and see if there is anything written (any label/ signage) outside the classrooms, e.g., name of the class, school, toilet, and office. Teacher accompanies children and points out these different signs.

*Learning Experience*

Making Identity cards. Teacher shows her/his Aadhaar card to children and asks them whether they have one or have heard their parents talking about it. Some children might say they have heard of it and share their experience of getting their photo clicked. If children have their own school ID card, they can discuss about it too- what is the use of an ID card/what details does it have/what details would the children like to add in the ID card and so on.

Children and teacher come up with the idea of making their own ID card using the materials available in class. Instead of calling it ID card, children decide to call it 'My card'. Children discuss all the information they would like to put in the card and with the help of teacher, draw a rough outline on paper of how each one's 'My card' will look like.

*Materials Required*

ID card (Aadhaar card), pencils, crayons, sketch pens, ID card size thick paper (one per child), ribbon (for making the lanyard), paper puncher, cardboard

Making ID cards!

Teacher gives a piece of ID card size hard paper/ paper pasted on cardboard to each child. There can be a square box on the top right or left corner, where children can draw their own face/ portrait. Teacher asks children what they would like to write on the ID card and helps them write it down e.g., Name, Class, Roll No., Date of birth, Likes, Dislikes, etc. Children can also draw their favourite dish, cartoon character, etc. Teacher helps punch two holes on the ID cards and ties a ribbon. Children can use their ID cards for a few days then hang them up on the wall of the classroom or take them home.



Dear Teacher! For the Circle Time activity, if there are no such visible signs in the school compound, you can point to the labels that are in the classroom itself, e.g. notice board, learning corners and name chart. You can put up a few basic signs like the name of the class (Class A), office, kitchen, toilet, etc. beforehand. You can also take children outside the school compound, if it is possible, to point out signs present there. It is not necessary for you to do all the activities mentioned in one sitting. You may choose to do the activities based on the time and number of children in your class, and continue the next day or so. For the ID card activity, you may use an example of any form of ID card, in case children are not aware about Aadhaar card.



Materials Required

Market picture card, blank sheet (one per child), pencils, crayons, sketch pens, paints, sensory tracing tray, flour/salt/mud, markers, box/basket/tray, objects/picture cards of a sound, and other sounds

Objectives

- * To identify different places and routes on a simple map of a familiar place
- * To identify right and left
- * To develop a simple map of a familiar place and use it to show the way from one point to another
- * To revise a sound
- * To visualise 3D shapes in 2D



Circle Time

Children and teacher recaps the previous day. Children sings the song from day 1 with actions. The words right and left are added to the song.

*I'm going to the market
And on my left ,
I see a...car (name of the object/person)
(Children act and make the sound of the car
running around the room)
And on my right,
I see a dog...
I see a ...*

Teacher puts emphasis on left and right and gives some examples to children. They discuss what are things in their class that are on their left side and the ones that are on their right side. Who is sitting on their left and right side?



Learning Experience

Finding the way to the market!

Teacher shows a picture of a market and children discuss the different things that they see. What are the things that they see on the right side of the road and what are the things they see on the left side of the road? Children also share whether they see anything similar while going to market.

Some children can discuss their own route from home to the market. Teacher asks questions like, 'Is the shop on your left, or right? Where is the bus stop? What about that beautiful tree that you were talking about?'

Next, teacher gives a blank piece of paper to every child. Children draw their home in one corner and their neighbourhood market in the other corner. With teacher's help, they mark the things they see on their way to the market. If you are walking from your home now, what all would you see, where will you turn and so on.



Dear Teacher, to help children make their maps, you may pose questions such as: Do you want to make a traffic point? Do you want to make a straight or curved road? Is there a bridge or stairs when you go to the market? What else would you like to make? What kind of shops do you want to make in your map? Teacher displays children's maps on the wall. Children come forward one by one. They point at their maps and show the way from the home to their neighbourhood market - talking about the different things that they see along the way. If there is no market nearby, they can make the route to a shop, a friend's or relative's place.

Recap of the letter sound **a that was introduced in class A**

Teacher keeps a mix of 3 or 4 picture cards or objects in a box/basket/tray that is clearly visible to the children. Example – socks, tiger, ant, star. Teacher asks children to name what they see in the box/basket/tray. Once children have named the objects, teacher repeats the names of the objects stressing on each sound. (a-n-t – ant, s-o-ck-s – socks) She/he says, I spy with my little eye something that starts with the **a** sound.

Teacher continues playing the game by repeating with a different set of objects or picture cards (at least one object needs to have the /a/ sound)

Example – **h**at, sun, **b**ag, pig

Teacher again says, I spy with my little eye 2 things that have the **a** sound in the middle.

Teacher can repeat playing the game with a mix of different objects/flashcards.

Teacher asks children, what sound was common between all the objects that we were spying on or spotted? Once children say the **a** sound.

Teacher repeats the sound and asks children to repeat saying the sound together. Let's say the sound softly, let's whisper the sound, let's say the sound to a friend sitting on the right side to us, let's say it to a friend sitting on the left side.

Teacher writes the **a** letter on the board with the correct formation. She/he can call a few children to write the **a** sound on the board or trace over the **a** that the teacher has written on the board.

Teacher then asks children to look around the class and think of words that have the **a** sound. As children share words, teacher writes the words down to make a list of a words. Teacher can prompt children to think of words that have the **a** sound in the middle as well and give children a few examples to help them think of their own words (e.g. hand, land, sand, cat, bat, pan and so on).

Teacher gives children half or quarter sheet of paper/a slate/small white board/tracing tray to practise writing the a sound with pointing finger, crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **a** sound in the beginning and the middle of the word and label their drawings with the first sound and a few more sounds for the children who are ready.

Please note that sometimes children may share words like aeroplane, paper, ape while sharing words that have the **a** sound. Tell children that these words have the **a** letter in them but ask them if they hear the **a** sound when they say the word. Example, when we say the word aeroplane, the first sound we hear is **a** or **e**. Tell children that we are listening to sounds of words.





Learning Experience

Going to the market! Run! Run! Run!

Children and teacher plays a 'Going to the market!' (as in 'Fire in the mountain') game and run around in a circle. The twist is that she/he displays the sign cards for the different actions. Children must look at the sign card and follow the verbal instruction.

Going to the market!

Run! Run! Run! (Teacher displays the 'Run' sign card)

Walk! Walk! Walk!

Stop! Stop! Stop!

Left! Left! Left!

Right! Right! Right!

Up! Up! Up!

Down! Down! Down!

After some time, teacher only shows the sign cards and does not give any verbal instruction, and children follow. Children continue playing the game, this time they have form a group together of the number announced by the teacher.

Going to the market

Run! Run! Run!

Make a group of 4!

Children huddle to make groups of 4.



Dear Teacher! For week 2 day 1, there are some items which you need to be prepared for in advance. Do read the week 2, day 1 learning experience and arrange for the materials you would require.

Objectives

- * To follow instructions to play a game
- * To recognise everyday symbols and words and do corresponding actions



Materials Required

Sign cards containing different action words and their symbols (Run, Walk, Stop, Go, Up, Down)



Circle Time

Teacher shows children a few flashcards with different symbols and words, and asks them to guess what they could mean e.g., Stop, Go, Walk, Run, Left, Right, etc. She/he announces that they will play a game where she/he will show the sign cards and children will have to follow the action. Everyone goes outside to play the game.

WEEK 2 | FAVOURITE SHOP IN THE MARKET

1
DAY

ITEMS IN A BASKET

Objectives

- * To discuss their experiences of going to a shop/shopping complex
- * To segregate and classify the given materials into different categories
- * To practice **t** sound pronunciation, practice writing of **t**



Circle Time

Children discuss the activities done in the previous week with teacher. Questions around what they liked/did not, concerns and conflicts are shared. Children also sing the song 'To the market' by revising the left and right side with actions. Next, teacher asks children about their own experiences of visiting a shop or a shopping complex. Discussions can be made around what children buy from shops, who takes them to the market, do they get everything from one shop, etc. In case some children have not visited a shop/shopping complex, teacher shows a picture or a video of the same.



Learning Experience

Teacher brings an assortment of materials and shows it to children. Children discuss the uses of the items and if these materials are sold in the market. Teacher mixes up all the materials and puts some baskets in front of the class. Each basket has a material that helps children in putting similar material in the basket. For example, a



Materials Required

Real object/ flash cards of fruits and vegetables, stationery items, pieces of clothing, scissors, thread, paper, pencil, eraser, tiffin box, water bottles, different toys, plate, cup, spoon, dal, rice, pulses- in small boxes, toothbrush toothpaste and other materials, 4 baskets/carton boxes/jute bags, objects/ picture cards that start with the **t** sound like toy train, toy turtle, tomato, tray, mat, sensory tracing trays, tactile letter flashcards, paper, pencils, crayons, colour pencils, paints, markers, chalk

basket may have a pencil and children choose to put materials that they associate with the pencil in that basket. As children put the materials in the most appropriate basket, teacher can ask them to provide a reason for it. There is no right or wrong category. Once all materials are put in the basket, children decide what each basket category will be called. Once all the materials are segregated, teacher provides them with the products matching flashcards. Children can match the flashcards in groups and read out the letter and the word written on the flashcard. Or teacher can write the letter on the blackboard and children share the item which begins with that letter.

Recap of **t** sound that has been introduced in class A. Teacher keeps a mix of objects/ flashcards that have the **t** sound and other objects/ flashcards with different sounds.

Example – tomato, tooth paste, tooth brush, turtle, train, ten, teddy bear, cat, rat, mat and so on for the **t** sound objects and other materials for the other objects.

Teacher puts up the **t** letter flashcard on the board and stick another one in a basket and children name and put all the **t** sound objects they find in the **t** basket. Teacher tells children to say the sounds of the words slowly and listen to the first and last sound while looking at objects and saying their names out loud.

Once all the **t** sound objects have been found and sorted, teacher asks children, what is the common sound that all the objects in this basket have (in the **t** basket). Teacher then writes the **t** sound on the board and asks children to write the letter **t** with their pointing finger on the floor, carpet or write it in the air and say the sound out loud after writing (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will see the mirror image).

Teacher then asks children to look around the class and think of words that have the **t** sound. As children share words, teacher writes the words down to make a list of **t** words. Teacher can prompt children to think of words that have the **t** sound at the end as well and give children a few examples to help them think of their own words (E.g. s-a-t – sat, p-a-t – pat, m-a-t -mat – Teacher can sound out each letter sound while saying the word and then say the word).

Teacher gives children half or quarter sheet of paper/ slate/ tracing tray, small white board to practice writing the letter **t** with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **t** sound in the beginning and end of the word and label their drawings with the first sound and a few more sounds or write a few words with the **t** sound.



2 DAY

LET'S MAKE OUR OWN MONEY!

Objectives

- * To make money of different denominations
- * To know that all products have value
- * To make coin impressions
- * To buy and sell products



Materials Required

Coins and notes of different denominations, paper, pens, pencils, cello tape, colours, scissors, worksheet



Circle Time

Children sing the action rhyme/song 'To the market'. Teacher then discusses with children about what is exchanged when one goes to buy something from a market/shop. Teacher brings in different forms of currency- coins of 1, 2, 5 and notes of 5, 10, 20. Children can touch, observe the coins and the notes. The teacher discusses with children about why we need money to go shopping and what other things we can buy using money.



Learning Experience

Coin rubbing. Children explore the different coins that teacher has brought. They notice the thickness, the number on the coin and the sound the coins make when shaken together, or when two coins clink.

Teacher asks children whether they would like to do something with the coins using crayons and paper. Children discuss and share their own ideas- some might say tracing the shape, some may say making coins out of paper and so on. Children can explore with coins using crayons and paper for some time. Teacher then hands a worksheet to each child which has a tree drawn without any leaves or flowers. *'Would you all draw some flowers on the tree through coin rubbing?'*

Teacher can demonstrate by slipping one coin under the paper and gently shading/colouring the front/back (head or tail) on the worksheet and children can copy and create coin rubbing

art. Children design their own paper currency notes/coins. They decide the shape and all that they would like to put in the coin/note. They then design their own money and cut out the currency notes and coins.

Teacher keeps the basket of materials done in the previous day. Each group of children gets one basket. They decide how much they will sell their things for and label it on pieces of paper given by the teacher and stick it to the product. Teacher facilitates this exchange by giving the product to the buyer and exchanging money in return. These transactions are done repeatedly, so that the concept of exchanging money to buy things is understood by children. For the next day, children are informed to bring empty plastic bottles.



3 DAY

MY PIGGY BANK!

Objectives

- * To discuss the concept of saving
- * To make a piggy bank
- * To understand the use of piggy bank and save money



Materials Required

Plastic bottle, paints, paint brushes, sketch pens, googly eyes, chart paper, paper plates, scissors, glue, cello tape, stapler, ribbons/thread, paper cups, grass/bamboo strips/ paper, aluminium foil



Circle Time

The previous day's session is revisited, where the teacher asks about the money they made in the last class and where they would like to keep it. Children then discuss how they can save money? Where they can keep their money. One of the ways to save money is using a 'piggy bank'. Children talk about whether they have a piggy bank at home and if they would like to make one.



Reference Image



Learning Experience

Children and teacher can use different ways to make a piggy bank with children:

1. Using plastic bottle

Children are each given a plastic bottle (can be asked to get it from home) and some paint/ sketch pens to colour and decorate the bottle. As the paint dries up, each child is given a set of googly eyes, tail, ears and legs made with coloured chart paper which need to be attached to the bottle to represent an animal. The cap of the bottle can represent the nose, while the legs, tail and ears are attached (see picture for reference). Once the paint has dried up, the teacher makes a slit on the top of the bottle, ensuring it is large enough for coins to slip into it.

2. Making a purse using paper plates

Children are given paper plates and some paint with brushes/ sketch pens. Children colour the paper plate as per their choice. Teacher then cuts the paper plate into two-halves and asks children to paste it using glue or staple the edges together. Children make eyes, ears, beaks, etc. on the plate and staple a string to make the bag strap with the help of teacher.

3. Using paper cups

Children are given paper cups and the necessary materials to decorate it. Once the decoration is done, children paste grass/ bamboo strips/ paper/ aluminium foil to cover the top opening of the cup, and the teacher can make a slit and ensure it is large enough for a coin to be inserted.

Objectives

- * To compare the weight of different products
- * To understand how a pan balance scale works
- * To compare two items and draw the heavier/lighter one
- * To practice **p** sound pronunciation, practise writing of p



Learning Experience

Teacher brings different products that are found in the shop- variety of fruits/vegetables, stationery items, clothes and so on. She/he shows children a pan balance scale. Children guess how the beam works, what materials are used to make the beam, what should be placed on one side and on the other side and observe what happens.



Materials Required

Pan balance scale, ball, eraser, glue, blocks, pens, toys and other products available, worksheet, objects/ picture cards that start/end with the **p** sound, chalk, paper, markers, crayons, colour pencils, pencils



Circle Time

Children sing the song from previous week with actions. Children and teacher discuss things that are light weight and things that are heavy weight in shops. How can we know the weight of things? Have they seen shopkeepers weighing things?

Compare the items worksheet- Children weigh the items one by one, and scribble/draw on the blank sheet with two columns, the heavier items on one side of the worksheet and the lighter one on other side.

Farmer's market worksheet- Children circle the items that are heavy. Recap of the **p** sound that was introduced in class A. Teacher tells children that we are going to play the Pictionary word game. Teacher explains to the children that she/he will give a child a word and they have to draw the word on the board and all the children have to guess the word looking at the picture that their friends draw.

Teacher models drawing a word on the board, for example a parrot and children have to guess what the teacher has drawn. Once children guess the word, teacher asks them, what is the first sound you hear when we say the word, **p**arrot?

Teacher then gives children turns to draw different words on the board that starts with the **p** sound.

Examples of Pictionary words to give children – pencil, pig, paintbrush, pumpkin, pan, potato, pillow, tap, map and so on. Once children guess the word, teacher asks the children, the beginning or end sound that they hear when they say the word.

After a few rounds of the game, teacher asks the children, what was the common sound in all the words that were drawn on the board (teacher can repeat the words drawn – parrot, pan, pig, pencil, map). Once children guess the **p** sound, teacher repeats the sound and asks children to repeat it with her. Let's say the **p** sound softly, loudly, whisper the sound. Teacher writes the

sound on the board or asks a child to help her/him write the sound.

Teacher then asks children to look around the class for things that have the **p** sound or think of words that have the **p** sound. As children share words, teacher writes the words down to make a list of p words. Teacher can prompt children to think of words that have the **p** sound at the end as well and give children a few examples to help them think of their own words.

Teacher gives children half or quarter sheet of paper/ slate/ small white board to practice writing the **p** sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **p** sound in the beginning and the end of the word and label their drawings with the first sound and a few more sounds or write a few words that have the **p** sound.

5 DAY

MY DREAM SHOP

Objectives

- * To classify items based on the different categories
- * To observe a picture/video of a market scene and discuss its events
- * To estimate the quantity of items required for family members
- * To decide the materials to have in a shop and the placement of the materials



Materials Required

Big picture of market, video of a market scene, paper, crayons, colour pencils



Circle Time

Children sing the action rhyme/song 'To the market'. They look at a picture of a market scene. They talk about the different things that they see in the picture. Teacher can ask some open-ended questions for children to discuss. What were the things being sold in the market? Where do you think the people were going? Did you notice anything that you would want to buy? Teacher can also show a video of a market scene-



[TRIBAL FOOD MARKETS of NAGALAND.](#)

[Kohima - YouTube](#)



Learning Experience

Children look at a picture/video of a market scene with different shops selling varied items. Teacher gives them a worksheet where they write/scribble the items they would like to buy. There are two columns in the worksheet with item name and quantity. Children estimate the number of items required for their family and write/scribble the names with quantity.

Would you like to make your own shop? Children discuss what they would sell if they could have a shop of their own, how and where the items would be placed. Children draw their dream shop on paper.

Teacher encourages children to add details to the shop. Where will they keep the money? Will they have shelves and baskets? How will they categorise and organise the items? Will the milk stay out or where would they store it? And so on.

WEEK 3 | CANDIES IN A JAR

1
DAY

HAVE YOU BEEN TO CANDY TOWN?

Objectives

- * To sing a song about candies
- * To sort candies based on colour and flavour
- * To make fruit candies using cut fruits and syrups
- * To make candies out of paper and colour it
- * To write a letter to the candy man and express what kind of candies should they bring



Materials Required

Assortment of different flavoured candies
-apple, gooseberries, ginger, orange, pineapple, kiwi, strawberry, tamarind, and lemon, seasonal local fruits, sugar syrup/ chocolate syrup, paper, Colour pencils, crayons, bamboo sticks/ twigs



Circle Time

Children and teacher discuss their experiences of eating candy. What are their favourite flavours and when did they last eat it?

Children then sing a song 'Have you been to candy town?', sing to the tune of 'Santa Claus is coming to town'.

*Have you been to candy town?
Shall we go to candy town?
Candyman is coming to town.*

*Here comes the Candyman,
With a cart full of candy jars.
Let's find out what candies he has got!*

*In a jar, he has apple ones,
In another, he's got ginger ones,
If you like it, he has orange too.
Candies are sweet,
Candies are sour
But if you like it,
You can have them all
Candyman is coming to town.*

(Children may sing one paragraph in one week)



Learning Experience

In a big bowl, teacher has an assortment of different candies- different colours/texture and flavour (lemon, green apple, raspberry, blueberry, mango). Children discuss what are candies made of? What is mixed to make it taste sweet? Teacher asks children if we have sugar and a piece of apple, what candy do we get? Some common flavour like sweet, sour, bitter and so on are discussed.

Let's make some fruit candies

Teacher brings two-three types of fruits cut into small cube sized pieces. Children decide the fruit candies they would like to make, what flavours they will choose for their candies. They take the cube and place it on a toothpick. Children can dip the fruit candy into sugar syrup/chocolate syrup, or any other syrup provided by the teacher.

Or

Making candies out of paper

Children make candies out of paper. They choose the shape of the candy and use different materials like bottle caps to make cut-outs from paper. They then colour the cut-out paper candy and decorate with any other material of their choice. This candy is pasted on a stick.

Let's write a letter

Teacher asks children if they would want more such candies for their family. Let's write a letter to the candy-person to deliver candies for us. Children write/scribble a letter to the candy-person on a plain paper. Teacher writes a few words on board such as candy, sweet, sour, words that they have been using, so that children can write them in the letter. Children decide what they would want to write/ scribble in the letter. They count the family members and add the number of candies they would want. They can also draw what they want. Make sure that they follow the format of greeting and signature in the letter.



Dear Candyman,

How are you?

I like the blue and red candy. They taste so good. I like the mango candy too. Please bring me candy soon.

Love
Harry

(This is only a suggestion. Children can decide what they would like to write in the letter)

2
DAY

HOW DO I WRAP MY CANDIES?

Objectives

- * To experiment with wrappers made of different materials
- * To arrive at the advantages and disadvantages of the material through experimentation
- * To develop candy wrappers and decide what information goes on them
- * Understand the concept of reuse of plastic
- * To practice **i** sound pronunciation, practise writing of **i**



Materials Required

Candies, candy/biscuit/food packet wrappers, leaves, paper, cloth piece, etc., any animal puppet, box, objects/picture cards that have the **i** sound, paper, crayons, pencils, markers, colour pencils, play dough, sensory tracing trays

further probe by asking what else would they like to do, instead of throwing it away?

Children may suggest other materials to wrap candies- leaves, paper, cloth, etc. Children pick some items and decide to make wrappers for their candies. What should we look for while choosing a material? Hard/soft? How big should it be?



Circle Time

Children sing the song 'Have you been to candy town? Children play a game of 'recognise the colour and flavour'. Teacher can show a colour card, say, red. Children recognise the colour and guess the flavour of the candy.

'What if biscuits are wrapped in leaves and sold in the market? Do you think they would taste the same? What about cloth? What will happen to candies if they are wrapped in cloth?' They can try wrapping the candies with the different material available such as paper, leaves, cloth pieces and choose the best material for their candy. Children then design a candy wrapper and give a name to the candy. Children can choose the colours, texture of the wrapper as well as name of the candy.



Learning Experience

Teacher brings in the candies children had made from paper. She/he asks children- Are candies sold like this or there is something else on the candy? Why do we need to wrap candies/ biscuits/chocolates?

They discuss the material used to wrap candies/ biscuits/chocolates. 'Why is plastic used? Can we use any other material to wrap?'

Teacher brings different candy/ biscuit/ food packet wrappers to the class. She/he shows it to children where they try to crush it/tear it/read it. The teacher asks what it is made of, and some children might reply 'plastic'. Teacher discusses with children as to why one needs a wrapper for the candy and children might respond in different ways (it will get dirty, it will get sticky, etc). Children discuss how they throw away the wrappers after eating candies. The teacher can



Dear Teacher, engage in a conversation with the children about the advantages and disadvantages of using different materials. For instance, how a candy may stick to a cloth, papers and leaves may tear in a short time, or the food may not remain fresh for very long. Discuss how plastic is sturdy, but still harmful to the environment. Encourage children to think about reusing plastic, citing the example of making a piggy bank using plastic bottles.

Recap of i letter sound that has been introduced in class A

Teacher introduces children to an animal puppet named Coocoo (or give it a name of your choice) and tells them that she is just beginning to learn how to talk so sometimes she mixes a few sounds of words while talking. She needs your help with sounds. Will you help her?

Teacher gets a box of i sound objects or picture cards like an ink bottle, pig, pink colour eraser, insect, toy injection, bib and so on. Teacher places the box in front of the circle and tells children, let's see if Coocoo can tell us the names of these objects in the box. Teacher picks up an object (injection) and asks the puppet, 'What is this called, Coocoo?' Teacher can talk in Coocoo's voice and say, *pinjection* instead of *injection*. Teacher asks the children, holding the injection up, is this called a *pinjection*? She/he can ask children to help Coocoo say *injection*. Can you tell her how we say the first sound when we say the word injection. Teacher asks children to repeat saying the i sound a few times. Teacher can then ask Coocoo the puppet if she can say the i sound. The puppet can say the i sound correctly and then say the word injection. Teacher tells children, *Coocoo got it!* She/ he looks at the puppet and tells her that the name of the sound is i and the sound is i. Teacher tells children, let's try with another object. She/he picks a pink eraser and asks the puppet, 'What is this, Coocoo?' Teacher talks like Coocoo and says, 'pink eraser'. Teacher asks children if what she/he is holding up is a pink eraser. Teacher asks children if they could help Coocoo say the word pink sounding out each sound they hear, p -i -n-k – pink. Can we try saying the i sound again for Coocoo to hear it? Now let's see if she can say it. Teacher says the i sound and Coocoo and the children can repeat it.

The puppet Coocoo can thank children for helping her with the i sound and say bye to the children.

Teacher asks children, 'What was the sound that Coocoo kept mixing up?' She/ he tells children that the name of the letter is i and the sound of the letter is i. Teacher writes the i sound letter on the board and children can write it in the air using their fingers. (When teacher is showing children how to write the sound in the air and is facing the children, she/he makes the tail for the sound in the opposite direction because it is a mirror image). Teacher then asks children to look around the class and think of words that have the i sound. As children share words, teacher writes the words down on the board to make a list of i sound words. Teacher can prompt children to think of words that have the i sound in the middle as well and give children a few examples to help them think of their own words.

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the i sound letter with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the i sound in the beginning and the middle of the word and label their drawings with the first sound and a few more sounds or write words with the i sound.



Reference Image (Children can practice writing sounds or words on play dough using a stick)



Dear Teacher, ask children to bring their toothbrushes to school the next day.

Objectives

- * To learn about oral health and hygiene
- * To revise the steps of brushing teeth
- * To sequence the steps of brushing teeth



Materials Required

Story- Vivi's aching tooth, puppet/
picture card of dentist and tooth



Circle Time

Children sing the 'Have you been to candy town?' song with actions and share their thoughts about the previous day. Teacher then asks children to look at each other's teeth and describe the shape, colour and size of the teeth. Can they count each other's teeth?



Learning Experience

Teacher brings two puppets/picture cards to the class- one representing a tooth and the other a dentist. Teacher imitates a toothache to children and asks them whether they have experienced something like this before.

Children may express any incident from their past experiences, which is then discussed further as to what led to the toothache.

Teacher then begins to tell a story 'Vivi's aching tooth' to children, using puppets. After telling the story, teacher asks some questions:

- Why was Vivi's tooth aching?
- What did she do to cure the ache?
- What happens if you eat too many candies?
- How can we take care of our teeth?

Let's brush our teeth

Children bring their brushes from home (arrangements can be made for children who forget to bring) or they can use a pencil as pretend brush. Now let's show Vivi how to brush our teeth. Children share how they brush their teeth. Teacher helps them by asking questions- How will we clean the teeth in the back end of our mouth? What if food is stuck in between teeth? Children and teacher come up with the steps for brushing the teeth. They put these steps on a sheet of paper /chart by making drawings of the steps and scribbling about it. They can also come together with a poem on brushing teeth with the help of the teacher.



Dear Teacher! If it is possible to call a dentist to the class, who can check children's teeth and talk about oral hygiene, then prior arrangement must be made. In case it is not, the teacher can check the oral health of children using a magnifying glass.

Objectives

- * To recall the steps of brushing one's teeth
- * To draw their friend's teeth along with a toothbrush and toothpaste
- * To complete a worksheet on what is healthy for my teeth
- * To practice **n** sound pronunciation, practice writing of **n**



Learning Experience

Children revise the story of 'Vivi's aching tooth'. Children also look at the teeth of their friends. They can even take a magnifying glass to examine their friend's teeth. Teacher gives them a plain sheet and crayons. Children draw their friends' teeth along with a toothbrush and a toothpaste. Teacher helps in cutting the drawing and children stick it on ice cream sticks and make a puppet out of it.



Materials Required

Story- Vivi's aching tooth, magnifying glass, paper, crayons, ice-cream sticks/ bamboo sticks/ twigs, worksheet, bag/box, objects/ picture cards that start/end with the **n** sound, paper, pencil, crayons, paints, markers, chalk, play dough, sensory tracing trays

After making the puppets, children create stories with the puppets. Teacher can help by asking children- Would your teeth puppet like to share something? What is the brush puppet saying?

Good for my teeth worksheet.

Children complete a worksheet on selecting food items which are good for oral health and crossing out the ones which are not.



Circle Time

Children sing the 'Have you been to candy town?' song and settle down. Teacher and children revise the sequence of steps of brushing teeth, along with actions. Children discuss about oral health and how they can take care of their teeth.

Take Care of Your Teeth

Directions: Look at the picture below. Cut and paste the pictures of healthy choices under the healthy smile. Cut and paste the pictures of unhealthy choices under the unhealthy smile.

© www.HardToTeach.com

Recap of n letter and sound

Teacher has a bag/box with **n** objects or picture cards inside it. She/he tells children that we are going to play a guessing game. She/he will give children clues as to what is inside the bag and children have to guess the object.

Example – Teacher has a bag with objects like nut, nest, nose, noodles, needle, hen, pen. Teacher puts her/his hand inside the bag and describes what she/he is touching. 'I have something that has a hard shell on the outside and squirrels like eating it. It has 3 sounds in the word – n-u-t- nut'. Once children guess the word, teacher repeats the word saying each sound out aloud, n-u-t-nut (stressing on the **n** sound).

Teacher then repeats playing the game a few more times. If children wish to, teacher could give them turns to describe the objects for their friends to guess.

Once the children have guessed 3-4 words, teacher repeats the words out loud and asks children, what is the first or last sound that you hear in all the words? Teacher tells children that the sound of the letter is **n** and the name of the letter is **n**.

Teacher then asks children to think of **n** words of their own and give clues to their friends or do an action so that their friends can guess the **n** word.

Once all or a few children have shared their words with the class, teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the **n** sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **n** sound in the beginning and at the end of the word, label their drawings (children can write the first sound or label their drawings with a few sounds) or write a few words that have the **n** sound.



Objectives

- * To revise the experiences of all days
- * To make sounds and sing it using their teeth
- * To create a teeth song/songs and scribble/write it and create a song book



Learning Experience

Teacher makes some sounds from the teeth by pressing the teeth next to each other or opening mouth in different ways to let the air pass. She/he asks children where the sound is coming from? Are our teeth making the sound? All children try it. Let's make music using our teeth. Children try different ways to produce sound from the mouth. They share which part of their mouth is producing this sound. They also produce the sounds together to create music.



Materials Required

Paper, pencil, crayons, mirror, stapler, cello tape, needle, thread

Children make a song for the teeth. What would you like to say in the song? Teacher helps to write the sentences on the board and encourages all children to add to the song. Song making can also happen in smaller groups.



Circle Time

Children sing the 'Have you been to candy town?' song and settle down. Children talk about all that we use our teeth for. What food items are easy to bite, what are not? How many teeth do you see when you smile. Children can look into the mirror and share their observations. If they have a broken tooth, they can talk about it. Where has it gone?

Children can sing the song and insert teeth music sounds in between the lines. They can also make music beats using their hands and feet. Teacher can create *musical instruments like the crab shell(carapace) sound maker, hollow plant stem sound producer, traditional drum, wooden disc bee swarm sound producer, bee swarm sound producer or mouth instrument, and children use it to produce music to accompany their songs.

Teacher helps children in scribbling the song they have made on sheets of paper. These papers are collected and stapled/stitched together to form a song book!

*For making of the musical instruments mentioned, refer to *pages 55-59, page 64* of the book "*Indigenous Toys and Games of Nagaland*".

WEEK 4 | CHAOS IN THE MARKET

1
DAY

CHAOS EVERYWHERE!

Objectives

- * To discuss events of seeing any argument/ fight while visiting the market
- * To look at a picture and discuss what they see
- * To relate to the picture and describe similar events
- * To explore the meaning of chaos on road



Materials Required

Big picture of Chaos in the market, paper, crayons, pencils



Circle Time

Teacher asks children if they had gone market recently. How have their experience been? What are the different things they see in the market? What did they buy? What sounds did they hear? Teacher can share an incident where she/he saw people arguing and fighting over something. (Teacher can pause over here and ask children 'what do you think they were fighting about?') A lot of people gathered and tried to calm them down! Children can take time to share with the class if they experienced similar incidents.



Learning Experience

Teacher displays a big picture of '**Chaos in the Market**'. Children are given some time to look at the pictures carefully. Once done, the teacher asks them some inquiry-based questions, for example:

- What do you think is happening in the picture?
- Why are they pulling the cow here?
- What happened to the banana seller's cart?
- How did the banana seller fall?
- How do you think he must be feeling?
- Do you recall any time where you fell in public? When was it?
- Why is the girl crying?

The teacher waits for every child to share their thoughts and ideas. Children can also develop stories around it- What could possibly be happening in the picture? What made the banana seller fall? Why is the cow in the middle of the road?

Teacher gives each child a blank sheet, children then observe and select one particular scene from the big picture and draw what will happen next, based on the picture selected. As children begin with their drawings, teacher can go around asking children what they are drawing, asking them to explain and suggest ideas. Children scribble the story. Teacher can write the story for the child as they recite it.



Dear Teacher, drawing and dialogue is an important process of working with children. As children draw and scribble, talk to them to describe what they are drawing and help them think through if they are stuck. As children share the sequence of their story, you can write it down for them so that they can observe and note the use of words (script) to express one's thoughts.



2
DAY

TRAFFIC JAM!

Objectives

- * Teacher continues to play the game a few more times.
- * To share their own experience of getting stuck in a traffic jam
- * To make vehicles of their choice and create a traffic jam scene
- * To engage with inquiry-based questions around what causes a traffic jam and how it can be prevented
- * To revise **s, a, t, p, i, n** sounds



Circle Time

Children sing the candy song together. They can make music with their mouth or with other parts of the body as they sing the song.

Children and teacher discuss the different vehicles they see in the market. What happens when a lot of vehicles are on road? We get stuck in a traffic jam! What happens in a traffic jam? They share their experiences. If children have not seen a traffic jam, then teacher can create a pretend situation /story about several vehicles on road, coming from all sides, and no vehicle is finding space to move on. What do we do? Or teacher can also share a picture or video of a traffic jam scene.



Materials Required

Paper, crayons, clay, stones, chart paper, objects/ picture cards of **s, a, t, p, i, n** sounds



Let's create a traffic jam. Children choose the vehicle they want to make for the traffic jam. They draw the vehicle on a paper, colour it and cut it out. This is then pasted on a stone. They can look for a stone or teacher can already arrange beforehand. Children can also use clay/ play dough to make their vehicles.

All children stand in circle with their vehicles. Teacher makes note of all vehicles that children have made and shout out the vehicle's names one by one. For example, when teacher shouts out cars, all children who are cars exchange places. They make cars sounds as they do so. Similarly, when teacher shouts out trucks, all trucks exchange places. When teacher shouts 'traffic jam' all children exchange places creating a chaos on the road.

Teacher then divides children into groups of 3-4 and gives them a chart paper with the roads drawn on it. Children can create a scene of a traffic jam on the road. Teacher can ask them questions like, why was a traffic jam created? What will happen now?

Children then come up with suggestions of avoiding traffic jams. What can be some rules for the road?

Travelling on one side, not speeding, not crossing someone forcibly and unsafely, etc. can be some rules. Children discuss the rules and scribble them on a sheet of paper.

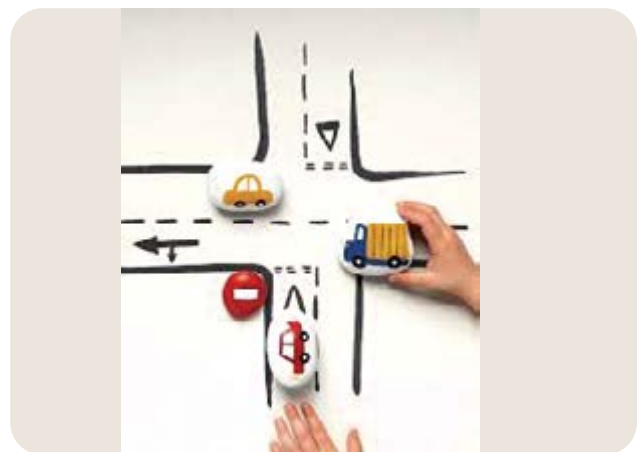
Recap of s, a, t, p, i, n

Teacher asks all children to sit in a circle. Teacher gives children picture cards for the sounds learnt so far- **s, a, t, p, i, n**. Teacher, calls out a word starting with any of the sounds recapped

this week and children who have picture cards starting with the same sound as the word called out by the teacher all stand up and share their picture card with the group. Once all children standing up have shared their picture cards, they sit back down in the circle. Teacher starts clapping her hands or rings a bell or plays music and children start passing the cards they have to the next person around the circle. When the teacher stops clapping her hands, ringing the bell or the music, the children stop passing the cards and keep the card that they have in their hand. Teacher again calls out a word and children who have pictures starting with the same sound as the last sound they hear in the word the teacher calls out, all stand up and share their pictures.

Example – Teacher calls out the word **s**oft (s-o-f-t – soft). All children who have picture cards starting with the **s** sound stand up. Children standing up then share their picture cards with their friends.

Teacher then calls out the word pa**n** (p -a-n), all children who have picture cards starting the last sound **n** stands up.



Objectives

- * To discuss whether they have seen a traffic person managing traffic
- * To sing a traffic light song with actions
- * To make traffic lights using paper and crayons



Learning Experience

(Sing to the tune of "Are you sleeping? Are you sleeping?")

'Traffic lights, Traffic lights

Red means stop, Red means stop

Yellow is for waiting, Yellow is for waiting

Green means go, Green means go'.



Materials Required

Paper, chart paper, crayons, sketch pens, colour paper (red, green and yellow), ribbon/ thread, ice cream sticks/ bamboo sticks/ twigs



Circle Time

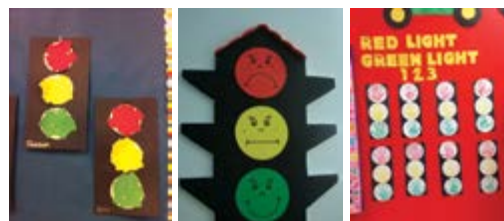
Children sing the rhyme 'To the market' from week 1 and add actions. Teacher asks children if they have seen people standing in the middle of the road guiding traffic. What are they doing? If children have seen traffic lights, that can also be discussed.

In case there are no traffic guiding people or lights in your area, you may discuss with children about the situation that is specific to the area. For example- *What can we do when goats are crossing the road? How we can help each other to travel smoothly on roads?*



Dear Teacher, it would be wonderful if a traffic person can come and share her/his experiences with children.

Teacher sings the song and children repeat it. Teacher can bring three circle shaped cards of red, yellow and green colour. When she/ he raises the green card, all children with their vehicles begin to run around, when she/he raises yellow, children begin to reduce their speed and on red, they stop! Children, one by one, take the three cards and show them to her/his friends for vehicles to run, wait and stop. They can sing the song as they do this.



Let's make traffic lights

Children are given some circle cut-outs. They can colour the cut-outs, make collage work by pasting small pieces of paper or make handprints in the circle. They use a thread to make a chain so that they can tie the traffic signal lights around their neck. Children can also make stick puppets of traffic signal lights.

They write the words STOP, WAIT and GO next or on the light. They share other words they know that sound like stop, stressing on the o sound- hop, rock, pot. Children complete the worksheet on the o sound.

Objectives

- * To understand the concept of near and far
- * To count footsteps and mark them
- * To sing the song with actions
- * To recognise and listen to similar sounding words
- * To identify rhyming words and create more rhyming words
- * To complete a worksheet on near and far, farthest

*Learning Experience*

Teacher encourages children to think of similar sounding words from the two songs- away and way; near, fear and dear. As children listen and repeat similar sounding words, they may say some non-sensical words along with the ones learnt. Such as away, way, spay, duay, etc. The purpose is to encourage children to sing similar sounding words and teacher can focus on the beginning or end sound of the words.

*Materials Required*

Chart paper, crayons, worksheet

*Circle Time*

Children and teacher talk about the distance from their home to the market. Teacher can share how she/he takes a bus and walks for some time before reaching the market. Children can discuss how some things are available near their home and for some, they have to travel far (maybe school uniform or new clothes or to the bank, etc.). Which place is farther from their house?

Teacher can sing two songs with children, which describes the near and far concept:

*Far, far, far away,
My house is far away
Hopping and jumping I go!
As the night is on its way!*

*My house is near,
I have nothing to fear!
I can stop and slurp on some ice cream,
My dear!*

Children again sing the song by replacing house with other words. The shop is far away, office is far away and so on. Teacher makes a note of the words on the board or a chart paper and repeats the words with children.

Near, far or farthest: Teacher keeps an object on the ground and asks children to count their footsteps as they walk towards the object. For each step taken, teacher draws a line on the board. Teacher may take the object closer or farther from the child and again they count footsteps. Children count the marks on the board for each object and decide what object was closest to them and arrange the object in sequence from near to the farthest.

Children can play the game *'Long jump', indoor or outdoor, or *'Shot put' and measure the distance covered by each player and decide who jumped/ threw the stone/object the shortest distance and the farthest. Next, children complete a worksheet on near, far and farthest.

**Refer to page 11 and 15 of the book 'Indigenous Toys and Games of Nagaland' to understand how the game can be played.*

Objectives

- * To revise the songs with actions
- * To share experiences of travelling long distances
- * To revise the concept of near and far
- * To watch some videos and describe the different modes of transport used
- * To inspect and discover why wheels are circular in shape
- * To think of creative ideas on helping people climb on to buses



Circle Time

Children revise the songs learnt the previous day with actions. Teacher revises the concept of near and far and children talk about their experiences of visiting any place where they had to travel a long distance (example, a long train or bus ride). Children discuss how they travel through different modes of transport- train, bus, boat, etc. Teacher and children discuss more around vehicles and when do they use it. Teacher shows some videos to children, which shows how children travel to school using different modes of transport.



Materials Required

Video, cut-out of bus, blocks/objects of different shapes- triangle, square, circle, blank sheet, pencil, colour pencils, crayons, story books from reading corner, recap of letter sounds worksheet, pencils, crayons/colour pencils



Learning Experience

Children and teacher sing the '**Wheels on the bus**' song. Children and teacher talk about wheels- how they are circular and move round and round for the bus to move forward.

Teacher brings a cut out of a bus without wheels and shows it to children. She/he asks, '*what do you see here?*' Children might say bus, but is missing something. '*What is it missing?*' '**Wheels!**' Teacher shows blocks or objects of different shapes -triangle, square and circle. Children try out all three shapes as wheels for the bus and discover which shape works best and why.



Going to School on a Boat (How Some Children Go To School in India-Andhra Pradesh) Trailer Youtube

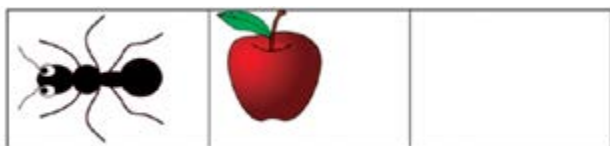
Other situations are also brought up- *What if a child has hurt their legs and is not able to jump on to the bus? Can we change or do something in the bus to help the child?* More discussions can happen on what else can be added to the bus that will help them or someone else.



Dear Teacher, this a creativity exercise that enables children to exercise their problems solving skills. Encourage children to think of new ideas. It is not important whether the ideas are possible or not, but more important is that the child imagines it and gives a reason for it. They may decide to make a bus with wings to get rid of the traffic jam!

Recap of letter sounds- **s, a, t, p, i, n**

Children complete a worksheet where they have to draw a picture and label it, which has the same beginning sound as the first two pictures in the row (children can label the picture with the first sound or a few sounds). Teacher models the first one for children.



Example – Teacher says each word out loud, stressing on the first sound – **a**-n-t – ant, **a**-p-p-le – apple. She/he asks children what is the first sound they hear in both the pictures? Is it the same? Can you think of any other thing that starts with the **a** sound. Teacher draws a picture beginning with the **a** sound in the last box and labels her/his drawing.

QUESTIONS TO GUIDE OBSERVATIONS

1. Are children able to suggest solutions to solve simple daily-life problems?
2. Are children able to describe how they want to design their currency notes and coins?
3. Are children able to use the skills of identification, classification and differentiation amongst different items?
4. Are children able to describe the route from home to the market and visualise?
5. Are children able to understand the concept of money and make their own piggy banks?
6. Are children able to display curiosity and eagerness to experiment with different materials to make candy wrapper?
7. Are children able to collaborate and work with their peers?
8. Are children able to listen to rhyming sounds and recognise them and create rhyming words?
9. Are children able to follow simple and complex instructions of the teacher?
10. Are children able to recall 3-5 objects from a poem, images, story, etc.?
11. Are children asking questions, sharing doubts on new concepts- say money?

REFLECTIVE QUESTIONS

1. What other emotional experiences did the children have during this theme?
2. Were you able to create a positive and supportive learning environment for children to fulfil the objectives of this theme?
3. Were you able to ensure that every child is seen and heard?
4. Were you able to observe each child by end of the month and keep a record of it?
If not, how do you plan to overcome that challenge?
5. What was the most challenging learning experience or objective to fulfil?
6. Were you able to ensure safety of each child inside and outside the classroom?

WEEK 1 | THEME 4: PRESCHOOL

Introduction

As children enter preschool or an ECCE setting, they participate in a variety of experiences that are new to them. Staying away from a familiar home setting for hours together to interacting with children and adults that are not family members, children begin a journey of expanding their physical and social spaces and building identities outside their families and neighbourhoods. While children are already engaged in the process of making sense of the world by building concepts and practicing skills, the preschool setting provides a guided, more structured space to build knowledge and practise skills. Within this ecosystem of preschool, children will have the chance to engage in a multitude of experiences that foster their holistic development.

As they navigate their preschool experiences, children embark on a journey of self-discovery and understanding. Through playful and purposeful experiences, they work on developing a sense of self-awareness, what their likes and dislikes are, what interests them and how they wish to express themselves. Children explore their environment and interact with their peers, teachers, and the learning environment around them. They collaborate, communicate, and resolve conflicts, laying a strong foundation for healthy relationships and effective interpersonal skills.

As we delve deeper into the preschool theme, we want children to explore the different aspects of their preschool settings- spaces, structures, materials, interactions, people, events, and emotions. The preschool theme enables children to become familiarized with the experiences in preschool-environment of the preschool, celebrations in the preschool, cleanliness of surroundings, and so on. Children, through these experiences, should further be able to look at preschool as a safe and caring space that is full of stimulating ideas and possibilities.

The subthemes of the Preschool theme are

1. **My Classroom Laboratory-** making a volcanic eruption, creating own catapult, seeing the magic of magnets, and looking at sink and float.
2. **Keeping Things Clean-** understanding wet waste and dry waste, where does the waste go? Who collects our waste from home and market?
3. **Exploring My Preschool-** classroom agreements, understanding weather changes, making my own wristwatch, drip! drop! where does the rain go?
4. **Exploring the World of Writing-** conducting an on-the-spot survey, journaling, speech bubbles, illustrations that can talk.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
Children maintain good health and wellbeing • Hands-on exploration with different materials- clay, vinegar, catapult, magnets • Independent experimentation • Shadow play • Colours • Rules in class • Ownership and responsibility • Cleanliness of class Children are effective communicators • Songs and rhymes with actions • Stories • Vocabulary- similar words with rain, s, a, t, p, i, n, c/k, e, h, r, ock sounds • Understand importance of rules • Understand symbols and recognise them • Building narratives • Speech bubbles • Understand journaling, keeping a diary • Self-expression and discussion around ideas of magnets, catapult, volcanoes, etc. Children are involved learners and connect with immediate environment • Experiments • Volcanoes • Catapult and how it works • Heavy and light objects • Magnets • Light and shadow • Sink and float • Object properties • Wet waste and dry waste • Reduce, reuse and recycle • Paper making • Composting and its significance	Children maintain good health and wellbeing • Fine motor skills- making paper from recycled materials, drawing, painting, pasting, card making, using materials to build a house, clay, using catapult • Gross motor skills- shadow play, role play, throwing things and catching Children are effective communicators • Practicing new letter sounds • Communication • Writing messages, daily thoughts in a diary and drawing/scribbling • Sequencing-ideas and thoughts • Memory • Expressing thoughts and feelings • Identifying, listing and labelling • Making dialogue and scribbling/writing speech bubbles Children are involved learners and connect with immediate environment • Observing while conducting different experiments, making inferences • Sequencing • Identifying, differentiating, and Categorising- wet waste and dry waste, heavy weight objects, based on usage, functionality and storage • Assessing cause and effect, what makes boat sink • Independent exploration • Predicting • Counting from 1 to 20 • Observing effort required in throwing things near and far • Creating things out of waste material

CONCEPTS	SKILLS
• Dustbins and their need • Waste management • Time • Different kinds of weather, weather wheel • Numbers 1-20 • Umbrella from materials that do not leak • Raindrops • Worms, house for worms	• Making paper out of recycled waste • Making compost out of waste • Questioning and finding ways to dispose waste, making dustbins • Identifying situations that need rules and make them • Share classroom resources • Taking turns • Recalling experiences • Connecting symbols with the corresponding weather condition • Analysing material- to make umbrella to protect from rain, worm house • Choosing the most suitable material for making the umbrella • Investigating classroom • Identifying and listing items

DISPOSITIONS	EMOTIONAL EXPERIENCES
Curiosity • Science experiments- volcano eruption, buoyancy • Catapult-exploring how it works • Magnets • Light and shadow, shadow play • Sink and float • Making a house for worms Trust and playfulness • Doing science experiments • Sharing resources and materials • Shadow play	Feelings • Love and affection towards peers • Cooperation and collaboration during different experiments and activities • Taking turns • Conflicts or disagreements with peers during activities • Sharing things with each other Ownership and belongingness • Making own class rules Wonder and amazement • Scientific experiments • Making a house for worms

DISPOSITIONS	EMOTIONAL EXPERIENCES
Perseverance • Cause and effect while conducting science-based experiments • Building umbrella, worm house, paper making Confidence • Doing role-play • Writing speech bubbles • Maintaining diary Responsibility • Towards environment, learning waste segregation • Towards each other, taking on roles, making and following rules Empathy and cooperativeness • People who collect waste • Group work while doing science experiments • Composting, recycling waste	Achievement and satisfaction • Writing speech bubbles • Role play <i>What other emotional experiences did children have during this theme?</i>

WEEK 1 | MY CLASSROOM LABORATORY

1
DAY

VOLCANO ERUPTION

Objectives

- * To enjoy singing a song with actions
- * To create excitement about science experiments
- * To discuss about mountains and hills and share their own experiences
- * To make volcanoes as an experiment
- * To encourage observation and discussion of changes in materials
- * To scribble/ write down their observation
- * To encourage independent experimentation



Materials Required

Baking soda, vinegar, play dough/ sand/ modelling clay, small container/ cup, food colour liquid/powder (optional), paper, crayons, pencils, colour pencils



Circle Time

Teacher and children talk about giving the class a makeover and transforming it into a science laboratory! Do we know what a laboratory is? Teacher can help children and give prompts to help imagine what can be done in the classroom. They discuss one idea every day.

Children also do a song with actions, 'I love Science'.



Learning Experience

Teacher asks if they have seen hills/ mountains. What have children observed about them? How big are they? Can we measure them? Mountain peaks also have snow during winters! But some mountains are very hot and filled with fire. They are called volcanoes. Why does volcano eruption happen? Have they ever seen it, in a cartoon show or a movie?

Teacher then collects the material and demonstrates the experiment of Volcano eruption. Ask children to observe closely and see why the eruption happened.



<https://www.youtube.com/watch?v=3GnaAmJCt7Y>



<https://youtu.be/ADtRUXsVpcM>

Procedure

1. Create a volcano shape using play dough or modelling clay or sand.
2. Place the small container or cup in the centre of the volcano.
3. Fill the cup halfway with baking soda.
4. Optional: Add a few drops of food colour liquid/powder to the baking soda for a visual effect.

5. Pour vinegar into the cup and watch as the volcano erupts, fizzing and bubbling.
6. Discuss with the children how the baking soda and vinegar reacted to create the eruption.

Children can also make their volcanoes or teacher can give some baking soda to children in

a cup and vinegar to pour over it so that children can experience the reaction. Teacher keeps the volcano in one of the learning corners in the class so children can explore and try the experiment by themselves later in the day. Once the activity is done, ask children to draw/scribble/ write their observations about the experience, and write a question that they still have, if any.

**2
DAY**

MY CATAPULT

Objectives

- * To observe hand actions and the effort the body makes as they throw things near and far
- * To discuss whether they have used a catapult
- * To make a catapult and understand how it works
- * To think of heavy and light objects and how far they can go using a catapult
- * To develop words using blending technique



Materials Required

Ice cream sticks, rubber bands, glue, bottle caps, crumpled paper and leaves, pebbles, puppet/picture of Croco, CVC word cards



Circle Time

Children sing the song from day 1 with action. Children discuss their classroom makeover ideas with teacher. Children discuss things flying in the air. What happens when you throw things in the air, closer to oneself or far away? How does your hand action change? Children can try by throwing different things. They play around with a ball and throw it around to understand how their hands work to catch the ball.



Learning Experience

Children decide to create something that will help us throw things far away. What can it be? Teacher shows an image of a catapult, or even bring an actual catapult to class. Children share whether they have ever tried using a catapult and what they used it for, aiming and shooting at mangoes in a tree so that they fall? At each other? and so on. Teacher shares that they will make a catapult in the class! She/ he divides children in groups and gives each group the materials.

Instructions on how to make a catapult can be seen here:



How to make Popsicle Catapult - Bing video



https://www.youtube.com/watch?v=wx9rXwn_hSs

Children in groups follow how to make a catapult and teacher assists them wherever necessary. (Children might struggle with tying rubber bands, which can be done by teacher).

Once the catapults are ready, teacher gives them some small paper balls to see how far they go!

Some questions that can be asked are:

1. If we put some heavy objects, like a stone, how far do you think it will go?
2. If we put a lighter object, say leaf, how far will it go?
3. Can we make a catapult using our fingers and some rubber band?

Children can also observe how far the items have been thrown compared to their friends.

Introduction to Blending

Teacher introduces children to a puppet, Croco the puppet/picture card. (It can be a crocodile puppet whose name is Croco). She/he tells children that Croco the puppet has come to meet you all today to play a game with everyone. Croco is going to give us the sounds of a word he is thinking of and we have to put the sounds together and say aloud the word that Croco is thinking of. Teacher can act like Croco is talking and says, 'Are you ready?' 'I've been standing for a very long time, so I would like to **s-i-t**'. Teacher repeats the sounds again and uses her/his arm to say each sound and blend - **s-i-t**. Can we try saying it slowly – **s-i-t**. Now let's try putting the sounds together – **s-it**. Teacher asks children, 'What is that word Croco is talking about? **s-i-t** -sit. Oh! Croco wants to sit down!'

Teacher talks as Croco again and says, 'I am thirsty'. I want a **s-i-p** of water. Teacher puts her/his arm out and says the sounds out aloud on her/his arm – **s-i-p**. Let's put the sounds together, **s-i-p, s-ip-** sip. Teacher asks children, what does Croco want?

Teacher sounds out a few more words for children and models using her/his arm to blend the sounds to guess the words.

Examples of a more sentences with words to be

- I feel like playing in the sand **p-i-t-** pit.
- All that playing made me hungry. Let's make some food on the **p-a-n-** pan.
- Playing in the sandpit and eating food has made me hungry. I think I'll take a **n-a-p-** nap.

Croco the crocodile says bye to everyone and teacher puts him away.

Teacher tells children that she/he is going to give them sounds just like Croco and let's put the sounds together and say the word. Teacher stretches her/his arm out and says the sound – **i-t**. Let's put the sounds together, **i-t** it.

Teacher repeats the process with a few more words. (Encourage children to stretch their arms out and use their arm to blend sounds in words to read).

Examples for blending words – at, in, an, pin, tip, tap, sap, nit

Arm blending video for teacher to model blending for CVC words



- https://www.youtube.com/watch?v=vmBXIizNLWQ&ab_channel=LexploreInc



Dear Teacher, blending is a skill that children take a little more time to understand, build on and get it. The more that children practise, the better they get at it. Some children may understand blending faster while some may need more practise, different strategies and time to build this skill. Please be patient and provide children with different opportunities to practise blending whenever there is time.

Objectives

- * To introduce the concept of magnets and encourage hands-on exploration
- * To foster observation and categorisation skills
- * To encourage independent experimentation



Learning Experience

Teacher shows magnets to children and asks them about it- Do you know what this is? What do you know about magnets? Have you ever played with it? Have you noticed anything magical about it?

Teacher brings all the materials and begins the experiment.



Materials Required

Various magnetic and non-magnetic objects- paper clips, coins, plastic toys, wooden blocks, etc., magnets (bar magnets or magnetic wands)



Circle Time

Children discuss about previous day's experiences and think of a new idea to give their class a makeover and change it into a science world.

Children also extend discussion about the experiments conducted on day 1 and 2 and anything about how children made catapults, what worked and what did not work. Children sing the song from day 1.

Procedure

1. Provide a collection of objects, both magnetic and non-magnetic, on a table.
2. Allow the children to explore and experiment with the objects using magnets.
3. Encourage them to test which objects are attracted to the magnets and which are not.
4. Ask children questions about why certain things stick to the magnet and others do not. Probe them to build their theories.



Dear Teacher, young children build theories about the world around them. These theories may be filled with errors which they work upon as they grow older. In the early years, it is important that children get into the habit of building theories- observing, analysing, guessing, connecting, testing, and so on. The focus is not so much on getting the right answer.

Keep all the materials in one of the learning corners so that children can explore later in the day.

Objectives

- * To discuss the concept of light and shadows
- * To encourage creativity and exploration through shadow play
- * To foster observation and cause-and-effect understanding
- * To make shadow paintings by drawing outline of the shadows
- * To develop words using blending

*Materials Required*

Flashlight/torchlight, white wall or large sheet of paper/white cloth, various objects of different shapes and sizes, paper, crayons/pencils, toy car (any toy vehicle), CVC list of words/ word cards

*Circle Time*

Children discuss previous day experiences. Teacher takes up a discussion on shadows with children. What will you ask them? Can they share about when they see shadows? Why are they there? Also ask children to observe the size of the shadow, and how does it change. Children sing the song learnt on day 1 with actions.

*Learning Experience*

Children and teacher go outside of the class. They look for their shadows. Children can play with their shadows by moving around, making shadow images using their hands and feet, and so on.

Can we draw our shadows and create art? Let's do shadow paintings. Teacher provides blank sheets to children. They can choose anything they wish to draw. Children keep the object on paper and outline the shadow of the object. They can further draw on the object and color it.

This can be expanded where children draw each other. If sunlight is not available, teacher can create a dark room and enable creation of shadows by torchlight, or the experience can be taken up on a sunny day.

Recap of Blending

Driving through the letter sounds to blend to read the words.

Teacher draws a letter sound mountain on the board. Teacher shows children a small toy car (this can be any vehicle – a truck, bike, auto, cart) and tells children we are going to be driving to the top of a mountain today. There are going to be letter sounds on the mountain. When we see the letters, we say the sound and when we reach the last sound at the bottom of the mountain, we put the sounds together and read the word that is on the mountain.

Teacher takes the car and models moving the car up the mountain. She/he tells children, we are going to drive slowly first. As the car reaches a sound the teacher says the sound out loud – **s** and then moves the car up to the letter **a** and says **a** and then moves the car down and says **t**. Teacher says the sounds again and moves the car up the mountain and down but this time faster – **s-a-t** sat.

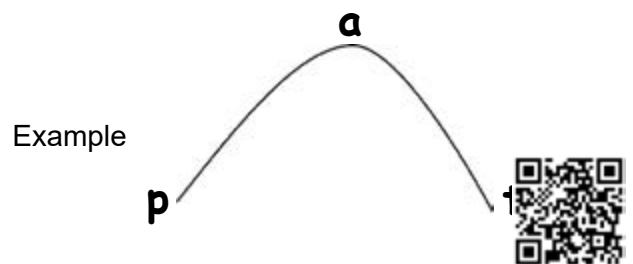
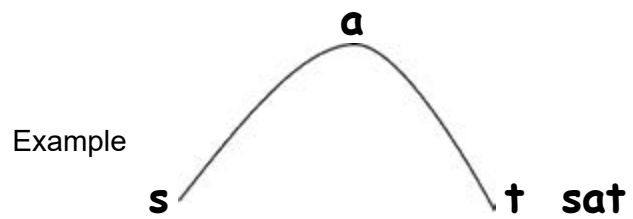
Teacher repeats this again but only changes the first sound.

Teacher again moves the car through the sounds and says each sound out loud – **p-a-t**. Let's say it a little faster and sing the sounds – **p-a-t** pat.

Teacher repeats changing the first sound and driving through the sounds to blend to read words along with children. CVC words ending with at – nat, tat (They can be made up words – only for the sounds revised so far – **s, a, t, p, i, n**)

Teacher then changes all 3 letter sounds and starts driving through the sounds to practice blending to read words along with children.

Example of CVC words with the sounds recapped – pin, tin, sin, nin, nap, pap, tap, etc.



Driving through blending video

https://www.youtube.com/watch?v=0cHVVW-MPUBYY&ab_channel=TheBalancedLiteracyDieta

Fun with shadows

https://www.youtube.com/watch?v=0cHVVW-MPUBYY&ab_channel=TheBalancedLiteracyDieta

Objectives

- * To discuss the concept of sink and float
- * To foster prediction and observation skills
- * To observe and document the number and weight of objects it takes to sink the boat
- * To encourage exploration and understanding of object properties



Materials Required

Basin or container, water, various objects of different materials (e.g., plastic toys, wooden blocks, metal spoons, rubber balls, leaves, twigs, etc.), paper, pencil, crayons



Circle Time

Children discuss all the science experiments they did during the entire week. Which was their favourite experiment, and which one was a little challenging? Teacher asks children what objects float on water? What more can you discuss about sinking and floating with children?

Children sing the song learnt on day 1 with actions.



Learning Experience

Children play and observe what objects sink and float on water. Children may say heavy objects sink. Is it always true? What about big heavy ships that float on water?

Let's make our own boats and see how much weight they can carry and stay afloat and when do they begin to sink. Children make a boat out of paper or tin foil. They collect materials that they would like to put on the boat. Children can put the objects, one at a time, into their boat, starting from the lightest one. And see how many objects it takes to sink the boat. How can we make the boat float with the objects?

What floats my boat worksheet

Children draw the items they put in the boat in one column and write whether- "the boat sinks" or "the boat floats" in the other column. They count the number of objects that took to sink the boat and write the number. Children try to write scribble the names of the objects.

WEEK 2 | KEEPING THINGS CLEAN

1
DAY

WET WASTE AND DRY WASTE

Objectives

- * To identify and differentiate between dry waste and wet waste
- * To develop fine motor skills
- * To develop the ability to sort waste according to its type
- * To increase awareness of different types of waste.
- * To develop observational skills

Materials Required



Pictures/ real samples of dry waste and wet waste, colour pencils, worksheet



Circle Time

Children sing the rhyme "Bits of paper, bits of paper", to the tune of "Are you sleeping? Are you sleeping?"

Bits of paper, bits of paper

Lying on the floor, lying on the floor

Making class untidy, making class untidy

Pick them up, pick them up!

Then teacher initiates a discussion around things that are used for keeping a clean home/ school- showing cleaning materials available in the school and discussing what they are used for. After the discussion, children make a cleanliness timetable/routine for the class. What will be part of the routine?



Learning Experience

Types of waste which goes inside a dustbin and how do we segregate it: Teacher initiates discussion on the different types of wastes that goes inside a dust bin and helps children understand what dry waste is and what wet waste is, using pictures or real samples of waste, such as- paper, bottles and bottle caps as dry waste and leaves, banana peels, food that has gone bad, as wet waste. Teacher then divides children into groups of 4-5 and gives them the pictures/samples that she/he showed during discussion. Children will then observe and identify the pictures and segregate them into wet waste and dry waste on their own.

DRY WASTE



WET WASTE



Children are then given coloring activities, where they colour wet waste green and dry waste blue.

Objectives

- * To think and discuss ideas about what can be done with wet waste
- * To engage kindergarten children in a hands-on activity of making paper from recycled materials
- * To introduce the concept of composting and its significance
- * To revise **c** and **k** sounds

*Materials Required*

Paper making: waste papers/ newspapers/ old magazine, scissors, plastic water bottle/ jar, warm water, bowl, spoon, tray, dry leaves/flowers, piece of fabric/towel, iron, blender.

Composting: Compost bin or container, kitchen scraps (fruit and vegetable peels, tea bags, coffee grounds, etc.), brown/dried material (dried leaves, shredded newspaper, or cardboard), gardening gloves (optional), water spray bottle (optional) Picture cards/ objects that start with the **c** and **k** sound

*Circle Time*

Children look for the things they collected yesterday to see what items are made of plastic. Teacher shares how plastic is very difficult to recycle. Can children think of alternatives to plastic- What can be used instead of plastic bottle? What can candy wrappers be made of?

*Learning Experience*

Children and teacher discuss how wet waste can also be recycled. What would one need to recycle dry or wet waste?

Paper making

Teacher can introduce children to the process of paper making if all the materials are available.

1. Without blender

<https://youtu.be/u-dgZ9HoihU>



2. With blender

<https://youtu.be/Ycr6vM8shko>

**Or Compost making**

Teacher can introduce children to the process of composting. Children can set up the compost by mixing the materials.

<https://youtu.be/Ycr6vM8shko>



Children discuss the steps of making paper or compost and scribble it down on paper.

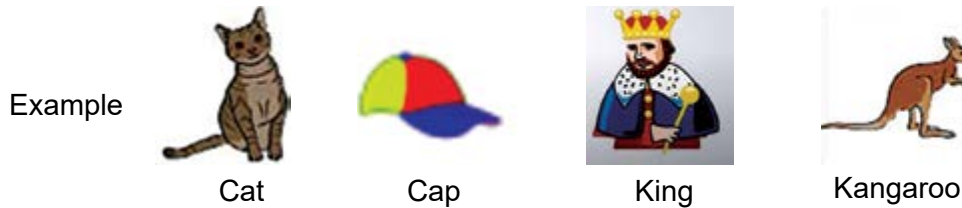
Recap of curly **c and kicking **k****

Teacher sticks four picture cards on the board (2 pictures starting with the curly **c** and 2 starting with the kicking **k**). She/he asks children to say aloud what each picture on the board is and teacher repeats the words stressing on the **c** and **k** sound. Example – cat, cap, king, kangaroo

Teacher asks children, 'what is the first sound you hear when we say all the 4 words?' Teacher repeats the **ck** sound and asks children to say

it with her/him. Now let us say the sound softly, now let us say it loudly, let us whisper the sound.

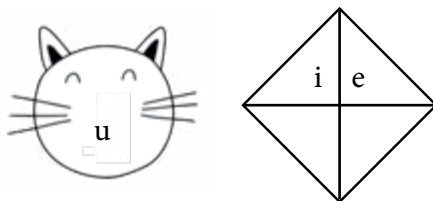
Teacher tells children that all 4 pictures start with the same sound but do they also start with the same letter when we write the words down. Teacher labels each picture below the picture flash card.



Teacher asks children to look at the first letter in all the words written on the board. Are they all the same? Teacher tells children, that 2 letters curly **c** and kicking **k** make the same sound **ck** but we write them differently. She/he asks children, how do we know when to write the curly **c** and when do we write the kicking **k**?

Teacher draws a cat on one side of a chart paper and a kite on the other side as shown below.

Teacher tells children that whenever a word has

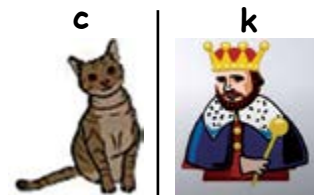


the curly **c** in it, the next sound after **c** will be **a**, **o** or **u** and whenever a word has the kicking **k**, the next sound after **k** will be **i** or **e**.

(Teacher can put up the chart in class where everyone can see it). Teacher tells children, she/he is going to call **ck** words and they have to listen to the sound after **ck** and tell if the word starts with the curly **c** or kicking **k**.

Examples- Teacher says the word 'carrot', what is the sound you hear after the **c** sound. Teacher says the word slowly, c-a-rrot. Should the word start with the curly **c** or kicking **k** letter?

Teacher can draw a table on the board and children can pick picture cards to sort and stick under the correct sound.



Once children sort a few curly **c** and kicking **k** pictures, teacher plays a quick blending game with children. Teacher tells children, she/he is going to say out sounds of a word, they have to put the sounds together and guess the word. Teacher stretches her/his arm to blend the sounds (CVC words).

Example – c-a-p - cap, k-i-t – kit, k-i-d – kid, c-o-p – cop, c-u-t – cut, k-i-ck – kick, and so on.



Arm blending

Objectives

- * To understand the importance of reducing, reusing, and recycling waste
- * To think and create something new out of waste materials
- * To work on fine motor skills
- * To revise **c** and **k** sounds

*Learning Experience*

Children walk around the school in groups to collect dry waste like dried leaves, twigs, newspapers, plastic bottles, wrappers, etc., and bring it back to the classroom. Teacher shows them the logo of three Rs (Reduce, Reuse, Recycle) and begins to discuss recycling. After the discussion, children work in groups to create something out of the waste materials that they have collected.

*Materials Required*

Collected waste materials, papers, scissors, glue, pen, crayons, pencils, colour pencils, paints, chalk

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the curly **c** and kicking **k** sounds with crayons, paints, markers and chalk. Teacher tells children to draw 2 or more things that have the curly **c** and kicking **k** sound and label their drawings with the first sound and a few sounds or make a list and write 2 curly **c** and kicking **k** words.

*Circle Time*

Children discuss different things inside the class and outside, that can be considered as waste. Why would they call it waste? Can they reuse it?

Children sing the song from day 1.



Dear Teacher, the creation made using wastes can be anything that children want to make. The main idea is to let children think and create something using waste. They may stick a few leaves together and call it a leaf monster!! Discuss the idea that children have and help them build on it. Encourage them to work together.

Objectives

- * To question about waste and how to dispose it, discuss about dustbins and why we need them
- * To think of the material chosen and write/scribble a few lines about it
- * To make a waste card in the format given by teacher

*Materials Required*

Paper, pencils, chits with names of waste materials, paper, colour pencils, ribbon/ thread

*Circle Time*

Children revise the wet waste - dry waste ideas they discussed. What can be discussed about the waste further- Where it comes from? What can be done about it? Can waste be reused? How can wet waste be reused?

Children sing the song learnt on day 1 with action.



Dear Teacher, if children come up with a story related to waste material, help them with acting it out for the role play. If not, children have already written character sketch for their characters, ask children to prepare their introduction as their character and introduce themselves with some dramatic effects!

*Learning Experience*

Teacher brings some chits with names of different waste materials written on each of them, for example, one chit could be old newspaper, second could be chips packet, third could be banana peel, and so on.

Teacher tells children that we are going to play a game where each child must pick one chit and think of themselves as the object that is there on the chit.

Once children have picked, teacher asks them all to sit down and think of their character, so that we can create a story of our own which has all these characters.

Teacher hands out a blank sheet to each child to draw/scribble/write about the waste item they are playing. They can think a few sentences based on the waste material they have picked. Teacher writes what the child dictates in the sheet.

Children then make the waste ID card for the waste item they have chosen. Teacher gives them paper and other items. Children may draw newspaper, chips wrapper, banana peel, pencil shavings, etc. Children can draw/scribble as they wish to. Teacher helps them in making a hanging band (lanyard) for it.

After this, children sit together and discuss their waste story again, with their characters and prepare for the role play tomorrow.

Objectives

- * To learn about who collects waste from home and school
- * To read and engage with the story
- * To plan, discuss and share about waste, cleanliness, and waste management
- * To express their feelings about the experience
- * To revise **e** sound

*Materials Required*

Paper, pencils, crayons, colour pencils, marker, chalk, worksheets from day 4, objects/ picture cards that have the **e** sound

*Circle Time*

Teacher begins by asking who helps us in keeping our surroundings clean? Have you seen anyone who sweeps the roads/ sweeps our school? Children respond by sharing what they see around them. Teacher explains who these sweepers are and what they do.

Children and teacher listen to the story of Anand, who collects waste from different people's houses.



<https://storyweaver.org.in/search?query=anand>

*Learning Experience*

Children and teacher discuss what they had made the previous day. Would you like to share the story of your waste card with others? What would you like to tell your friends? Children share their ideas with the teacher one by one or in groups. Teacher can help them in building on their ideas based on their work they created the previous day.

Children come to the front wearing their waste card and share it with the rest of the class.

Once children are done with the sharing, teacher talks to children about how they felt during their performance. Was there something very challenging? What part did you enjoy the most? How were you feeling while you were sharing?

Introduction of e letter and e sound

Teacher shows children 3 or 4 picture cards/ real objects that start with the **e** sound and asks children what each object is. There is something common/ same when we say the names of all the 3 objects. What is that? (Teacher stresses on the **e** sound while repeating the names of the objects)

Example – **e**gg, **e**lephant, **e**nvelope

Teacher repeats the **e** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let us whisper the sound.

Teacher then writes the **e** sound on the board with the correct formation and asks children to write the **e** sound on the floor/ carpet, table with their pointy finger as the teacher models the same on the board or on the carpet along with the children. Teacher can call a few children to write the **e** sound on the board or trace around the **e** sound that the teacher has written on the board.

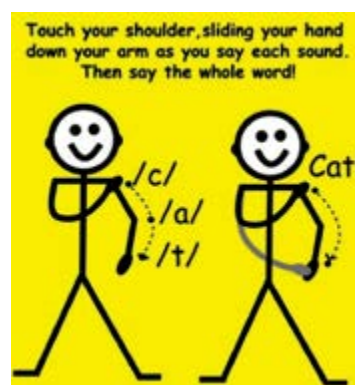
Teacher then plays a quick blending game with children. Teacher tells children, *I am going to say the sounds of a word on my arm and you have to put the sounds together to guess the word.* Teacher stretches out her/his arm and asks children to stretch out their arm as well.

Example – b-e-d – Teacher tells children, let's say the sounds a little faster on our arm, b-ed. What is that? b-ed – bed. Teacher asks children, where do you hear the **e** sound, in the beginning, middle or end?

Teacher repeats playing the blending game with a few more **e** words.

Examples of **e** words for blending – egg, red, fed, end, ted, ken, net, met, pet, hen, elf

Teacher gives children half or quarter sheet of paper or a slate/small white board to practice writing the **e** sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **e** sound in the beginning and middle of the word and label their drawings with the first sound and a few more sounds or write a few words with the **e** sound. Once children have drawn, labelled and written their **e** words, teacher can help children stick their papers on a chart to put up children's work for display in class for the **e** sound.



WEEK 3 | EXPLORING MY PRESCHOOL

1
DAY

CLASSROOM AGREEMENTS

Objectives

- * To encourage ownership and responsibility in children
- * To foster collaboration, communications, and problem-solving skills
- * To discuss and understand the importance of rules, and how they are formed
- * To develop rules for the class

Materials Required



Dice, chart paper, marker pens, pencils, strips/squares of paper, glue/cello tape



Circle Time

Teacher brings dice to class and asks children where it is used. What are the games that can be played using a dice? Children can roll the dice and do some action based on the number on the dice. For example, if they get number 4, they jump four times or collect four objects, and so on. Children discuss if there were any rules they followed. Why so?



Dear Teacher, these class rules must come from children according to their own understanding of rules, and the kind of behaviour they expect from their friends. These rules are not meant to teach them manners and should not be set up by the teacher. There can be unconventional/ funny rules also that children may come up with. For e.g., We should all dance first and then enter the class!



Learning Experience

Rulers of the Playground by Joseph Kuefler |
READ ALOUD | CHILDREN'S BOOK



<https://www.youtube.com/watch?v=N7m98rjqz7c>

Teacher reads this book and initiates conversation about whether children liked the story. Should one person in the class become a ruler and tell everybody what to do? What would happen? What if you don't like the rule? How can we come up with rules that all of us would like to follow?

After this discussion, ask children to think of one rule that they want everyone in the class to follow. How will the rule help us?

Teacher and children can give situations that will help them to come up with rules. For example, 'I often see children come running to collect materials, all at once, creating disorder and confusion. What can we do to avoid this so that everybody gets the material conveniently?' Other situations can be about speaking in low voice, listening to each other, sharing, washing hands, etc. Children are divided into groups. Each group gets a strip of paper where they discuss and scribble/draw the rules they want for the class. Teacher helps in writing the rules next to the scribble/drawing. Once children are done with writing, ask them to stick their pieces of paper on the chart paper. This chart can be put up on display and reviewed again during the course of the year in case children want to add some new class rule.

Objectives

- * To understand and experience the idea of sharing classroom resources
- * To understand the concept of taking turns while playing
- * To practice sharing with each other
- * To practice counting numerals 1-20
- * To revise **h** sound

Materials Required

Doll puppet Toto, music speaker, worksheet, pencils, objects/ picture cards that start with the **h** sound, paper, crayons, markers, colour pencils, paints

*Circle Time*

Children discuss and reiterate their class rules that they worked on the previous day. Teacher asks them who these rules are for. Who made these rules? This is to encourage a sense of ownership and responsibility. What would happen if someone does not follow the rules?

*Learning Experience*

Teacher brings a * cloth/rag/corn husk/leaf doll puppet to class and give it a name. For example, *Toto would like to be our friend. Would you like to be Toto's friend?* Teacher and children further discuss what friends do. One of the responses can be that friends share things with each other. Would you like to share things with Toto?

Children and teacher play "Pass the Parcel" with Toto. Children sit in a circle and pass the puppet to the child sitting next while the music is playing. As the music stops, whoever has the puppet expresses what they would like to share with Toto. Then again music will start, and children start passing the puppet. Each child gets a chance to speak.

Children then share the rules of the class with Toto. Also ask children to count on as they pass the puppet. The first child passes the puppet, and says one, the second says two and passes, and so on. If there are more than 20 children, start again with 1 after 20.

After this, children complete a worksheet for number practice.

Recap of the letter h and the sound h

Continuing from the "Pass the Parcel" game, Toto the puppet gives a **h** picture flashcard facing face down to a child (so children cannot see the picture on the card) and when the music starts, children pass the card around in a circle. When the music stops, the child that has the card looks at the card, shows the card to everyone and says the name of the object on the card aloud. Example, if the card is a horse, teacher asks children- what is the first sound they hear when we say the word **horse**? Teacher says the **h** sound out and children repeat the sound a few times.

Toto again gives a card to another child and when the music starts, children start passing the card around and when the music stops, the child who has the card, shows the card to everyone and says aloud the object on the card, and children repeats the first sound they hear of the word. Teacher continues to play the game for 3-4 rounds.

Once children have played the game, teacher pastes the picture cards on the board and asks children, what is common among all the cards? What is the first sound you hear when you say the name of all the cards?

Example – horse, hat, hammer, house

Teacher repeats the **h** sound and asks children to say the sound loudly, let's say it softly, let's say it to the ceiling, let's whisper the sound.

Teacher writes the **h** sound letter on the board and asks children to write the **h** sound letter with their pointing finger on the floor, carpet, palm of their hand or write it in the air and say the sound out loud as they write (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher plays a quick blending game with the children. She/he tells children that she/he is going to give them the sounds of a word, they have to put the sounds together to guess the word. Teacher stretches out her/his arm and asks children to stretch out their arm as well while she /he models blending the sounds to guess the word.

Example – Teacher says the sound, h-o-p, let's say the sounds a little faster, h-op. What is the word? h-op – hop

Teacher continues the blending game with a few more CVC words.

Examples of **h** words for blending – hat, hip, has, ham, hid, hog, hum, hut, hit, him

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the **h** sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **h** sound in the beginning and middle of the word and label their drawings with the first sound and a few more sounds or write a few words with the **h** sound. Once children have drawn, labelled and written their **h** words, teacher can help children stick their papers on a chart to put up children's work for display in the class for the **h** sound.



Reference Image- Tracing h with fingers

**For making of the doll puppet, refer to page 41 of the book 'Indigenous Toys and Games of Nagaland'.*

Objectives

- * To enjoy singing song
- * To discuss about time related activities
- * To make paper watch
- * To develop fine motor skills and creativity
- * To revise ock sound



Materials Required

Clock, paper strips for wrist band, small circular paper cut outs, crayons, sketch pens, pencil, glue/ cello tape, flashcards, paper



Circle Time

Children learn a new song, 'The clock song'



<https://www.youtube.com/watch?v=0gYZSNI2Bm4>

Children and teacher discuss if they know when school timing is and when home time. What timing do you get up? When do we brush our teeth? Come to school? Children can also enact as a clock and move their hands around, making sounds of a clock- tick tick tick tick.



Learning Experience

Teacher brings a real clock and discuss about time with children. She/he asks questions to children concerning time such as- At what time do you eat in the morning? At what time do you reach the school? At what time do you sleep? and so on. Show children times like home time, school time, lunch time, snack time, TV time, sleep time by moving the hands of the clock. Ask questions around how when we can see the sun first come up in the morning, we have breakfast, and when the moon is out, we eat dinner, etc.

Children make a paper watch. Guidelines are given below:

- Teacher brings strips of paper to use as a wrist band and another paper cut in small circles.
- Children draw the watch hands and the numbers with the help of teacher. They paste the small circular paper watch on the wrist band and wear it on their hand. Stick the ends of the band together with glue or cello tape according to the size of the child's wrist.
- Children explore the watches worn and share what time it is with each other.

Once children are done making their watches, teacher shows a flashcard of the word clock and focus on the **ock** sound. What are some other words that have this sound?

Teacher can show flashcards of words rhyming with clock- lock, sock, block, knock. Teacher will read aloud the words while stretching and focusing on the sound of **ock** and ask children to repeat. Children work on a paper where they draw these items and try to write the words on the side.

Objectives

- * To develop an understanding of different types of weather we experience
- * To observe, exercise their recollection ability and express their thoughts
- * To understand and connect symbols with the corresponding weather condition
- * To develop a weather wheel
- * To develop fine motor abilities
- * To revise **r** sound

Materials Required



Paper, card board paper, colour, paper plate, clothespin, paint, crayons, ruler, Croco the puppet, box, pictures/objects that start with the **r** sound



Learning Experience

Let's make a weather wheel for our classroom! Teacher shows a weather wheel and demonstrates how it works. Teacher gives a circular cut out pasted on cardboard/ a paper plate to children and they each make their own weather wheel.

Questions that will help children plan- How many weather conditions are we showing? How will the circle be divided to indicate the weather? How will you depict the four weather conditions? Children makes the weather wheel and labels it. They can use clothespin clips to show the weather of the day, or invent new ways of showing the weather. Children can indicate the weather everyday using their weather wheel. The weather may suddenly change during the day as well, children adjust the indicator accordingly.



Circle Time

Children and teacher learn a new song and sing with actions. You can change the name of the place to where you live! (To the tune of 'Old McDonald had a farm').

It's a rainy day in Kohima, ee ii ee ii oo (2X)
With a raindrop here and a raindrop there
Here a drop, there a drop, everywhere a
raindrop
It's a rainy day in Kohima, ee ii ee ii oo

It's a rainy day in Kohima, ee ii ee ii oo (2X)
With a splash splash here and a splash
splash there
Here a splash, there a splash, everywhere
splash splash
It's a rainy day in Kohima, ee ii ee ii oo

Teacher then asks children about the weather today. How do you feel about it? Is the sun out or are there only clouds? Is it raining, or is it windy? Is it cold or warm? Children talk about their experiences of weather on days that were different from today.



Dear Teacher, let the children decide how many lines they want to draw to divide the circle. Encourage them to choose instrument like a ruler, that will help them do draw the lines.

Recap of r letter and **r** sound

Teacher re-introduces Croco the puppet from the previous theme to children. She/he asks children, do you remember Croco? What was the sound that she needed help with last time? (**i** sound)

Teacher talks as Croco and tells children, last time, it was a little tricky for me to say the **i** and you all helped me out and now I can say the **i** sound all by myself. Croco can say the **i** sound and ask children to repeat after her.

She says, 'I hope you can help me today as well.' Teacher brings out a box with a few **r** objects/ picture cards in it. She/he tells children we are going to pick an object/picture card and show Croco and let's see if she can tell us what it is. Teacher asks a child to pick an object from the box and give it to Croco.

Example - The child picks up a toy rat. Croco looks at the object and says, Oh! I know what this is. It's a nat. Teacher asks the children, Is this a nat? What is it? Once children say rat, teacher says the **r** sound out loud and asks children to say it aloud as well along with her/him. Teacher then says the **r** sound as Croco.

Teacher asks another child to pick an object from the box and show it to Croco, so that she can guess the object.

Example – The child picks a rose from the box and shows it to Croco. Croco says, it is a nose. Teacher asks children, is that a nose? What is it? Once children say rose, teacher repeats the word stressing on the **r** sound and asks children to repeat the sound so that Croco can say it as well.

Teacher continues to play the game 2 -3 more times till Croco can say the **r** sound.
Examples of **r** sound objects – rainbow, rocket, rat, rhino, robot, rooster, rabbit, rain.

Teacher asks children, what was the sound that Croco was not able to say? She/he repeats the sound with children and then asks children to look around the class or think of **r** sound words of their own. As children share words, teacher writes the words down to make a list of **r** words that teacher can put up in class later.

Teacher writes the letter **r** on the board with the correct formation. She/he can call a few children to write the **r** letter on the board or trace over the **r** letter that the teacher has written on the board, and sound it out while writing or tracing.

Teacher plays a quick blending game with the children. She/he tells children that she/he is going to give them the sounds of a word, they have to put the sounds together to guess the word. Teacher stretches out her/his arm and asks children to stretch out their arm as well while she/he models blending the sounds to guess the word.

Example – Teacher says the sound, r-a-g, let's say the sounds a little faster, r-ag. What is the word? r-ag – rag.

Teacher continues the blending game with a few more CVC words.

Examples of **r** words for blending – rat, ram, red, rib, rot, rim, rob, rug, rag.



Objectives

- * To learn more about weather and what people do during rains
- * To learn new vocabulary related to rain
- * To analyse materials to make umbrella-ones that do not leak
- * To make an umbrella with the most suitable material
- * To make raindrops and count how many cover the area of the umbrella



Learning Experience

Teacher asks how one knows that it is rainy weather. How does it feel when it's raining? Try to introduce words like cold, wet, splash, etc. while having this discussion.

What if we have to go out in the rain? What will happen? How can we protect ourselves? Children and teacher talk about the different things children may be using to protect themselves from the rain.



Materials Required

Worksheet, pencils, colour pencils, crayons, glue, paper, cloth, leaves

How does it protect us? They share how water does not drip from the umbrella/raincoat/any other item they may be using.

Can we make our own protective gear/umbrella? What would we need? Can we use paper, cloth, plastic, bunch of leaves put together? Children test different items to see what can be used to make umbrella by putting water drops on it. Is it any good if water falls from it?



Circle Time

Children and teacher sings the song with action from the previous day.

Children talks about the weather and discuss what they like to do during rainy weather. What is the weather today? Can they show it on their weather wheel?

They can conduct several experiments. What material works if it is little rain? What if it rains heavily?

Enable children to make little umbrellas for any stick puppets they have made earlier. Children plan and make their own unique umbrellas. Children can sprinkle some water drops on the umbrella they made and see if it works.

Children can also look for waterproof material in their home.

Worksheet- How many raindrops on the umbrella? Children draw/ cut and tear pieces of paper raindrops- big and small, and paste it on an umbrella outline such that all 'area' of the umbrella is covered. They count the raindrops and write the number- 20 raindrops. Children revise the concept of 'area'. They can also make raindrops that are falling and count them.

WEEK 4 | EXPLORING THE WORLD OF WRITING

1
DAY

CONDUCTING AN ON-THE-SPOT SURVEY



Materials Required

Paper, pencils, crayons, worksheet



Circle Time

Children and teacher look at the weather wheel and share what weather it is today. They sing the song from previous week. They can change the 'rainy day' to 'sunny day', 'cloudy day' or 'cold day' depending on the weather.

Children discuss their exploration of the preschool that they did in the previous week. Teacher asks them- What do you see when you look around your classroom? Children respond chair, table, books, blackboard, pencil, toys, etc. Ask children to sort all these things into categories like furniture, stationery, books, etc. Teacher can participate in this discussion and help children sort and categorise.



Dear Teacher! You may introduce the idea of an attendance chart in this subtheme, where children write/scribble the names of their peers in the class. This chart can be used every day to take attendance of children and will help them to recognise their own name in writing.

Over a period, children may add any special characteristic about themselves or their friends in the attendance chart- for example, children may draw/scribble/write 'I am strong' or 'My friend Hongla is very kind' and so on.

Objectives

- * To observe and investigate the preschool surroundings
- * To identify and list items present in the environment
- * To identify different categories and label them



Learning Experience

Teacher gives papers to children to make a label of one category that they like-categories that children thought about during circle time: furniture, stationery, books, games. Once children have made/written their own label, teacher will demonstrate counting using 'Tally Marks'. This means that for each object, children draw a line 'I' on the paper. Give enough examples for children to understand the concept, and ask them to go around the classroom, identify the objects under the category they have chosen for their label, and record the data using tally marks on the paper.

Children can further divide the category into smaller categories. For example, furniture can be further divided into small and big furniture.

Worksheet on 'What does not belong'.

Children circle the item that does not belong to the other items' category. Children also write/scribble the category that the left-out items belong to.

Objectives

- * To express oneself through writing and drawing
- * To sequence ideas /thoughts in a specific order
- * To build narratives by focusing on details
- * To write daily thoughts in a diary

*Learning Experience*

Teacher reads the story “**Diary of a worm**” (Or video of the read aloud can also be used). Diary of a Worm



<https://www.youtube.com/watch?v=Z3-3CYftTY0>

*Materials Required*

Paper, crayons and paints, pencil, stapler, story

*Circle Time*

Children and teacher indicate the weather today on the weather wheel and sings the song from previous week. Teacher asks children to think about all the things they did yesterday.

Model the conversation in a way that children discuss what they did in a sequence. For example, in the morning we woke up, get out of bed, brush our teeth, then we had our breakfast, and so on. Or talk about a specific learning experience done recently trying to form a narrative on what happened and what was learned from the experience.

After the read aloud, children and teacher discuss how the worm keeps a diary. What do you think the diary is for? What is the worm writing? Why do you think worm needs to keep a diary?

Like the worm, would you also like to keep a diary? What would you like to write about in your journal?

Teacher staples a few pages together to make a diary for each child. Teacher tells the children that they will be writing and drawing about their experiences of today or previous day, or some other day that they found interesting. The teacher moves from child to child and helps them put their thoughts in words and sentences, and drawings and colours. Children are also encouraged to express their feelings like happiness, satisfaction, joy, excitement, sadness, displeasure, etc. in their journals.

Children come up with a lot of things to write and draw:

- “We sang HAPPY BIRTHDAY for Aba.”
- “I played with Lily, Alem and Roko.”
- “Toli shared her tiffin with me during lunch. I love rice and fried potato.”
- “The teacher read us a nice story.”

Children are free to draw their friends, classroom, or toys. They represent their happiness with smileys and other symbols. They can scribble sentences to share their feelings and ideas.

Teacher carefully listens and observes each child and helps them express their thoughts and feelings and develop their ideas.

Teacher asks children what they have scribbled or drawn. She/he writes it as children dictate. Children take their journal home and share it with their parents.

They can also decorate the front page of the diary.

Questions to think:

1. How can you encourage children to become more confident and expressive?
2. How can you help those children who are unable to express themselves?
3. What questions can you ask the children to help them think?
4. Do the scribbles and drawings of children need to make clear sense to the readers? Why or why not?



TALKING ILLUSTRATIONS!

Objectives

- * To introduce the concept of speech bubbles in storytelling
- * To use speech bubbles to express thoughts and dialogue in illustrations
- * To develop self-expression and build confidence through sharing illustrated stories
- * To revise sounds done so far- **s, a, t, p, i, n, c/k, e, h, r**



Materials Required

Paper, crayons, paints, pencils, picture cards of the sounds done so far- **s, a, t, p, i, n, c/k, e, h, r.**



Circle Time

Children discuss the previous day's experiences and share what their parents had to say about their journals. Teacher can ask "How did you feel expressing your ideas and thoughts through writing?" Children and teacher go through the story 'Diary of a worm' again.



Learning Experience

Children and teacher discuss about everyone the worm meets in the story- the spider, mother, grandfather, sister, teacher, and so on. What are the spider and the worm talking about? Let us try and recall and say the dialogue of the worm and spider. Teacher acts as worm and children one by one can act as other characters. Teacher can add more dialogues for the worm and children can further respond by adding new dialogues.

Let's make a dialogue. Teacher gives paper to children where they create dialogue for any two characters and put dialogues in the speech bubble. Teacher can show a speech bubble card and assist children drawing speech bubbles.



Dear Teacher, remember that children may not write conventionally at this stage, they may scribble, write invented spellings or sentences, or simply draw in the speech bubbles as well. As a facilitator, you must ask children what they are trying to express and scribe/write it at the bottom of their work.

Recap of letter sounds- s, a, t, p, i, n, c/k, e, h, r

Teacher sticks picture cards of things that have the beginning, middle and ending sounds of letter sounds recapped so far on the board or the floor.

Teacher tells children that she/he is going to say a word and call out a child's name. The child has to find a picture on the board/floor with the same letter sound and give the picture a Hi5 hand gesture.

Example



Teacher says the word hammer and a child's name and asks the child- What is the first sound they hear when we say the word, hammer?

The child then looks at the picture cards and finds another word that starts with the same first sound **h** and gives the picture (hat) a hi5.

Teacher continues to play the game alternating the cards and the beginning, middle and ending sound of the sound they hear and the picture they need to find.

Example



Teacher says the word pin and calls out a child's name and asks the child- What is the middle sound you hear when I say the word **p**in? The child then looks at the pictures and finds another word that has the same middle sound **i** and gives the picture (pig) a Hi5 hand gesture.



4 DAY

MORE SPEECH BUBBLES

Objectives

- * To introduce the concept of speech bubbles in storytelling
- * To use speech bubbles to express thoughts and dialogue in illustrations
- * To develop self-expression and build confidence through sharing illustrated stories
- * To think about the conversations people have



Circle Time

Children and teacher do the weather wheel and sing songs learnt the previous weeks.

They discuss the diary they had made on Day 2. Would they like to make speech bubbles for any of the events in the diary? Teacher supports children in deciding which conversation would they like to expand on? What would they like to add the conversation, etc.



Materials Required

Children's diaries made on day 2, pencil, colour pencils, crayons



Learning Experience

Children make conversation with speech bubbles related to situations entered in the diary. They can make 2-3 such speech bubble dialogues. For each dialogue, children draw the characters. They may change the way characters act in the next speech bubble (just like in a comic book).

5 DAY

MORE SPEECH BUBBLES

Objectives

- * To discuss the story 'Diary of a worm' and share what kind of a house can be built for the worm
- * To use different materials to make a house for the worm and discuss which material will work best
- * To give details regarding the house of the worms
- * To create paper worms



Materials Required

Story 'Diary of a worm', clay, paper, twigs, leaves, other materials as per choice to make a house for the worm, tissue paper, sketch pens, water, dropper, tray/plate, picture cards of the sounds done so far - **s, a, t, p, i, n, c/k, e, h, r**, CVC blending to read cards



Circle Time

Children and teacher do the weather wheel and sing songs from previous weeks. Teacher asks children if there is anything else from the story 'Diary of a worm' that was exciting. Teacher takes children's ideas and discusses them. What about the house of the worm? Where did the worm live? They further discuss about everything the worm does in the soil.



Children and teacher can also create tissue worms



<https://www.youtube.com/watch?v=JZLgMoflw0>

Recap of blending

As a continuation of the literacy game on Day 3, teacher sticks picture cards on the board or on the floor of things that have the same sounds of letter sounds recapped so far. Teacher tells children that she/he is going to say the sounds of a word whose picture is on the board and call out a child's name. The child has to put the sounds together, say the word out, find the picture and give the picture of the word called out a Hi5 hand gesture (If children find it challenging to blend the sounds, teacher can ask other children to help out or she/he can help with blending the sounds).



Learning Experience

Let us make a house for the worm. Children share ideas on how they will make the worm-using clay, paper, etc. They discuss which material will work best and why. They talk about what will be needed to make a house for the worm. What did you see in the story?

What will make the worm more comfortable? Children share ideas and then work in groups to make worms and a house for them.



Dear Teacher, encourage children to add details to the worm house by asking questions like- Where is the entry of the house? Where does the worm store food? Are there any other requirements that the worm may have? What does the worm do when it gets bored?

Example



Teacher stretches her/his arm out and says the sounds, c-a-t. Let's say it a little faster, c-at. Teacher calls out a child's name and says the sounds of the word again if the child has not got the word yet, c-at – Cat. The child then looks at the pictures and gives the picture cat a Hi5 hand gesture. Teacher continues to play the game alternating the cards.

CVC words to blend – hat, rat, pan, egg, pen, pin, cap, tin, kit, ant.

To revise letter sounds done so far- **s, a, t, p, i, n, c/k, e, h, r**

QUESTIONS TO GUIDE OBSERVATIONS

1. Are children able to understand the steps to make a volcano?
2. Are children able to use heavy and light objects on the catapult and observe its effects?
3. Are children able to use magnets?
4. Are children able to experiment with light and shadow during shadow play?
5. Are children able to experiment and explore with different objects in sink and float activity?
6. Are children able to categorise wet waste from dry waste?
7. Are children able to understand the concept of reduce, reuse and recycle?
8. Are children able to give ideas regarding what can be done with wet waste?
9. Are children able to follow the steps on composting and paper making?
10. Are children able to learn the new letter sound- **ock**?
11. Are children able to engage with stories and predict what happens next?
12. Are children able to understand rules and how they are formed?
13. Are children able to understand the concept of time?
14. Are children able to understand about different kinds of weather?
15. Are children able to understand speech bubbles and express their thoughts?
16. Are children able to follow the concept of journaling and write/scribble their thoughts?
17. Are children able to identify materials, categorise and use them efficiently?
18. Are children able to make choices based on analysing materials, situations and reflect on the actions?
19. Are children able to make a house for the worms?

REFLECTIVE QUESTIONS

1. What other emotional experiences did the children have during this theme?
2. Were you able to create a positive and supporting learning environment for children to fulfil the objectives of this theme?
3. Were you able to ensure that every child is seen and heard?
4. Were you able to observe each child by the end of the theme and keep a record of it? If not, how do you plan to overcome the challenge?
5. What was the most challenging learning experience or objective to fulfil?
6. Were you able to ensure safety of each child inside and outside the classroom?

THEME 5: FIELDS AND FORESTS

Introduction

Fields and Forests provide a great opportunity to foster children's sense of wonder and amazement. Nagaland has an immense diversity of plants, birds, animals, flowers and insects that provides a rich repertoire of experiences to enable children to think and build on their curiosities towards nature.

Fields and Forests are like magical playgrounds for children, where they can engage with the natural world in a hands-on and immersive way. These biodiverse landscapes are filled with life that can be built into a variety of learning experiences for children. From towering trees to tiny insects, these experiences offer an array of fascinating sights, sounds, and textures for children to explore. They will connect their immediate home experiences of eating food, of plants growing, of animals and plant products with the fields and forests that may or may not be part of their immediate context. Children participate in experiences on how food and farm animals sustain the society. Children engage with the ideas of harvesting plants, animals that are domesticated and the ones that are not, variety of trees and leaves, different birds, and their nest and so on.

As children move onto exploring their natural habitats, this theme provides them with immense opportunities to explore the natural world, investigate phenomena in nature - how insects/birds/ animals and plants live in their natural habitat and also engage in food/ farming related experiences. Also, by understanding the importance of fields and forests and its use, children will develop a deep sense of care and respect for nature. It will also help to instil a sense of imagination of possibilities and a responsibility towards taking care of the environment by exploring ideas of sustainability and conversation through concrete experiences. The mutual relationship between people and the environment is central to the experiences.

The subthemes of the Fields and Forests theme are

1. **Trees Around Us-** Parts of a tree, barks of different trees, containers of shapes and sizes, egg, making a nest and eggs for birds.
2. **The Tiny and the Mighty-** Ants and their habitat, silkworm and life cycle of a silkworm, beaks of different birds, mighty Mithun.
3. **Let's Make a Forest-** story telling about why the elephant is sad, forests being destroyed, making a forest in class, making animals and birds in the forest.
4. **Celebrating Harvest-** Cultural practices of celebrating harvest, expressing gratitude, creating own dance sequence, making props, sowing seeds and harvesting.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
Children maintain good health and wellbeing • Collecting materials to make a classroom forest • Rhythm and movement • Trail of ants • Happy place • Thank-you card • Celebrations-harvesting, dance routine Children are effective communicators • Action song and rhyme • Listening to stories • Features of different animals, birds • Making story cards • d, m, g, o sounds • Riddles • Labelling Children are involved learners and connect with immediate environment • Discussion-on how forests are being destroyed, different parts of a tree, celebrating harvest, cultural practices of different tribes • Parts of the tree, bird nest • Bird beaks and food • On, under, in • Estimation- different things held by containers • Oval shape • Doctors who treat animals and birds • Patterns in fields • Body parts of an ant • Life cycle of silkworm- cocoon, moth, • Egg shape, different eggs of bird, dishes • Tiny/huge • Animal horns • Animal homes • Forest destruction	Children maintain good health and wellbeing • Fine motor skills- cutting, pasting, colouring, impressions, moulding, pounding • Gross motor skills- acting and moving like an elephant, ant, silkworm, Mithun • Exploring body parts- dance routine, holding things • Sharing thoughts of happiness, gratitude for others • Celebrating- making and serving food, dancing • Collaborating to develop dance routine, forest Children are effective communicators • Writing/scribbling- recipes, sequence of stories • Labelling different objects, beings in a forest • Memory- recall events from previous days • Role play-with dialogues and different situations • Interacting with puppets and asking questions • Singing songs with actions, adding to the songs • Following instructions • Asking questions and riddles- trees, birds, rice, ants • Pronouncing, writing and using words of specific sounds • Listening to stories • Scribbling/writing • Making dialogues- birds and doctor, different animals, speech bubbles • Imitate and mimic different beak actions, ant movements • Describing their birds, forest • Developing story cards

CONCEPTS	SKILLS
• Sketches- of forest, home • Paddy fields- rice seed, things needed to grow rice, rice cake recipe • Harvesting • Cooking and change in food texture, smell, taste	Children become involved learners and connect to their immediate environment • Observing- branches of the tree, ant characteristics and behaviour, • Counting- leaves in a tree, bananas, items in containers • Sequencing- life cycle of silkworm, list of things needed • Classifying- big and small, tiny/huge, different textures, • Sorting • Estimating what different containers can hold, recipe ingredients to make rice cakes • Moulding clay to form birds, beaks • Recognising shapes, oval, features of different animal, different bird beaks • Problem solving- Elephant concerns, reaching a high shelf, story • Planning and executing- forest , celebration of harvest • Associating/linking two experiences – sowing seeds for plant and paddy • Counts objects till 15 • Gives positions to objects- 1st, 2nd, 3rd • Adds 5-6 objects by counting concrete items/ pictures

DISPOSITIONS	EMOTIONAL EXPERIENCE
Curiosity • Birds and their nests, beaks of different birds • Silkworm and where does the silk come from Trust and playfulness • Celebrating harvest Perseverance • Saving trees and forests Confidence • Making rice cakes • Decoding the riddles Responsibility • Saving trees and forests, animals and birds Empathy and cooperativeness • Understanding why the elephant was feeling sad	Feelings • Happy place- describing their happy place • Expressing gratitude Ownership and belongingness • Making own classroom forest Wonder and amazement • Observing a trail of ants Achievement and satisfaction • Making sticky rice cakes • Horns for Mithun • A cocoon for silkworm <i>What other emotional experiences did children have during this theme?</i>

WEEK 1 | TREES AROUND US

1
DAY

MORE SPEECH BUBBLES

Objectives

- * To sing a song with actions
- * To discuss about trees growing around and learn the different parts of a tree
- * To go out and make bark impressions of different trees
- * To observe the details on the tree and draw them



Circle Time

Children sing the song with actions:

Out in the woods.

There was a tree.

The prettiest tree.

That you ever did see.

*Well, the tree was in a hole,
and the hole was in the ground.*

*And the green grass grew all around, all
around.*

And the green grass grew all around.



<https://supersimple.com/song/and-the-green-grass-grew/>

Children discuss the different trees that grow near their school or home. What are the trees like? Children describe the different parts of the tree. Teacher encourages them to give details about each part even if they don't know the name of it.



Materials Required

Song, picture cards of different trees, paper, crayons



Learning Experience

Children go outside to observe a tree. They share their observations. What is the big, long part of the tree called? It's a *Trunk*. Part of the tree with all the leaves and branches is the *Crown*. And what is under the ground- *Roots*.

Children touch the tree and observe the texture. They can also touch two trees and compare the texture. The rough covering of the trunk is called bark.

Let's make a bark impression

Children place paper on the bark and color the paper with a crayon. This can be done on different barks. Children then share their observation of the impression.

Children make a tree from their observation of the actual tree and label the different parts of the tree. Teacher can probe them to label parts of the tree other than the ones that are discussed. Can they make some fruits/flowers? What about a bird sitting on the tree?



Dear Teacher, for the next day bring different sizes and shapes of container to the class. You can also ask children to bring different containers from their home- bottles, boxes, bowls, glass, etc



Reference Image for bark colouring

**2
DAY**

THERE WAS A BRANCH

Objectives

- * To add to the lyrics of the song learnt on day 1
- * To discuss whether they have observed the branches of a tree and what it holds
- * To explore their own bodies to see what their hands and shoulder can hold
- * To estimate what different containers can hold based on the labels made
- * To label containers and count the number of items it holds
- * To revise **m** sound and practice pronunciation and writing



Circle Time

Children sing the song done on day 1. They then add two more lines about the branch and sing the entire song again with the teacher.

*And on this tree.
There was a branch.
The prettiest branch.
That you ever did see.*

*Well, the branch was on the tree,
and the tree was in the hole,
and the hole was in the ground.
And the green grass grew all around, all around.
And the green grass grew all around.*



Materials Required

Song from day 1, containers of different sizes, leaves, twigs, pebbles, toys or blocks, **m** sound flashcards/objects

Children discuss if they observed the branches on the tree the previous day. Where were they coming from? What was there on the branches? Can you act like branches with your hands? What happens when strong winds blow? Teacher can make the sound of wind and children move their hands. What about when heavy fruits are hanging from the branch? When it rains?



Learning Experience

Children discuss what the branches of the tree can hold? How do we hold things? What if it is a ball? What about a big book? Children can try holding different things and share what part of their hand, arms and body they use to hold things. Can they only hold things with their arms? What about elbows? We can also hang things on our arms/elbows. What are other things in the class that hold things?

Teacher brings containers of different sizes and shapes. Children think of the things that could be put in the container. Children decide what they would put in the containers and prepare labels for them. Example, leaves, stones, twigs, pencils, paper and so on. Teacher asks how would they choose the container for an item? Is it based on size, shape? Once the labels are done, they collect different materials from inside and outside. Based on the labels, children put the things into the container. Children predict the number of items in each container contains.

With the help of the teacher, they count the things in the container. They may count as much as they know.

Container list worksheet: Each child makes a list of containers and the number of things in it. These containers can become part of the classroom.

Recap of m letter and m sound

Teacher places 3 picture cards that end with the **m** sound on the board and one picture card that does not end with the **m** sound.

Example



Drum



jam



worm



elephant

Teacher asks children, what are the pictures you see on the board. Teacher repeats the words out loud for each picture stressing on the beginning and end sounds. She/he asks children, what is the last sound you hear when we say the **word**, **drum**, **worm**, **jam**. Which one among the 4 pictures does not end with the **m** sound?

Teacher repeats the **m** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher then writes the **m** sound letter on the board with the correct formation and asks children to write the **m** sound letter on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, air along with the children (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher can call a few children to write the **m** sound letter on the board or trace around the **m** sound letter that the teacher has written on the board.

Teacher then plays a quick blending game with children. Teacher tells children, *I am going to say the sounds of a word on my arm and children have to put the sounds together to guess the word.* Teacher stretches out her/his arm and asks children to stretch out their arm as well to put the sounds together and guess the word.

Example— j-a-m – jam, m-a-t - mat, m-a-p – map, m-a-n - man, m-u-d – mud.

Teacher then asks children to look around the class and think of words that have the **m** sound. As children share words, teacher writes the words down to make a list of m words.

**3
DAY**

THERE WAS A NEST

Objectives

- * To sing and add to the song with actions from day 1 and 2
- * To listen and engage with the story and share their own experiences
- * To discuss their happy place-what makes them happy and draw it
- * To collect materials to make nest for the bird
- * To revise the **m** sound, practice pronunciation and writing



Circle Time

Children sing the song from day 1 and 2 and add about the nest in the song and sing the entire song again with actions:

*And on this branch.
There was a nest.
The prettiest nest.
That you ever did see.*

*Well, the nest was on the branch,
and the branch was on the tree,
and the tree was in the hole,
and the hole was in the ground.
And the green grass grew all around, all around.
And the green grass grew all around.*

Teacher shares the story of '**A special nest**' with children.



<https://www.youtube.com/watch?v=vB9-pLcPSYQ>

Children discuss the sequence of the story. They share if they have seen a nest? What does it look like? What could it be made of?



Materials Required

Song from day 1 and 2, story, paper, crayons, materials from outside to make a nest



Learning Experience

Teacher asks children specific questions about the nest:

1. Q. Why was the bird not happy with having nest on the tree? What about the house?
2. Q. Why was it looking for a safe space?
3. Q. Where do you feel most safe?

Children further discuss people/things that make them feel happy/safe. Are there things that make us scared?

My happy place

Children make a drawing of their happy place. They can add things/people/events that make them feel happy and safe.

What do we do if we lose something that makes us happy? For example, a toy? Children share how they feel and what can they do about it.

Nest making: Children collect material that they would like to make their nest with. They make the nest using these materials.

Recap of **m** sound

Teacher does a quick recap of **m** sound

Teacher tells children that she/he are going to call out a few words, if they hear the **m** sound in the word, they jump up and if they don't, they show a thumbs down.

Examples of **m** words – monkey, moon, mask, mango, man, jam, drum, worm, milk, mouth, mother, mountain.

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the **m** sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **m** sound in the beginning and label their drawings or write a few words to make a list of **m** sound words. Once children have drawn, labelled and written their **m** words, teacher can help children stick their papers on a chart to put up in class or hang children's work in class for the **m** sound.

4

DAY

THERE WAS AN EGG

Objectives

- * To sing the song from day 1 to 3 and add to it
- * To observe the shape of an egg and experiment with it in different situations
- * To make their own egg dish and scribble/ write the recipe on paper
- * To make eggs of different sizes for different types of birds
- * To revise the d sound word, practice pronunciation and writing



Materials Required

Song from day 1 to 3, egg, clay, paper, crayons, worksheet, **d** sound flashcards/ objects



Circle Time

Children sing the song from day 1 to 3 and add about the egg in the song and sing the entire song again with actions:

*And in this nest.
There was an egg.
The prettiest egg.
That you ever did see.*

*Well, the egg in the nest and the nest was on the
branch,
and the branch was on the tree,
and the tree was in the hole,
and the hole was in the ground.
And the green grass grew all around, all around.*

Children look at the different nest that they have made. Are they all the same, are they different. How are they different? Similarly, our houses are also different. Children can share What part of the house they love the most? How is it different from other houses?



Teacher brings an egg into the class. Children discuss the shape of the egg. Is it a circle like a ball. Children observe how an egg is different from a ball? Its shape is Oval. Children look at things in their classroom that resemble the shape of the egg. 'Can the wheels be made into an oval shape?' 'Would that help the vehicles move?' Children try to make the oval shape using clay and see how it rolls, as compared to a circle.

Let's make an egg dish

Children discuss their favorite egg dish. Where does that egg come from?

They draw and label the list of ingredients that will be needed to make the egg dish. They share the steps of making the recipe. Teacher ensures that children use letters they have practiced, focus on sounds, and use invented spellings. Children draw how the final dish will look like. They add details of the dish and things that they will serve it with.

Bird and their eggs Worksheet

Make eggs for birds.

Recap of the d letter and d sound

Teacher calls out 3 words and asks children what is the common sound they hear in all the 3 words? Example – **d**og, **d**octor, **d**uck

Teacher again says 3 words but this time the words end with the dad sound. Teacher then asks children, what was the common sound in the 3 words that I just called out? Where do you hear the **d** sound- beginning, middle or at the end? Example – food, red, bed

Teacher repeats the **d** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher then writes the **d** sound letter on the board with the correct formation, pointing out to children that the letter **d** faces the left side, and asks children to write the **d** letter on the floor/ carpet, table or write the sound in the air with their pointing finger as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image). Teacher can call a few children to write the letter **d** on the board or trace around the **d** that the teacher has written on the board.

Teacher plays a quick **d** sound game with children. Teacher calls out **d** words, if all 3 words start or end with the same sound children hop once, if they don't, children sit down.

Example – duck, dish, door. If all the 3 words start or end with the same sound, children hop once and if they don't, they continue to sit down.

Teacher repeats playing the game a few times with children.

Objectives

- * To sing the song from day 1 to 4 and add to the lyrics with actions
- * To discuss about different birds and where they have seen them
- * To learn about doctors who treat animals and birds
- * To do a role play on injured birds and doctor
- * To revise the **d** sound



Materials Required

Song from day 1 to 4, clay to make birds, doctor set



Circle Time

Children sing the song from day 1 to 4 and add about the bird in the song and sing the entire song again with actions:

And in this egg.

There was a bird.

The prettiest bird.

That you ever did see.

*Well, the bird in the egg, the egg was in the nest
and the nest was on the branch,
and the branch was on the tree,
and the tree was in the hole,
and the hole was in the ground.
And the green grass grew all around, all around.*



Learning Experience

Children talk about the birds around. Have they ever seen a bird that is hurt? Where do birds go when they get hurt? Are there bird doctors? *'Yes, there are separate doctors for birds and animals. They are called Veterinarian. Such a big word!*

We also call them Vets. Some people who may not be bird doctors but have more knowledge about birds can also help when a bird is hurt. Children then discuss how birds could get hurt.

Let's be vets. Children are divided into groups where do role play. Where one child becomes a vet and other brings a bird who is hurt. Teacher enables them to build dialogues on what the vet will ask, what details will the child give.

Children discuss how they will care for the bird. They draw all the things they will do for the bird so that the bird is healthy and happy again.

Recap of the d letter and **d** sound

Teacher asks children to look around the class or think of words that have the **d** sound. As children share words, teacher writes the words down to make a list of **d** sound words. Teacher can prompt children to think of words that have the **d** sound at the end as well and give children a few examples to help them think of their own words (red, bed, sad, food, mud).



Dear Teacher, even if children may not be familiar with the Vets, it is important to discuss how when we get hurt or birds get hurt, they need extra help and care.

WEEK 2 | THE TINY AND THE MIGHTY

1
DAY

BEAK BEAK BEAK

Objectives

- * To imitate and mimic different beak shapes and actions of various birds
- * To listen and engage in storytelling
- * To mould and shape clay to create birds and beaks
- * To describe the unique characteristics of their clay bird creations

Materials Required



Clay or playdough, paper, pencil, colours



Circle Time

Children sing the rhyme 'There was a tree' from the previous week. Children discuss what all they did in the previous week. What did they discuss about birds? Do children have any other questions about birds? Children share their questions and teacher writes it down on board or chart paper.

Do children have any questions on beak? Children and teacher discuss the beaks of different birds. Teacher explains that they will play a game called 'Beak Mimic', where they will imitate different beak shapes and actions of various birds. Teacher demonstrates the first beak action e.g., a wide-open beak like a pelican catching fish or a small, pointed beak like a hummingbird sipping nectar. Children mimic the beak action of teacher and add new motions e.g., the pecking motion of the woodpecker, or moving the beak like a peacock



Learning Experience

Teacher tells a story

Kito tastes the sun!

In the lush forests of Nagaland, there lived a playful and curious baby hornbill named Kito. Kito had vibrant feathers of blue and yellow, just like the clear sky and golden sunshine. With his tiny beak and wide eyes, he was always ready for exciting adventures. One sunny morning, as Kito perched on a branch, he noticed the glowing sun high up in the sky. He flapped his wings with excitement and exclaimed, "Oh, Mama! Look at that big, shiny ball in the sky. I wonder how it tastes!" Mama Hornbill chuckled and replied, "Oh, Kito, the sun is far away, and it's not something we can eat. It gives us light and warmth." "But Mama," Kito persisted, "it looks so delicious! I want to try a bite!" Just then, Papa Hornbill flew in and heard their conversation. He landed beside them and said, "Kito, my curious little one, the sun is too far for us to reach. It's better to enjoy it from here." Unsatisfied with their answers, Kito decided to seek advice from the wise elder of the forest, Grandpa Owl. He fluttered his wings and flew towards Grandpa Owl's tree, where he found the wise old owl dozing peacefully. "Grandpa Owl!" Kito called out. "Can you tell me how the sun tastes? I want to know!" Grandpa Owl opened his wise, sleepy eyes and chuckled softly. "Ah, little Kito," he said, "the sun is not meant for tasting. It brings light and life to the world. Its warmth helps the flowers bloom, and the trees grow tall." "But I really, really want to taste it," Kito insisted. Grandpa

Owl looked at Kito with a twinkle in his eyes. "Little one, close your eyes and feel the sun's warmth on your feathers. You will soon begin to taste the sun! And suddenly, something magical happened! Kito's feathers started to glow and shimmer with the colours of the sun. He giggled with delight. "Wow, look at me!" Kito exclaimed. "I'm like a walking ray of sunshine!" Grandpa Owl hooted happily. "You've captured the sun's magic, Kito! Your feathers are now filled with its radiant colours." Kito flapped his wings and taught all his friends how they could eat the sun too!

Teacher then hands out clay or playdough and explains that they will learn about and create

different bird beaks using clay. She/he shows pictures of a few birds with different beaks like the hornbill, parrot, sunbird, kingfisher, etc. Children in groups decide to work with one bird. Teacher encourages children to shape the bird and their beaks using clay and helps them by discussing about the size and shape of the beak. Children and teacher discuss the kind of food their bird will have based on the beak. Children also make bird food using different materials. Children scribble different feature of beaks of their bird they have made. Teacher supports children in writing sounds/letters they have done before.

2 DAY

BUSY ANTS

Objectives

- * To observe and identify ants during the outdoor walk
- * To describe and discuss the characteristics and behaviours of observed ants
- * To ask questions and share experiences and observations through storytelling
- * To imitate various ant movements
- * To make ant using stones and grass and discuss its different body parts
- * To recognise shapes and make different things in an ant hill



Circle Time

Children sing the song from week 2. They can use their birds made on the previous day to sing the song. Children share about the different beaks for birds they made the previous day. Do birds eat ants? How will they catch it? What do ants eat?

Teacher shares an experience with ants she/he may have had recently. For example, how ants gathered when a little piece of sweet was left outside. Children share how ants could have known about it and how the trail of ants walked towards it.



Materials Required

Stones of different sizes, grass, paper, glue, pencil, crayons, sketch pens, worksheet

Teacher takes on the role of the 'Ant Dance Leader' and guides children through different movements. Teacher depicts various ant behavior such as marching in a straight line, carrying a heavy load, digging tunnels, etc. Children follow the teacher's lead and imitate these movements, pretending to be ants in their dance.



Learning Experience

Teacher takes children for a short walk outside, preferably in a grassy area or near a sidewalk. As they walk, teacher encourages children to observe the ground and look for ants crawling around. Teacher points out any ant trails or ant hills they come across and explains that ants live and work together. When children spot ants, teacher stops and gathers them around to observe the ants closely. Children describe what they see - the size, colour, movement, and any pattern they notice.

Teacher asks questions to spark discussion, such as: How many ants do you see? What are they doing? Where could they be going? Teacher explains that ants leave scent trails to communicate with each other and find food. Once back inside the class, children share their experiences and observations from the outdoor activity through storytelling. They take turns telling stories about ants they saw, imagining

their adventures or the daily life in an ant colony. Children also collect stones of different sizes and grass and bring them back to class.

Let's make an ant: Children make ants with stones and grass. They make the part of the ant called antennae that helps communicate through smell, touch things, and find food.

What's in ant hill Worksheet: Children discuss anthills that are ant homes. They make different things in the different shapes.



Dear Teachers, in case children are not able to go out to observe trail of ants, a read aloud of the book "Busy Ants" can be done and these ideas can be discussed with children. What could be other alternatives to this? Also, please ensure, that ants are not harmed as children observe them.

Objectives

- * To guess the riddle by decoding the hints
- * To learn about the life of a silkworm
- * To discuss what silkworm eats and where it sleeps
- * To count the number of leaves eaten by silkworm and compare day wise
- * To make a cocoon for the silkworm to sleep
- * To revise all the sounds done so far.



Materials Required

Silkworm life cycle picture card, thread, glue, clay, worksheet



Circle Time

Teacher asks children a riddle and gives them enough time to figure out the answer. If required, she/he provides additional hints and repeats the riddles:

*I am a little creature, small and round,
Eating leaves, inching along the ground.
I spin a thread so neat and firm
I am
(silkworm)*

Children can also sing it as a song with the teacher.

What can you discuss with children about silkworms? Can you bring silkworm or a silk cloth to start a conversation? Have children eaten a silkworm.



Learning Experience

Children talk about how silkworms look and feel. They imitate the movement of the silkworm. Where does the silkworm come from? Teacher shares the story of how a silk moth lays eggs and then when the eggs hatch, silkworm comes out. Silkworm eats and eats lots of leaves. Then slowly it covers itself with fine thread and forms a cocoon. It sleeps in the cocoon. Once its sleep is over, it changes into a moth that breaks the cocoon. A beautiful silk moth comes out with wings and a tail, all ready to fly and lay more eggs for more silkworms. Children practice position words where they mark/cut and paste in a worksheet the steps of how moth becomes a silkworm.

What does a silkworm eat? It only eats mulberry leaves!

Silkworm eating leaves worksheet

Children count the number of leaves that silkworm eats for breakfast, lunch and dinner for the seven days of the week.

What happens when silkworm eats and eats, it feels sleepy. So, silkworm then builds a cocoon around itself and sleeps.

Let's make a cocoon. Children make silkworm from clay or use real silkworms and wrap it with a thread to form the cocoon.

Recap of letter sounds done so far

Teacher divides children into two groups. One group of children get picture flashcards and the other group of children get word flashcards for the pictures that the other group children have.

When teacher calls out a word (CVC-consonant-vowel-consonant words -stressing on each sound), the child with the picture of that word and the child who has the word both come to the centre, read the word out loud and keep both the cards next to each other.

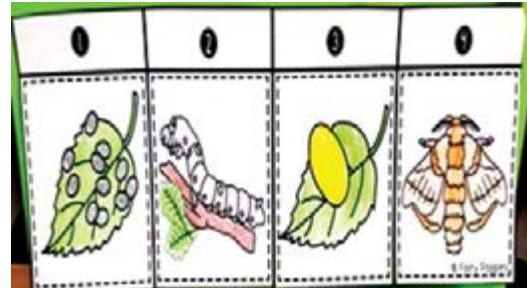
When teacher calls out the word- d-o-g- dog, the child who has the picture card of the dog and the child who has the word card both find each other and keep their cards on the carpet/floor/ table next to each other or they can stick it on the board.

The game continues till all the children with the picture cards have found the children who have the name of the picture cards.

Example –



dog



4
DAY

LIVE LIKE A SILKWORM

Objectives

- * To make riddle by giving hints about certain items
- * To discuss the sequence of the life of a silkworm
- * To decide the sequence and what will be drawn on a picture card
- * To connect the cards and make a story card.



Circle Time

Children sing the silkworm riddle as a song again. Children and teacher play the guess game. Can children make another riddle about some object? How will you help children to think of hints so that someone can guess the answer? Children look around for things that they would like us to guess and give hints about it.



Materials Required

Paper, cardboard, crayons, colour pencils, scissors, glue



Dear Teacher, if children are finding blending to read a little challenging and have not yet got it, teacher can prompt and help children read the words.



Learning Experience

Children and teacher discuss the story of the silkworm again. They look at the sequence of a silkworm. What comes before and after silkworm?

Children make a story card of the life of a silkworm. Teacher provides each child with 4 paper cutouts. Children discuss what the first card would be. Teacher supports children by questioning them. For example, if eggs is the first card, then where should the eggs be laid? - On the leaf and so on.

Children decide what they want to make on the card and which card comes first. They scribble/ write a few lines on or behind each picture card.

Teacher can show how it is a cyclical process- eggs become silkworm and then a silk moth and the silk moth lays eggs again. Children then paste these pictures on cardboard cutouts and string them together to form a story card that they can flip.

Recap of letter sounds done so far

Teacher spreads CVC word cards from the previous day on the floor/ table and children each have a picture card for the words on the floor. Two children at a time take turns to find their matching word card to the picture card that they have with them and place the word and the picture next to each other or stick it on the board for everyone to see.

5
DAY

THE MIGHTY MITHUN

Objectives

- * To distinguish between tiny and huge
- * To discuss animals around them that are huge
- * To discuss about the animal- Mithun
- * To ask questions about Mithun and guess the answers
- * To make Mithun horns and wear them
- * To draw bigger and smaller version of the object



Circle Time

Children discuss the tiny ants and silkworms they have been discussing so far. What are the other tiny things around them?

Can children become tiny? Now can they become huge? What are the huge things around them? What about huge animals?

Children and teacher can also look at a storybook about big/small, tiny/huge.



Learning Experience

Teacher asks- How about a Mithun? Is it a tiny or a huge animal? Children discuss if they have seen Mithun, how it looks and walks?

Teacher shows children a picture of Mithun. Teacher shares how Mithun are found in the Jungle, but they are also reared by humans for meat. Is there a Mithun related festival that children celebrate?



Materials Required

Paper, colour pencils, crayons, hairband/ headband, paper plates, glue, cello tapes, stapler

Ask a question

Each child thinks of a question that they would like to ask about Mithun. The child asks the question to the entire class. The class guess the possible answer. Teacher helps them by probing them, giving hints. The focus is on the guessing game and not on the exact answer.

Let's make horns

Children and teacher focus on the horns now. What are the other animals that have horns on them? What do animals do with their horns? Children make two cone shapes as horns on a band that can be tied around the head, and wear

them. Or make horn bands using paper, colour and cut them and wear it around their head.

Bigger and smaller Worksheet

Children draw the bigger and smaller version of the object in the given columns



WEEK 3 | LET'S MAKE A FOREST

1
DAY

ELEPHANT IN MY KITCHEN

Objectives

- * To discuss about animals and where they live
- * To listen to a story about the sad elephant and understand the problem faced
- * To think through different situations faced by the elephant and problem-solve
- * To write/scribble an imaginary conversation with an animal using speech bubble
- * To label different parts of the elephant.



Materials Required

Action song, story, puppets of different animals or picture cards, paper, crayons, pencil



Circle Time

Children sing the song with actions of different animals-

*There are lions in the Jungle and when there's
nobody around*

*They come roaring roaring (*3) out*

*There are elephants in the jungle and when
there's nobody around*

*They come thumping thumping (*3) out*



<https://www.youtube.com/watch?v=-UOVJTypUpA>

Children and teacher can add more animals and their actions and sounds.

Children share the animals they have seen near their homes, on the streets, in the market. Where do these animals live and why? Can all animals come to live with us? What will happen if elephants roam the streets, or a tiger comes to the market?



Learning Experience

Teacher brings a picture cards/ puppets of some of the animals discussed in the story. Look who has visited our class today – a giant elephant, a gorilla. Children can act like elephants and make elephant sounds. Children ask the elephant, “why have you come here?”. The sad elephant tells her story to children. Teacher can use the puppet and act out the story ‘**An elephant in my kitchen**’ instead of simply reading it out.



<https://www.youtube.com/watch?v=ZEn-6ZiAUNM>

After reading the story, children share the conversations different animals had with the boy. Teacher helps children to further expand on the conversations by asking questions like- What do you think the elephant said in the story to the boy? Did the elephant like being here? Did it miss her family in the Jungle? What does

the animal usually eat and live? Is she happy or sad about not being able to do so? How would you feel? Similar questions can be asked for 2-3 more animals from the story.

Let's make conversations

Would you like to have a conversation with one of the animals from the story? Children are divided into groups and each group chooses one animal picture card. Each child draws themselves and the animal on the paper and makes up conversation between them. They scribble the dialogues in speech bubbles (as done earlier). Teacher enables children to think of dialogues about how the animal feels and how they feel about it.

Labelling

Teacher brings the puppet/picture card of the elephant and model labelling the puppet or animal picture card using small strips of paper or post sticks. Teacher says to children, “*Let's see if we can label the different things we can see when we look at the giant elephant*”. Teacher models observing the elephant and says, “*I see the elephant's long trunk*”, lets label it”. Teacher uses a strip of paper or a post stick and slowly segments each sound of the word trunk to write the word down on the paper– t-r-u-n-k and sticks the label on the elephant's trunk. She/he asks children, what else do you think we can label looking at the elephant? As children name the different parts of the elephant, teacher writes the labels on strips of paper and models labelling the elephant.

Objectives

- * To discuss how forests are being destroyed and why
- * To write/scribble different ideas on making the forest green
- * To collect materials and work together to make a classroom forest and label the different objects/beings.

*Materials Required*

Picture cards of forest-one lush green other with trees cut, chart paper, sketch pens, paper, pencil, leaves, twigs, stones, coloured paper, newspaper, ice cream sticks, puppet animals/animal faces

*Circle Time*

Children sing the song from day 1 with action. Teacher shows children two picture cards- one of a green forest and another of a destroyed forest. Children discuss what they see in the picture. What happened to the forest? How could it have been destroyed? Is it where the elephants from the previous story lived? How was the forest before it was destroyed? What can be done to grow it again?

*Learning Experience*

Teacher makes two columns on the board or a chart paper with one column to write "What I notice" and another column to write, "What I would like to change".

Based on the responses, children and teacher further discuss what they can do to make a forest again. Ideas like cutting less trees can also be linked to where all we use tree products. Can we reduce our usage?

Let's make our classroom forest. Children and teacher discuss what kind of a forest they will make. Where can they make it? What will they add to the forest? What material will they need? Based on the discussion, children in pairs make a sketch/ drawing of the forest they plan to make. Teacher then shows and can read a few pages from the book – **'My Map Book'** by Abano Fanelli – It is a book on labelling (pages to show children – Map of my family, road map, map of my day, colour map, map of my dog, map of my face)



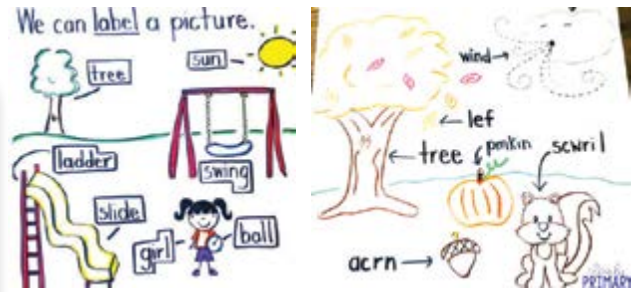
https://www.youtube.com/watch?v=rCkkgTSAA5U&ab_channel=TeachingMissWilliams

While showing children the different maps that the child has drawn in the book, teacher can point out at the different labels.

Extending from the 'Make our own Forest Experience' – Children draw their forest in pairs and label their drawings.



Dear Teacher, the labels that children write do not have to have the correct spellings of things. The focus is for them to listen to the sounds of the words and write to label their drawings with at least a few sounds. Encourage children to say the word that they wish to write slowly, listen carefully to the first sound, then the next and then write their word down.



Forest and home animal Worksheet- Children do a worksheet on sorting animals based on whether they live in forest or near our homes

**3
DAY**

LET MAKE MORE TREES

Objectives

- * To recall the different events in the story from day 1
- * To discuss the sketch of forest made on day 2 and share how they would like to make the forest
- * To count and write the number of leaves on a tree in a worksheet



Materials Required

Story from day 1, sketch of forest from day 2, materials collected to make a forest, worksheet



Circle Time

Children sing the song from day 1 with action. They discuss the story they read earlier, "Elephant in my kitchen". They recall the different things that happened in the story. Children then share what kind of trees elephants would need in their jungle? Big trees/small trees, how many trees you think should be there in the forest? And so on.



Learning Experience

Children look at their sketch and discuss how will they make their forest in class.

Can it be a one big forest in one part of the class, or would they like to work on small forest in two-three groups?

Children can collect sand/ soil to fill the forest space. They make trees to plant in the forest. Trees can also be of different sizes, along with trees, children make bushes and shrubs too.

What material could be used to make crown of the tree, trunk, and the roots? How will you hide the roots in the ground?

Children put the trees in the forest area. How far will you place them. We need to make space for animals too! How many leaves in each tree?

On and under leaves Worksheet

Children count and write how many leaves are on the tree and how many leaves are under the tree.

Objectives

- * To revise the concept of on and under and discuss 'in'
- * To make stick puppets of different animals found in a forest and colour them
- * To label the features of different animals

*Learning Experience*

Children look at their sketches again and discuss the animals they are planning to make for their forest. Teacher shows the picture cards of the animals or children look at different animals in the storybooks. Children explore different colors and textures of animal's bodies (Fur/skin). How do they think their skin feels if we were to touch it – would it be soft, rough, smooth, bumpy, sharp, pocky, warm, cold and so on.

*Materials Required*

Song from day 1, picture cards of animals, glue, ice cream sticks, coloured paper, scissors, sketch pens

*Circle Time*

Children sing the song from day 1 with actions. They discuss the "on" and "under" that were done in the previous day's worksheet. Children discuss what are the things on the tree. What are the things under the tree? On and under can also be discussed related to things in the classroom. Teacher can also introduce "in"- In the fridge, in the class. What do you think there is inside the tree?

Children make stick puppets for different animals. They focus on the texture of the fur- how can they make a smooth/hard skin, and the different textures like tiger lines. Children then color them and cut them. These cutouts are pasted on ice-creams ticks or twigs.

Labelling

Children label the animals that they have drawn, the texture of its skin (soft, rough, smooth...) write how they think the animal they made is feeling in the forest they have made for the animal? Children then place the animal stick puppets in the forest.



Dear Teacher, the animals that children make may not look like the exact shape of the animal. Help children to shape it accordingly but we are not pushing to get the exact shape. It is their interpretation of the animal.

Objectives

- * To share about the forest made and discuss their observation
- * To recall the story from day 1 and discuss how an elephant eats food
- * To act as elephants and see how it uses its body part to reach for food
- * To make banana and other food to add to the forest
- * To think of different banana recipes and scribble the ingredients and steps of the recipe
- * To count the number of bananas eaten by the elephant and mark it in a worksheet

*Materials Required*

Song from day 1, story from day 1, picture card/puppet of elephant, worksheet

*Circle Time*

Children sing the song from day 1 with actions. They can bring their stick puppets from their forest and sing along with it.

Children look at their forest and share their observations. Teacher can ask some questions to help them think- Are all trees of the same size. Some trees are tall and some short? Where is the animal resting? How do they find food? What else need to be added to the forest?

*Learning Experience*

Children discuss the story from day 1 and share the different food items that an elephant eats - big leaves, bananas, or other fruits. But how does an elephant eat its food? Where is its mouth?

Teacher discusses how the elephant uses its trunk to roll the bananas into its mouth and gulp it. Children act as elephants and use their hands as trunk. If they were elephants, what part of the tree would they be able to reach to eat the leaves? What if the leaf branch was higher up? Children solve the problem of reaching the leaf branch.

What about other animals? What can we add to the forest that animals can eat? Children make bananas and other kind of foods for the forest.

Children can also discuss how they like to eat bananas. Are there any banana recipes they would like to make? Children share what they would like to make from banana. They draw different ingredients and scribble the recipe.

How many bananas worksheet

Children count the bananas an elephant ate in the morning and then in the evening, and put total number in the box.



Dear Teacher, if teacher and children can bring bananas, children can make a mashed banana salad or any other banana recipe and enjoy it.

WEEK 4 | CELEBRATING HARVEST

1
DAY

CELEBRATING JOY

Objectives

- * To recall the experiences taken up in the previous week
- * To sing a song related to things that grow in a field
- * To share thoughts on expressing thank you to different people, living beings and objects
- * To write/scribble a thank you letter to the person/being/object of their choice
- * To revise **g** sound, practice pronunciation and writing



Materials Required

Paper, crayons, pencils, sketch pens, puppet Croco, **g** sound flashcards



Circle Time

Children sing the song with actions (to the tune of Old McDonald had a farm)

Old Aunt Nila had a field

Ee i ee i o

And on her field she had some rice

Ee i ee i oh

With a rice rice here

And a rice rice there

Here a rice, there a rice

Everywhere a rice-rice

Children add other food items that grow on a farm- apples, grapes, spinach...

Children discuss all the things they did in the previous week. They made a forest for animals. The animals are so thankful for it. They have all gone back to the forest. They have written a thank you letter for all the children. Teacher reads a pretend letter that gives description of the experiences that took place last week. Children help in recalling the experience and add what they enjoyed the most and which part they found difficult.



Learning Experience

Teacher shares a small story 'On my way to school today, my wallet fell, and I did not realise. After walking for some time, a nice young man came up and gave me my wallet! He said that he saw the wallet slipping out of my bag and wanted to see that I get it back! How very kind of him, what do you think?'

Children share their thoughts on whether they have heard of any such incident or about the nice young man. Teacher shares how she/he was very thankful to the young man as the wallet had some money and some other important documents too.

Children can share what they are thankful for and why. They can share that they are thankful for their parents/sibling/grandparents and so on. This can be further extended to include objects and other living beings around them-favourite toy, a beautiful tree, the sky and so on.

Children then write/scribble a thank you letter to anyone or anything of their choice. Children also share what they like about the person or thing the most.

Teacher shares that they would keep this letter safe for the whole week and add on to it every day.

Recap of the g letter and g letter sound

Teacher re-introduces Croco the puppet (This can be any animal puppet that children are familiar with) from the previous theme to children. She/he asks children, do you remember Croco? What was the sound that she needed help with last time? (**i** and **r** sound)

Teacher talks as Croco and tells children, last time I was finding saying the **i** and **r** sounds a little tricky and you all helped me out and now I can say the **i** and **r** sound all by myself. Croco can say the **i** and **r** sound and ask children if she is saying the sounds correctly. Children can repeat the sounds after the puppet.

The puppet tells children, “I hope you can help me today as well”. Teacher brings out a box with a few **g** sound picture cards/objects in it. She/he tells children we are going to pick an object or picture flashcard and show Croco and let’s see if she can tell us what it is. Teacher asks a child to pick an object from the box and give it to Croco.

Example – Child picks up an object or card of a goat and gives it to the Croco. Croco looks at the object and says, Oh! I know what this is. It’s a doat. Teacher asks the children, Is this a doat? What is it? Once children say goat. Teacher says the **g** sound out loud and asks children to say it aloud as well along with her/him. Teacher then says the **g** sound as Croco.

Teacher asks another child to pick an object from the box and show it to Croco so she can guess the object.

Example – The child picks a bunch of grapes from the box and shows it to Croco. Croco says, it is a bunch of.....napes. Teacher asks children, is that a bunch of napes? What is it? Once children say grapes, teacher repeats the word stressing on the **g** sound and asks children to repeat the sound so Croco can say it as well.

Teacher continues to play the game 2 -3 more times till Croco can say the **g** sound out correctly. Examples of **g** sound objects – grass, glass, gorilla, goat, girl, green colour, glass.

Teacher asks children, what was the sound that Croco was not able to say? She/he repeats the sound with children and then asks children to look around the class or think of **g** sound words of their own. As children share words, teacher writes the words down to make a list of **g** words that teacher can put up in class later.

Teacher writes the **g** sound letter on the board with the correct formation. She/he can call a few children to write the **g** sound letter on the board or trace over the **g** sound letter that the teacher has written on the board. Teacher can write the **g** sound letter in the air and children can also write the **g** sound letter in the air (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Objectives

- * To discuss about how rice grows in the field
- * To recall the seed sowing experience and draw connections to the rice seed sowing
- * To draw and label list of things needed to grow paddy
- * To sow seeds in the field
- * To assess the space between seeds
- * To revise **g** sound.

*Circle Time*

Children sing the song from day one.

Teacher asks children if they like to eat rice. In what all forms do they eat rice? What else can be discussed about rice? Do children have any questions about rice? Where does it come from? Where does rice grow? What does a rice plant look like? Teacher brings a rice plant, picture card and show to children.

*Learning Experience*

Teacher discusses how rice grows in rice fields. Just like we sowed a seed for our plant, we also sow seeds that grows into a rice plant which is called paddy.

Would we like to sow paddy seeds? What would we need? Teacher encourages children to remember the sowing seed experience and discuss all the things that paddy would need to grow.

*Materials Required*

Picture card of paddy plant, rice seeds/ stones, paper, pencil, colours, crayons, worksheet

Let's make a list

Children make a list of the things they would need to grow paddy

Let's sow seeds

Children then go outside in the school ground soil and work in groups. They dig finger deep rows in the soil using twigs. They put one raw rice /stone as pretend seed, one in each place and then the next. Children use the handspan to measure distance between two seeds. Children then carefully cover the seed. Teacher asks children what will happen if they leave it open? Now what should be done?

If outside ground is not available, teacher can bring soil in the class and children in pairs can come near the teacher and sow the rice.

What my paddy field needs worksheet

Children draw the different things that the field would need to grow- water, sun, air, tools, you, anything else. Children draw and label the things. Children can add anything they feel would be important. Teacher encourages them to give reasons for it.



Objectives

- * To discuss how the paddy seeds grow into plant
- * To ask questions about the paddy plant
- * To observe paddy plant or picture card and draw them by carefully looking at the details
- * To sow the paddy plant and harvest it
- * To revise **g** sound- pronunciation, writing and blending



Materials Required

Paper, pencil, crayons, colours



Circle Time

Children sing the song from day 1 with actions. Children share how the seed will grow into big paddy plants which will give us more rice. What happens when the paddy plants grow big. How do we get rice from them? Children guess as teacher provides hints. If paddy plants are available, teacher can also show it to them.



Learning Experience

Let's make paddy plants-Imagine our seeds that we have sown have grown into paddy plants. What would they look like? Children share how long would it grow, how the texture would be and so on.

Teacher brings a paddy plant or a paddy plant picture card. Children observe and share if their responses were like what they see in the picture.

Children carefully observe the paddy plant and draw it on paper. They can colour it or paste different coloured paper. Encourage children to carefully draw the details and then add the different colours they see on the plant.

Children then cut out the plant and go outside to plant it in the soil.

Its harvest time- Children act like they are cutting the rice and bringing it back to class. What will children need to cut the rice? Can they also make a sickle or pretend to use one?

Recap of **g** sound

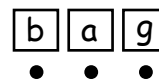
Teacher does a quick recap of **g** sound.

Teacher tells children that she/he are going to call out a few words, if they hear the **g** sound in the word- give a thumbs up, if they do not hear the sound- give a thumbs down.

Examples of **g** words – ghost, grapes, games, gorilla, grass, green, girl, bag, guest, goat, pig, frog, long, big

Teacher plays a quick blending game with children. She/he places letter sound flash cards for a word on the board, children say the sounds out loud, put the sounds together to read the word.

Example



Teacher tells children, let's say the sound a little faster – b-a-g- and models blending to read the word – b-ag- bag.

Teacher repeats alternating letter sounds cards for children to blend to read the words on the board.

Objectives

- * To reflect on celebrating different things
- * To discuss harvesting and different types of food made during harvest celebration
- * To list the ingredients for sticky rice cake recipe
- * To analyse the process of recipe and how food changes when its cooked
- * To make sticky rice cakes and serve them



Learning Experience

Is there delicious food cooked too in celebrations? Children share the different food items that are made during celebrations. What about sticky rice cakes?

Let's make sticky rice cakes

Children share if they had sticky rice cakes and how it can be made. What would they need? What happens when we cook the raw rice? Teacher shows children raw rice and cooked rice. Children share how texture, colour, smell, size change when food is cooked. They also share about other food items.

Children draw the ingredient that will be needed to make sticky rice cakes and label them- pounded sticky rice powder, sugar, salt, oil, water.

Children and teacher can make sticky rice cakes with real ingredients. Encourage children to work in groups and make their sticky rice cakes. Teacher asks questions like- what happens if we add more water, what about more sugar, what if it was not boiled or pounded well.

Children share how they would like to serve the sticky rice cakes.

Circle the ingredients worksheet

Children circle the ingredients used to make the sticky rice cakes.

Children also add to the thank you letter from day 1.



Materials Required

Pounded sticky rice, salt, sugar, oil, paper plates, banana leaves, audio system, coloured paper, glue, scissors, sketch pens, glitter pens, newspaper



Circle Time

Children sing the song from day 1 with actions. They talk about the previous day. Teacher shares with children that when food plant fully grows into the field, it is cut and then we get actual food that comes in our market. We celebrate the cutting of this food. It is called harvesting. What does it mean to celebrate? Can children think of another festival they celebrate? Why do we celebrate? Teacher does a fun movement exercise where she/he creates a rhythm and children follow- tap once, clap twice, jump and twirl and so on.

Objectives

- * To discuss the different things that are done during celebrations
- * To teach each other different dance steps
- * To collaborate with each other to plan a dance routine
- * To choose a prop to wear/hold during the dance
- * To make the prop and do the dance routine using it
- * To revise o sound words, practicing pronunciation and writing



Learning Experience

Teacher asks children if there is anything special that we wear during our dance routine? Children can give examples of things they wear or would like to wear or hold -crown/ head gear, spear, pom poms, eye masks. Children choose what they would like to have as a prop.



Materials Required

Materials to make the props, o sound flashcards/ objects



Circle Time

Children sing the song from day 1. Children share what else they do during any celebration- Christmas, birthday, wedding? Do they dance and sing? Children share their favourite songs and dance steps. They can also teach other children the steps. Teacher helps children in combining the dance steps of different children and come up with a routine. Teacher can also add some dance steps commonly done among children's families/communities.

Children make one of these things. They wear them and do the dance routine again.

Recap of the o letter and o sound

Teacher brings a box/bag and puts a few o objects or picture cards inside.

Teacher asks children, what do you think is inside this box? She/he gives children clues to guess what's inside and as children guess the objects, teacher keeps the objects out or sticks the picture cards on the board.

Examples of clues – This is a fruit, that is as a ball and its name is also a name of a colour (orange). This is a vegetable that grows underground. When we cut it, it makes us cry? (onion).

It is made with eggs. It is an egg dish that looks like a circle when open and we sometimes add vegetables to the dish? (omelette)

Once children have guessed 3 -4 objects, teacher asks children what is the common sound we hear when we say the name of all the objects?

Teacher repeats the **o** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher then writes the **o** sound letter on the board with the correct formation and asks children to write the **o** sound on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher plays a quick blending game with the children. She/he tells children that she/he is going to give them the sounds of a word, they have to put the sounds together to guess the word. Teacher stretches out her/his arm and asks children to stretch out their arm as well while she/he models blending the sounds to guess the word.

Examples of CVC words with **o** in the middle – pot, hot, rod, top, dog, on, pop.

QUESTIONS TO GUIDE OBSERVATION

1. Are children able to engage with the story and understand why the elephant was sad?
2. Are children able to identify the difference in two images and share why forests are being destroyed?
3. Are children able to come up with solutions as to how one can save forests?
4. Are children able to work in groups and make a forest with different trees, animals and birds?
5. Are children able to identify and write/scribble the features of different animals?
6. Are children able to use their own bodies to see how an elephant walks, eats food etc?
7. Are children able to learn the different parts of a tree?
8. Are children able to add to the lyrics of the song and recite it?
9. Are children able to estimate the size of different containers and estimate how many objects it can hold?
10. Are children able to share about their happy place and express it?
11. Are children able to observe the shape of an egg and see how different birds will have different eggs?
12. Are children able to distinguish between a doctor who treats animals and birds as compared to humans?
13. Are children able to share their thoughts on how harvest is celebrated in their own community?
14. Are children able to follow the steps needed to make a rice cake?
15. Are children able to follow rhythm and do different steps?
16. Are children able to observe patterns in different fields?
17. Are children able to notice beaks of different birds and write/scribble it?
18. Are children able to make observations regarding a trail of ants and explore their habitat?
19. Are children able to understand the life cycle of a silkworm and put it in sequence?
20. Are children able to talk about Mithun and share its features, habitat and make horns?

REFLECTIVE QUESTIONS

1. What other emotional experiences did the children have during this theme?
2. Were you able to create the positive and supportive learning environment for children to fulfil the objectives of this theme?
3. Were you able to ensure that every child is seen and heard?
4. Were you able to observe each child by end of the month and keep a record of it? If not, how do you plan to overcome that challenge?
5. What was the most challenging learning experience or objective to fulfil?
6. Were you able to ensure safety of each child inside and outside the classroom?

THEME 6: HILLS AND MOUNTAINS

Introduction

The previous theme explored the habitat of forests and fields where children delved into different kinds of insects, birds, animals in their ecosystems. In this theme, children will explore and discover different hills and mountains in Nagaland. Through these giant bumps on earth, children are introduced to different terrains, animals found high up the mountains, varieties of bushes and shrubs, travelling and transportation in the hills, snow-capped mountains and trek to a nearby hill!

Children will explore the uniqueness of hills and mountains and what makes them so special? Breath-taking views, fresh air, chance to explore nature's beauty, many plants and animals making their homes in the habitat, the height of some mountains which almost seem like they touch the sky! Through this theme, children will get a chance to appreciate nature's wonders by exploring different medicinal plants, shrubs and

bushes that grow up in the hills and mountains, travelling and trekking through the hills and mountains and the challenges, the animals found, observing and exploring soil and rocks and diving into concepts more deeply. Hills and mountains can be seen in every part of Nagaland, which is why it is crucial that children are introduced to the different concepts surrounding the theme and within their own context. Through these ideas, they will also engage with objects, relationships and events that are close to them. It will also help them extend their imagination to the life of others that is similar or different to their lives.

With Hills and Mountains, we are in the 6th theme of the curriculum. Children will be enabled to dig deeper into concepts and ideas they have done so far, build connections between different ideas, expand on details and take on challenging and new experiences.

The subthemes of the Hills and Mountains theme are

1. **A Museum of Shrubs and Bushes-** exploring different shrubs and bushes growing around, planning and preparing for a museum of shrubs and bushes, learning about medicinal plants, colour gradation using leaves.
2. **Picnic in the Hills-** Exploring the hills, looking for a nice picnic spot in the hills, planning the things we carry with us while going on a picnic, transportation in the hills, collaborating and problem solving based on different scenarios/ challenges that can happen while travelling in the hills, Sensitizing children about good and bad touch.
3. **Trek to Mount Saramati-** Concept of front and back, paw prints, making snow in class, experimenting with ice, going on a trek to a nearby hill.
4. **Rocks and Soil-** Making a class monolith, listening to story about a boulder, playing a game of seven stones, becoming soil detectives and experimenting with soil.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
Children maintain good health and well being • Shrubs and bushes growing outside • Changes in body as one grows older • Transportation in the Hills and Mountains • Friendship braids • Safety rules for trekking • Helping a friend • Wishing well • Picnic • Understanding own feelings and good touch and bad touch. • Back and front of bodies, unique appearances, self portrait • Different types of houses that people live in, daily routines Children are effective communicators • Action rhymes • Developing vocabulary • Listening to story and the characters • Creating own end to a story • Opposites • Picture description • u, l, j, b sounds • Tricky word l • Digraph ai Children become involved learners and connect to their immediate environment • Shrubs and bushes with respect to trees- shapes and sizes of leaves and their edges • Drying leaves, changing colour, texture and smell	Children maintain good health and well being • Fine motor skills-painting, drawing, working with clay/flour to make monolith, making a cone/funnel, making own clock • Gross motor skills- movement freeze, doing different actions like jumping, kicking • Singing new songs- music, movement • Beginning to understand and differentiate between good and bad touch • Planning and preparing for class museum • Sharing favourite experiences, likes/dislikes, things that are easy/difficult for them Children are effective communicators • Discuss about different stations in the museum-ticket counter, introduction about the museum, change in seasons, leaves • Listening to instructions of a game • Drawing/scribbling/writing about friends and share thoughts • Things I see, hear, smell and feel • Blending to read • Labelling • Creating sentences • Having conversation with each other, puppet Children become involved learners and connect to their immediate environment • Observing- shrubs and bushes, different things on a trek • Comparing bushes to trees, leaves of different sizes

CONCEPTS	SKILLS
• Discuss changes in season and its effect on trees and leaves • Leaves being used for different purposes- plate, cooking, medicines, etc. • Museum of trees • Opposites • Snow and snowfall, Snow on mountains • Things to carry on a trek, picnic in the hills and things they will see on a hill and mountain • Transportation in hills and mountains- types, speed, purpose • Animal paws • Melting ice • Igloos • Winter wear, things that keep us warm • Monoliths and their significance, sculpturing tools • Rolling and sliding objects • Top, middle, bottom /small, medium, large • Exploring soil and investigating what is mixed- stones, leaves, twigs, earthworms etc. • Games with stones • Soil water- changes in soil when more water is added • Cone/funnel • Day and night- to understand routines • Weather changes and clothes • Sheep and where does wool come from? • Ice experiment- how does ice stick to a thread?	• Identifying different things in soil, different plants and purposes, things that will keep us warm • Visual representation- colour gradation of leaves, sky • Sorting-big to small/heavy to light, different paws of animals • Seriating leaves, stones • Problem-solving- how to put soil in a small bottle hole/container, imagining different animals and the situation in the story, where people live and finding solutions to problems that may arise while travelling in the hills/ mountains • Collecting soil and putting it in cups • Matching opposites • Investigating/Analysing- how different materials can be poured through the cone/ funnel, change in leaves on drying, ice to water, ice sticks to string, part and whole • Observing and recording how soil is separated from water and see what floats, change in leaves on drying, ice related experiments • Predicting- what they will see on a hill, things they will carry • Estimating the count of stones, whether things will slide or roll • Constructing a museum • Critical thinking- resolving different situation on hills, things that make them feel uncomfortable

DISPOSITIONS	EMOTIONAL EXPERIENCE
Curiosity • Different shrubs and bushes outside, going on trek, mixing colours • Different houses of people, experiments with different things • Different transportation that can be used to travel in the hills depending on different situations Trust and playfulness • Sharing wishes in the wishing well • Interacting with puppet • Helping a friend Perseverance • Looking for what is hidden inside the soil • Making a cone/funnel to pass the soil through into a small hole bottle/container • Finding solutions to different scenarios • Museum -planning and preparation Confidence • Discussing about own museum station and the work done • Sharing their work with the class • Negotiating roles and responsibilities Responsibility • Creating own museum and museum station • Going on a trek keeping in mind the safety rules Empathy and cooperativeness • Understanding why the elephant was feeling sad • People living in igloo- think of other's needs • Listening to story/incident of someone getting hurt • Thinking about feelings of animals that carry us up the hills/mountains • Listening and helping a friend in need	Feelings • Sharing feelings regarding what they like about their peers • Fear- while sharing any specific experience of their own • Sharing experiences where they feel happy, loved, safe and warm with touch and when they feel uncomfortable when some people touch them. Ownership and belongingness • Creating a museum of bushes and shrubs for class • Making class monolith Wonder and amazement • Exploring soil and seeing what it contains • Separating soil from water and observing the ingredients • Drawing and imagining paw prints of different animals Achievement and satisfaction • Making a class monolith • Collecting materials to make their own cloth • Museum <i>What other emotional experiences did children have during this theme?</i>

WEEK 1 | A MUSEUM OF SHRUBS AND BUSHES

1
DAY

BUSH PLAY



Materials Required

Picture cards of different shrubs and bushes, paper, crayons, pencils, leaves and flower, worksheet



Circle Time

Children sing a new song 'Five little leaves on the tree next door'.

*Five little leaves on the tree next door,
One fell off and then there were four,
Four little leaves all over the tree,
A bird pulled off one and then there were three,
Three little leaves and then the wind blew,
One fell off and then there were two,
Two little leaves sitting in the Sun,
A bug ate a leaf and now there is one,
One little leaf in the tree all alone,
The wind blew and blew and now there are none!*

Teacher recalls with children about the neighbourhood museum they had created earlier. Children share their thoughts about the museum, and they discuss how they will make one for the class again. Do children have any questions about museum? What should be our new museum about? Teacher helps children in linking it with the previous theme 'Fields and Forests'. Can we look at a museum of trees or leaves?

Objectives

- * To sing a new song with actions
- * To observe shrubs and bushes and compare it with trees growing around
- * To observe and draw different bushes and shrubs and notice the different features
- * To put leaves and flowers in newspaper for drying
- * To record the change in leaf and flower by drawing them every day for the week



Learning Experience

Teacher shows some picture cards or a video of different shrubs and bushes in Nagaland. Children share whether they have seen the ones in the pictures. Teacher shares that shrubs and bushes are also found in the hills and mountains as well. Do children remember/know about hills?

Children go out to observe some shrubs and bushes growing nearby. Teacher asks them- how is a bush different from a tree? Children share their thoughts and discuss whether a bush can grow as tall as a tree-why/why not? Are the names of the bushes familiar? Can children find out about them? Children observe what is under the bushes and shrubs- why is it so dark in there? Where are the roots? Does it need as much water and sunlight as the trees?

Let's draw bushes

Teacher gives children paper and crayons. Children observe and draw what they see- the different plants, bushes and shrubs growing around. How are the leaves different from a tree? Do bushes have flowers and fruits too? Children also draw what they see under the bushes. Teacher shares that these drawings can be a part of the class museum.

Drying leaves

Children bring fallen leaves and flowers into the class. They carefully place a leaf and a flower separately in a newspaper/dry paper and close it. Teacher asks children to guess what will happen to the leaf. Children observe the leaf and flower every day and note the change.

Note the change worksheet

Children make the leaf and flower drawing in the two columns on day 1 before putting them in newspaper. Everyday they take the worksheet and make the leaf and flower again with any changes observed in size, colour, texture.



Dear Teacher! For the next day, children keep a variety of leaves as per your class size of different shapes and sizes. Big/small, different edges, colours and so on.

**2
DAY**

WELCOME THE SPRING

Objectives

- * To discuss how leaves fall and bloom according to season
- * To discuss how children have changed as they grow older
- * To decide about different stations that they would like to have in their museum
- * To observe and compare leaves of different shapes and sizes
- * To draw and colour leaves during different seasons
- * To understand the concept of more/less
- * To recognize the **u** sound in words and write the sound with correct formation, blend words
- * To record the change in leaf and flowering by drawing them every day for the week



Materials Required

Variety of leaves, paper, crayons, pencil, CVC word cards with the **u** sound, paper, crayons, colour pencils, markers, pencils



Circle Time

Children sing the song from day 1 with actions. Children observe the leaves that were collected the previous day. Are the leaves different? Children share their observation about the size, texture and color of the leaves. Just like us, leaves also grow up. They also change. Children discuss how they have changed from when they were younger. They can discuss their physical appearance, habits, interests and so on.



Learning Experience

Children and teacher discuss the weather change using the weather wheel. Did they observe any trees without leaves or did all trees have leaves? Teacher helps children recall discussion on Autumn season in the previous class. When do new leaves come on tree? As leaves grow old, they change colours from green-yellow-brown and fall.

Some questions that can be asked

1. Why do leaves fall?
2. What happens if there are no leaves on the tree?
3. How do new leaves grow?
4. What can we do to take care of our trees?

Teacher introduces children to the spring season when new leaves grow on trees. Teacher shows picture cards of a tree during different seasons- In *Spring* it has new leaves, in *Summer* some fruits/flowers can be seen, in *Autumn* the leaves turn yellow/brown and fall, in *Winter* there are no new leaves.

Let's make trees in different seasons

Children are given four sheets of paper with the outline of a tree with no leaves. Children use their thumbs to make leaves on the trees based on different seasons. They can use fingertips to make small new leaves. During Spring season, the tree has more leaves, Autumn- there are less leaves and eventually no leaves. Children give the cards position from 1-4 based on most leaves to no leaves.

Children label/scribble the seasons and anything more that they would like to share about their trees.

Note the change worksheet

Children observe any change in the leaf and flower and draw them.

Recap of u sound done in class A

Teacher brings a box with **u** CVC word cards inside. She/he picks up a card and says the sounds of the word out loud modelling arm blending and children use arm blending to blend the sounds together to guess the words. Once children guess the word, teacher sticks the word card on the board.

Example – Teacher picks up the word card- sun. She/he uses arm blending to say the sounds– s-u-n -sun. Teacher sticks the word sun on the board.

Teacher continues to blend a few more words (3-4) to help children blend the sounds to guess the words.

CVC words with **u**– bus, cup, cut, hug, run, hut, bug, nut, cub, tub, rub, mug

Once children have blended to read 3-4 words, teacher asks children, is there a common sound that you hear in all the words that we guessed or have put up on the board? Is the first sound in all the words the same? What about the middle sound? What is the middle sound you hear in all the words? (Teacher can repeat the words stuck on the board, stressing on the **u** sound).

Teacher repeats the **u** sound out loud – like **u**, **u**, umbrella and asks children, can we say the sound together softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound. Teacher tells the children that the name of the letter is **u** and the sound is **u** like as in umbrella, up, uncle.

Teacher then writes the **u** sound letter on the board with the correct formation and asks children to write the **u** sound letter on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher can call a few children to write the **u** sound letter on the board or trace around the **u** sound letter that the teacher has written on the board.

Teacher plays a quick listening to the sound game with children. She/he tells children that teacher is going to call out words. If you hear the **u** sound in the word act, like you are jumping

once into a puddle with your **u**mbrella and if you do not hear the **u** sound, jump one step out of the puddle with your **u**mbrella.

u words - under, shrub, up, upset, cub, rub, bug, mud, underground, us, sun, bus. While children are playing the game, teacher can ask children, where do you hear the **u** sound – beginning, middle or end?



Dear Teacher! This sub theme is more in continuation of the previous subtheme on fields and forest. Do bring in how forests are also found in hills and mountains. The leaves that you brought will be required for day 3 as well. Please keep them safe! The drawings are kept safe as children will be keeping them in the museum.

3 DAY

ALL THINGS LEAFY

Objectives

- * To recall the experiences of day 2 and look at picture cards to discuss difference between shrubs and trees
- * To observe and arrange leaves of different colours based on the colour gradation
- * To discuss how leaves can be used for different purposes
- * To make different things from leaves
- * To complete a worksheet on colouring leaves as per colour gradation
- * To recognize the u sound in words and write the sound with correct formation
- * To blend to read and segment to label and write words



Materials Required

Different leaves of varied colours, worksheet, paper, crayons, colour pencils, markers, pencils, erasers, chalk, slates, u sound picture flashcards and words, phrases and sentence strips



Circle Time

Children sing the song from day 1 with actions. They discuss the different things done on day 2 and share their observation of flower and leaves with teacher. Has it changed? Why do you think it is changing? Are there other things that change colours? Do clothes colours fade? As we grow old, even our hair changes colour. Children discuss how other body parts change as they grow older.



Children look at different colours of leaves and arrange the leaves as per colour gradation-light green, medium green, dark green and so on.

Let's seriate leaves

Children can arrange the colour gradation based on different characteristics-light to dark, dark to light, old to new, and so on. They can go out and find more leaves of different colours to add to the series. What could be other ways of arranging the leaves?

Uses of leaves

Children and teacher discuss the uses of some locally available leaves. How banana leaves are used to make plates, spinach and curry leaves are used for cooking, and so on. What are the other uses of leaves? Can leaves help us cover our heads while it's raining? Can a bunch of leaves be used to clean our homes? What about burning leaves to give us warmth during winter? What else? Children, one by one, share their own thoughts on different uses of leaves.

Let's make leafy thing

Children take different leaves and decide to make something out of them

Note the change worksheet

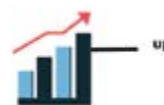
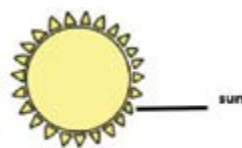
Children observe any change in the leaf and flower and draw them. Do they smell any different?

Recap of u sound from the previous day

Teacher asks children what was the sound we did the previous day? Teacher repeats saying the **u** sound along with the children a few times. She/he asks children, can you think of any words that have the **u** sound? It can be in the beginning or in the middle of the word like b-u-s – bus.



Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the **u** sound letter with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **u** sound in the beginning and in the middle and label their drawings or write a few words to make a list of **u** sound words. Once children have drawn, labelled and written their **u** words, teacher can help children stick their papers on a chart to put up in class or hang children's work in class for the **u** sound.



Reference Image of drawing and labelling **u** sound things



Dear Teacher, whenever there is time and opportunity, children can sit in groups to practice blending to read word flash cards, browse through books and spot sounds we have learnt so far, read phrases and sentence strips if they are ready.



Objectives

- * To listen to a story and share about medicinal plants
- * To identify different plants and their purposes
- * To plan and prepare for museum day on day 5 -children distributing tickets, children inviting other teachers and head of school, children at different stations, children introducing the museum
- * To recognize the **l** sound in words, write the sound letter
- * To blend to read and segment to write CVC words



Materials Required

Flashcards of medicinal plants, paper, colour paper, crayons, sketch pens, scissors, glue, materials made by children throughout the week, objects that begin or end with the **l** sound or picture flashcards, words cards with the **l** sound letter to blend to read, paper, slate, crayons, colour pencil, markers, pencils, erasers, paints



Circle Time

Children sing the song from day 1. Teacher shares an experience with children- *"Yesterday on my way back, I slipped and fell! I got a bad cut in my leg, and it was bleeding. As I reached home, my mother gave me a leaf to rub on the cut. And after rubbing for a while, the blood stopped!"*

Teacher asks whether they know what the leaf or plant was? Whether they have rubbed any leaf or eaten it when they got a cut or had stomach pain? Teacher shows some pictures of medicinal plants available in Nagaland- aloe vera, sumac

berry, gooseberry, pennywort, peppercorn, ginseng, etc. Children talk about where these plants are available. Can we find them in the market? Do we have to pay if we want to buy them from the market? If not market, can we find them in our neighbourhood or nearby fields?

Other questions to discuss- Are all leaves good for us? Can some leaves trouble us? While some are thorny, some plants are edible, while some are not, some plants from the wild must be cooked, while some parts of the plant can be eaten raw. Teacher may supplement during discussion and use flashcards to show that not all plants are safe to pick and eat, some plants can cause itchiness and can be prickly, and so on. So, what should we do? Children give suggestions on how to decide which leaves are good for us?



Learning Experience

Museum day preparation

Teacher shares that it is museum day tomorrow! What all can be part of the museum of trees. What will be the different stalls about? Children discuss what they can include in their museum. Things related to the previous theme can also

be included. Children can be divided into groups and each group can take up one task- tickets, invitation card, group that talks about the museum to the visitors, setting up the stations.

Children decide to make tickets for the entry. What would you like to add? What would you name the museum? How much would be the ticket cost. They discuss what they will share about the different items in the museum.

Note the change worksheet

Children observe any change in the leaf and flower and draw them.

Recap of I sound introduced in class A

Teacher gets a mystery bag with I sound objects or picture cards inside. Teacher asks children, do you know what's inside my bag? After children get a turn to guess what inside the mystery bag, teacher tells children, she/he is going to give them clues to the things inside her/his bag and children have to guess the objects listening carefully to the clues.

- *Clue 1 – I live in the jungle. When I roar all the other animals can hear me from far away and run away. I am the king of the jungle. (Iion)*
- *Clue 2 – I am yellow in colour. You can eat me, when you put me in your mouth it tastes sour. (Iemon)*
- *Clue 3 – I am green in colour and grow all over trees. Some insects like to eat me. (Ileaf)*

As children guess the objects/ picture cards, teacher sticks the cards on the board and repeats the word, stressing on the I sound. Once the 3-4 picture cards are on the board, teacher asks children, what is the common sound in all the words? Where do you hear the I sound? (Beginning, middle or at the end).

Teacher repeats the I sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher then writes the I sound letter on the board with the correct formation and asks children to write the I sound letter on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher can call a few children to write the I sound letter on the board or trace around the I sound letter that the teacher has written on the board.

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the I sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the I sound in the beginning or at the end and label their drawings or write a few words to make a list of I sound words. Once children have drawn, labelled and written their I words, teacher can help children stick their papers on a chart to put up in class or hang children's work in class for the I sound.



Dear Teacher, family of children, other teachers and staff as well as children in the school can be invited the next day to celebrate museum day with the children by sending out tickets or invitation cards/letters

Objectives

- * To share their favourite experience from previous days
- * To prepare for museum day and understand own roles and responsibilities
- * To talk about the different items they have created
- * To review the museum day and share their thoughts/concerns



Materials Required

All the materials prepared by children from past 4 days, tickets, invitation cards, introduction about the museum



Circle Time

Children sing the song from day 1 with actions. They discuss the experiences from all days and share which one was their favourite. Children take the rest of the time to prepare the stations for museum.

If the leaf and flower from day 1 have dried up then they can also stick them on a common chart paper and add to their museum.



Learning Experience

All children are excited about creating and celebrating museum day in their class! They collect tickets/ invites at the door, from their parents and families, the school head and other teachers, stand at different stations to explain their creations, and share with everyone what the museum is about!

Wind up

Children clean the place and sit in a circle to share their experience of the museum day. Teacher brings up any situations that were not predicted before and children share their thoughts on what can be done to be better prepared. Any conflicts that took place can also be discussed.

WEEK 2 | PICNIC IN THE HILLS

1
DAY

PICNIC TIME

Objectives

- * To discuss about the hills and the different things we find, see, do on the hills
- * To discuss about the difference between hills and mountains
- * To plan a picnic to the hills and make a list of things to take on a picnic
- * To use imagination, creative and critical thinking to create a picnic role play in class and discuss solutions to different scenarios



Materials Required

Hills Bingo sheet, Picnic on a hill picture card, picnic basket worksheet, things required for the picnic role play setup like blankets, mats, picnic baskets, pretend/ real food, ball, board games



Circle Time

Children learn a new song 'I love the Mountains, I love the Rolling Hills'

I love the mountains

I love the rolling hills

I love the flowers

I love the daffodils

I love the fireside

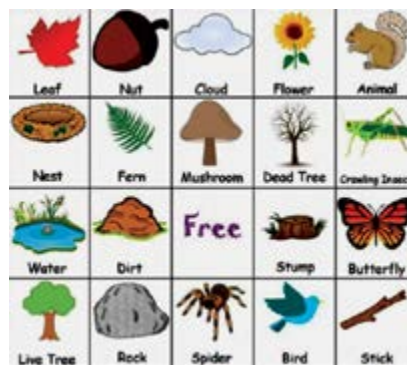
When the lights are low...

Boom dee ah da. Boom dee ah da. Boom dee ah da. Boom dee ah da

Teacher shows a picture of picnic on the hills. Teacher asks children what they think the pictures are about? Have they ever seen the hills? What do we see when we go up the hills? Do people live on the hills? Are hills the same as mountains?

Teacher plays a hill bingo game with pictures of things one sees in the hills with children. Each child is given a bingo sheet. (There can be 3-4 variations of the Bingo sheets).

Teacher calls out things on the sheet and if children spot it on their sheet, they circle it. If children circle a whole horizontal row or a vertical column, they shout out Bingo! Children can continue to play the game till they circle all the things on the sheet and get a 'Full Bingo'.



Reference Image of Bingo Sheet

Teacher can have a discussion with children about some of the other things that we would find while going up a hill that was not on the Bingo Sheet.



Learning Experience

Teacher asks children if they have had a picnic on the hills? What did they take/ carry with them? How did they decide the spot/ place that they would have the picnic at? What do they do on a picnic?



Reference Image of a picnic basket

Teacher asks children, if they were to plan a picnic to the hills, what all would they like to carry with them in their picnic basket? Once children have shared their ideas, teacher gives each child a worksheet with a picnic basket and children draw and label the things they would carry with them on a picnic to the hills. Children can also make a list of things they would like to carry with them for their picnic.

Can children find these things in the class? Children go around the class to collect things that they have made in their basket. They can look for alternatives if the actual thing is not there. Once they have collected the things for their picnic, children along with teacher can set up a role play picnic setup and children can pretend to have a picnic in class with their friends.

Questions for children to think about

- What would they see from the top of the hills?
- What games would they like to play during their picnic?
- What if it rains? What would they do?
- What if the water that they carried gets over, what would they do then?

Children do a quick reflection of their picnic role play on the hills experience. How did they feel? What did they like the best? What could have been better?

Objectives

- * To observe and differentiate sliding and rolling objects
- * To engage in prediction, experimentation, and observation
- * To categorize rocks based on rolling or sliding behaviour
- * To develop logical reasoning and classification skills
- * To discuss and share observations with peers and the teacher
- * To throw pebbles at a target to develop hand-eye coordination and aiming skills
- * To recognise and write the j letter and sound
- * To blend and read CVC words

*Circle Time*

Children sing the song from day 1.

Teacher has a discussion with children about rolling and sliding on the hills? Have they ever rolled or tried sliding down a hill? How did they feel? What would that feel like? Do you think sliding down the hill is faster or rolling? Why?

Teacher demonstrates how some objects can smoothly slide across a surface, while others roll. Different Objects like ball, blocks, duster, chalk can be used. Children try sliding the duster and rolling the ball. Was there any difference? She/he first slides the duster to one child, who slides it to another, who slides it further. Teacher then rolls the ball to one child, who rolls it to another, who rolls it further. Teacher introduces the words 'slide' and 'roll'.

*Materials Required*

Duster, ball, rocks that can slide, rocks that roll, simple ramp to slide/roll the rocks, labelled boxes for sorting the rocks, container to throw pebbles, pebbles, j sound picture cards/objects, blending to read word cards, erasers, pencils, colour pencils, markers, crayons

*Learning Experience*

Children collect rocks and predict how they will move on a ramp. Teacher puts a cardboard or a piece of wood next to a table to form a ramp. Children place the rocks on the ramp and observe their movement, noting whether they roll, slide, or remain still. Children experiment by adjusting the steepness of the ramp to observe how it affects the rocks' movement. They sort the rocks into categories of rocks that roll and rocks that slide using boxes labelled by teacher. After the experiment, children discuss their findings with their friends and teacher. Teacher designates an area in the classroom for the boxes and ramp, allowing children to revisit and continue exploring. Next, children participate in a target throwing game, aiming pebbles at a designated container. The group with the most successful hits wins, and teacher keeps score on a black/white board. Finally, teacher counts the scores with the children and declares the winner.

Questions to think:

1. How did the children predict the movement of the rocks on the ramp? Did their predictions align with the actual observations?
2. What discussions emerged among the children when they were sorting the rocks into

categories of roll and slide? Did they provide explanations for their categorizations?

3. How did the children demonstrate their understanding of how the steepness of the ramp affects the movement of the rocks? Did they make any interesting observations or discoveries?
4. What did the children learn from today's activities about sliding, rolling, and aiming? Did they demonstrate an understanding of these concepts through their actions and discussions?

Worksheet

One by one children pick rocks from the 'roll' box. They draw the rock by observing it and scribble /write roll on the side. They keep the rock back in the box and then pick one from the 'slide' box. They then draw it and write the word slide. This can be done for 2-3 rocks from each box.

Introduction of j letter and j letter sound

Teacher places 3 picture cards that start with the **j** sound on the board and one picture card that does not start with the **j** sound. Teacher asks children, what are the pictures you see on the board. Teacher repeats the words out loud for each picture stressing on the beginning sound. She/he asks children, what is the first sound you hear when we say the word, jacket, jam, crab, juice? Which one among the 4 pictures does not begin with the **j** sound?

Example



Jacket



Jam



Crab



Juice

Teacher repeats the **j** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher then writes the **j** letter and **j** sound on the board with the correct formation and asks children to write the **j** sound letter on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher can call a few children to write the **j** sound letter on the board or trace around the **j** sound letter that the teacher has written on the board bringing children's attention to which side the tail of **j** goes towards.

Teacher then plays a quick blending game with children. Teacher tells children, I am going to say the sounds of a word on my arm and children have to put the sounds together to guess the word. Teacher stretches out her/his arm and asks children to stretch out their arm as well to put the sounds together and guess the word.

Examples of CVC **j** sound words - j-a-m, teacher asks children to sing the sounds and bring them together- j-a-m- jam.

Jet, job, jab, jog, jug....

Teacher asks children to look around the class and think of words that have the **j** sound. As children share words, teacher writes the words down to make a list of **j** words.

Objectives

- * To imagine and visualize the different coloured things they will find in the hills
- * To discuss the different kinds of transportation we use in the hills and the purpose of different transportations
- * To think about, represent and share their favourite kind of transportation in the hills
- * To understand the speed at which a vehicle going up a hill should be at and why
- * Listening to and identifying the **j** sound in words
- * Labelling drawings with a few sounds



Circle Time

Children sing the song from Day 1.

Teacher asks children to close their eyes. Imagine you are driving/ walking/ riding your bicycle up the hills. Let's take a deep breath in and smell the fresh air all around us. As you go up the hill, you see many beautiful things. Imagine all the things you see. Do you see any animals? What about trees, flowers, insects? Is there a lake close by? Let's see if we can spot some fish in the water. Now imagine you are looking up at the sky. I wonder what colours you see in the sky. Let's take one last breathe in and slowly open our eyes.

Teacher asks children, was there something red that you saw while you were going up the hill. What was that? What about orange? Did you see something orange? Did you see something that was green, yellow, blue, purple in colour while going up the hill?



Materials Required

Paper, colours, pencil, markers, erasers, worksheet, **j** picture cards/ objects, blending to read word cards, pencils, erasers, markers, crayons, colour pencils



Learning Experience

Teacher asks children, if we were to go up the hills and travel through the hills, how can we do that? (We can walk, drive a car, cycle, go in a bus, on a horse, donkey...)

A few wondering questions for children

- If we want to go up the hill very fast, how can we do that? What is the fastest way we can go up the hills?
- What about the slowest way we can go up the hills?
- If there are 4 people who want to go up the hills, and have a lot of bags with us, what is the best way we can travel in the hills?
- What about if we were 8 people and had a lot of bags to carry?
- What if we were only 2 people and did not have very heavy bags? (walking/cycle)
- What if we were travelling alone up the hill, what would be the best way to travel?
- Imagine the road on top of the hill is very narrow/ small/thin, how do we go up the hill then? (Cycle, horses, donkeys)

- Are there animals that people can ride on the hills? What animals help people travel in the hills? How do you think the animals feel?
- When we travel up the hills, should we go very fast or a little slowly? Why?

Let's draw the transportation we would like to use to travel in the hills

Children draw a path/road going up the hill and think about, draw and label the transportation they would like to use (their favourite transportation in the hills). Once children have finished, they can share their work with their friends and share why they chose that particular transportation.



Reference Image

Recap of j letter and j sound introduced the previous day

Teacher asks children about the sound they learned yesterday. Can we say the **j** sound loudly, let's say it to the floor, let's say it to the roof, let's whisper the sound.

Teacher tells children that she/he are going to call out a few words, if they hear the **j** sound in the word, they jump up and if they don't, they show a thumbs down.

Examples of **j** words – jelly, juice, jam, jump, jellyfish, jacket, jet, jungle, joker, June, July, jackfruit, jeep....

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the **j** sound with crayons, paints, markers and chalk. Children can draw 2 or more things that have the **j** sound in the beginning and label their drawings or write a few words to make a list of **j** sound word. Once children have drawn, labelled and written their **j** words, teacher can help children stick their papers on a chart to put up in class or hang children's work in class for the **j** sound.

OR

Children can draw and write their own jelly recipe down on a sheet of paper. (If children have not heard of the word jelly, teacher can show them a picture and explain to them what it is).

Teacher asks children what the flavour of their jelly is going to be, what are they going to add to their jelly (fruits, chocolate....)

Children can list down to write the ingredients down or draw their jelly and label the ingredients with a few sounds, first and last sound).

Objectives

- * To strengthen gross motor skills
- * To use critical and creative thinking to find solutions to problems
- * To work collaboratively with peers in a group
- * To share ideas and knowledge with the whole class with confidence
- * To recognize and write **b** letter with correct formation and blend to read and write **b** words



Circle Time

Children sing the song from day 1.

Teacher along with children set up an obstacle course inside the class or outside depending on the availability of space. They can use different materials like soft toys, tyres, newspapers, hula hoops/rings, curvy and zig zag narrow pathways for children to walk on or crawl through (drawn with chalk, colour tape), big carton boxes to go under or through, small boxes to jump over, ribbons to go under and so on.



Materials Required

Materials for the obstacle course – empty boxes, coloured tape, soft toys, newspapers, any other materials that are conveniently available in the environment, paper, pencils, crayons, markers, erasers, objects/picture cards that have the **b** sound, puppet Croco, box/bag



Dear Teacher, the obstacle course can be a small and simple course with just different lines and shapes drawn for children to balance and jump into and does not have to be very big with many things. It would be good to involve children in the process of sharing their ideas and setting up the obstacle course for themselves and their friends.





Learning Experience

Children and teacher have a discussion and reflect on their obstacle course experience.

Teacher asks children, while going up the hills or mountains what are some obstacles/ problems that can come in the way? Teacher can give a few examples of different scenarios like, what if a tree falls in the path? What if there is a big hole in the path? What would you do?

Teacher divides children into groups (not more than 4 children in each group) and gives each group a problem scenario while travelling in the hills. Children work together to discuss ideas and solutions to solve the problems. Teacher can give children sheets of paper for them to draw and label their ideas to share with the class later.

A few problem scenarios

- What if a car/cycle tyre gets punctured while driving/riding in the hills?
- It starts raining heavily?
- You get lost and don't remember the directions?
- A big tree falls in your path?
- The path becomes very narrow and a vehicle cannot fit through. What would you do?

Once children have discussed with their groups, they draw the solution on a paper and scribble the ideas. They then share their ideas with the whole class.



Dear Teacher, while children are discussing their ideas, observe and encourage all the children to be involved in their group's discussion. You can spend a few minutes listening to each group while they are discussing and prompt them with questions that you would like them to further think about if time permits.

Recap of b letter and b sound

Teacher re-introduces Croco the puppet (This can be any animal puppet that children are familiar with) from the previous theme to children. She/he asks children, do you remember Croco? What was the sound that he needed help with last time? (**i**, **r** and **g** sound)

Teacher talks as Croco and tells children, last time I was finding saying the **i**, **r** and **g** sounds a little tricky and you all helped me out and now I can say the **i**, **r** and **g** sound all by myself. Croco can say the **i**, **r** and **g** sound and ask children if she is saying the sounds correctly. Children can repeat the sounds after the puppet.

The puppet tells the children, I hope you can help me today as well. Teacher brings out a box with a few **b** objects or picture flashcards in it. She/he tells children we are going to pick an object or picture flashcard and show Croco and let's see if she can tell us what it is. Teacher asks a child to pick an object from the box and give it to Croco.

Example – Child picks up an object or card of a banana and gives it to Croco. Croco looks at the object and says, “Oh! I know what this is. It's a *danana*.” Teacher asks the children, Is this a danana? What is it? Once children say **banana**, teacher says the **b** sound out loud and asks children to say it aloud as well along with her/him. Teacher then says the **b** sound as Croco and asks children, is that right? **b b banana**?

Teacher asks another child to pick an object from the box and show it to Croco so she can guess the object.

Example – The child picks up a ball from the box and shows it to Croco. Croco says, I play with this all the time. It is a fall. Teacher asks children, is that a fall? What is it? Once children say ball, teacher repeats the word stressing on the **b** sound and asks children to repeat the sound so Croco can say it as well.

Teacher continues to play the game 2 -3 more times till Croco can say the **b** sound out correctly. Examples of **b** sound objects – box, bat, bus, boy, balloon, blue, bug, boat, bed, book, bird, bag, butter, butterfly

Teacher asks children, what was the sound that Croco was not able to say? She/he repeats the sound with children and then asks children to look around the class or think of **b** sound words of their own. As children share words, teacher writes the words down to make a list of **b** words that teacher can put up in class later.

Teacher writes the **b** sound letter on the board with

the correct formation. Teacher brings children's attention to the **b** letter and tells children that the ball in **b** turns towards the right side. (Teacher can write **b** and **d** next to each other and show children which side **d** and **b** turn). She/he can call a few children to write the **b** sound letter on the board or trace over the **b** sound letter that the teacher has written on the board or write **b** words of their own on the board. Teacher can write the **b** sound in the air and children can also write the **b** sound letter in the air. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Trick for children to remember which side the ball faces in the **d** and **b** sound



Ask children to make the super gesture with both hands. The left hand is how the ball turns for the '**b**' letter and the right hand is the position the ball turns to for the '**d**' letter.

Objectives

- * To introduce children to safe and unsafe touch
- * To sensitize children and equip children to understand the difference between safe and unsafe touch and their own feelings
- * To develop a stronger understanding of self
- * To develop a book with ideas to keep them safe, what they find safe and unsafe
- * To recognize and differentiate between writing the letters **b** and **d**



Circle Time

Children sing the song from Day 1.

Teacher introduces children to 2 puppets, a girl – Abano and a boy - Bode (or cutouts of a little boy and girl can also be used, and names that are locally familiar). Teacher tells children that Abano and Bode are here to tell us about themselves. Teacher talks like Abano and says to the children, *I love my body. It helps me do so many things. Bode also joins in a tells children that, I love my body too Abano. It is mine and I love it so much. I like taking care of my body. Bode tells Abano that yesterday my grandma came to my house. I was so happy. She hugged me and I sat on her lap and she read me a story. I like it when my grandma, mother and father hug me. It makes me feel warm and calm. Abano says, me too. When my sister and brother carry me and hug me, I feel happy, loved and safe. Abano then tells Bode, but sometimes I don't like it when some people touch me, push me, and*



Materials Required

Girl and boy puppets/cutouts, object for turn taking to talk (stick/soft toy), **b** sound reading word cards, **b** and **d** sound worksheet, pencils, crayons, colour pencils, erasers

hug me. I feel uncomfortable and I don't like it. Bode then asks Abano, what do you do when you don't like the way someone touches you and it makes you feel uncomfortable? Abano says, I tell them clearly, "I don't like it! Please don't do that.", and if they still don't listen then I move away from them and tell an adult like my mother, father, teacher with whom I feel safe and comfortable with. Bode tells Abano, I do that too! Yesterday in school, my brother's friend kept poking me and hurting me. I told him to stop that and I told him I don't like it so please stop doing that. He stopped it and went away. Some touches make us feel happy, love, warm and comfortable but some don't make us feel good. It may make us feel uncomfortable. So, whenever we feel uncomfortable with someone, even if that person is our friend or family or someone we know, we need to tell them to stop doing something which we don't like or if we feel uncomfortable because it is my body and I need to take care of it.

Children do a recall of what things made the puppets feel safe and what things don't. What happens when someone feels unsafe?



Learning Experience

'Safe for me' book. Post the story, children make a book – “Safe for me” where they draw and scribble things that make them feel safe and things that do not make them feel safe. Other things that can be part of the book are-

- What do you like the most about yourself/ your body?
- What were some things that you could not do when you were a baby but now you can do all by yourself?
- When your parents/siblings hug you, how do you feel?

- What are some touches that make you feel happy, safe and loved?
- When someone touches you and you don't like it, you don't feel comfortable, what should you do then? What do/should we say to them?
- When we say “No! Don't do that” or “Stop! I don't like that”, and that person continues to make you feel uncomfortable, what should you do?
- What can we do when we see a friend who is not feeling comfortable with someone or someone is hurting, pushing and not being nice to them?



These questions are discussed with children, and it can be decided what goes into their book.

Dear Teacher, during the discussion on good touch and bad touch, give children time to express themselves. Listen to children and continue the discussion based on children's responses. A talking stick or object can be used to give children a space to share their thoughts and experiences and listen to each other.

Recap of **b** sound

Teacher does a quick recap of **b** sound

Teacher tells children that she/he are going to call out a few words, if they hear the **b** sound in the word, then give a thumbs up, if they don't hear the sound, give a thumbs down.

Examples of **b** words – banana, box, bat, bus, boy, balloon, blue, bug, boat, bed, book, bird, bag, butter, butterfly

Teacher plays a quick blending game with children. She/he places letter sound flash cards for a word on the board, children say the sounds out loud, put the sounds together to read the word.

Example –



Teacher tells children, let's say the sound a little faster – b-ag- and models blending to read the word – b-ag-bag.

Teacher repeats alternating letter sounds cards for children to blend to read the words on the board. **b** sound words to blend – bin, box, rob, bet, bib, bit, big, bun, bat, bam, bus

Children complete a **b** and **d** sound worksheet. Children look at the picture, say the word out loud. If the word starts with the **b** sound, children write **b** under the picture. If it starts with the **d** sound, they write **d** under the picture. If children wish to, they can also label the pictures.

WEEK 3 | TREK TO MOUNT SARAMATI

1
DAY

FRONT AND BACK

Objectives

- * To learn a new song with actions and talk about the different things seen by the bear
- * To understand the concept of front and back using own body
- * To draw self-portraits- front and back
- * To match the opposites
- * To introduce children to ai digraph
- * To blend to read and write ai digraph words



Circle Time

Children discuss about the safe and unsafe touch that they discussed on the previous day. Teacher does a read aloud using the story '**It's My Body**' by Lory Freeman



https://www.youtube.com/watch?v=DDJlzvAOI4k&ab_channel=GoofyRuby

Children discuss what they understood from the story, they also share ideas from their book.



The Bear Went Over the Mountain | CoComelon Nursery Rhymes & Kids Songs- YouTube.

Children learn a new song 'The bear went over the mountain'



Materials Required

Action song, flashcards of opposites from week 3, paper, mirror, pencils, crayons, flashcards on front and back, worksheet, **ai** digraph picture and word cards, picture cards for the **ai** sound introduction story narration

*The bear went over the mountain,
The bear went over the mountain,
To see what he could see*

*To see what he could see,
To see what he could see*

*The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see*

*Was all that he could see,
Was all that he could see,
The other side of the mountain,
Was all that he could see!*

Children talk about the different things that the bear saw-other mountains, river, trees, house and so on. Teacher asks children about other things that can be seen while going up a mountain/hill. Children share their thoughts and add to the rhyme too.



Learning Experience

Teacher talks about Mount Saramati, the highest mountain peak in Nagaland! Children can look at pictures or videos of the mountain and discuss how high it is.



Teacher discusses how the bear saw the other side of the mountain. That is the back of the mountain. Can we look at our backs? Children try to look at their backs. Using a mirror, teacher says 'this is the front of my body (teacher can point to different parts- face, palms, feet, etc.), what do you think is at the back of my body?' Children also use the mirror and share their thoughts and can choose to see the back portion of their friend and share what they see.

Teacher can revise the concept of opposite here- using the concept of *front* and *back*.

Children think and share about how their head looks from front and back- the front part has the face, back has hair etc. Teacher discusses how we all have different bodies, and all bodies are unique!

Lets' draw our backs

Children imagine and draw the front and back part of their bodies in two separate columns. They can use a mirror to observe and draw. They label the familiar parts of the body. Ensure that children, while writing, use the letters and sounds that they have learnt. New body parts can be introduced like the shoulder, elbow, back and waist.

Opposites worksheet

Children match the thing with their opposites.

Introduction to the **ai** digraph and sound

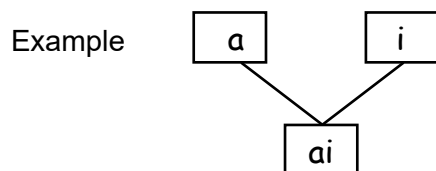
Teacher narrates a story with **ai** digraph words (This can also be a picture story with teacher using cut outs of picture flashcards)

*This is a story about a little girl **Aida** and her younger brother **Kain**. **Aida** and **Kain** love playing outside but today they are not able to go outside as it is **raining**. Both of them are feeling sad because they cannot go out and play today. That's when **Aida** gets an idea, she decides to play a special game with her little brother, **Kain**. It is called, pin the **tail** on the donkey. **Aida** closes **Kain's** eyes and **Kain** tries his best to pin a **tail** on the donkey's picture in the room. They both play this game for some time and then **Aida** decides to **paint** a **snail** that she saw in the garden yesterday and **Kain** plays with his toy **train**. While playing around the room with his toy **train**, **Kain** hurt his leg on a stool and started crying because his leg was **paining**. **Aida** quickly washed his wound and put a band **aid** to cover the cut on his leg. Just then the rain stopped and **Aida** and **Kain** ran out to play in the garden.*

Teacher repeats some of the **ai** sound words from the story - **Aida**, **Kain**, **paint**, **snail**, **train**, **rain** (stressing on the **ai** sound) and asks children what is a common sound that you hear in all these words. When children say the **ai** sound, teacher repeats the sound along with children. She/he asks children, can we say the **ai** sound softly, let's say it loudly now, let's say it to the ground, let's say it to a friend on the left, let's whisper the sound.

Teacher asks children, do you know how to write the **ai** sound? She/he explains to children that

it is a special sound because 2 sounds come together to make the **ai** sound. Teacher then writes the sounds down. When **a** and **i** come together, they make a new sound which is **ai**.



Teacher tells children that whenever we see the sounds **a** and **i** together in a word like 'paint' (teacher can write the word on the board), we don't read the **a** letter as **a** and the **i** letter as **i** we read it as **ai** because when **a** and **i** are together they make a new sound- **ai**. Teacher explains to children that this is called a digraph. When 2 sounds come together to make a new sound, it is called a digraph.

Example

p ai n t

• • • •

Teacher can show children that each sound has a dot under it but when we look at **a** and **i** it has only one dot because it makes a single sound **ai**.

Teacher can write a few more **ai** words on the board and read it with the children.

ai digraph words – rain, sail, train, wait, mail, snail, Band-Aid, tail, nail, jail, pain, paid

Teacher plays a quick **ai** digraph game with children. She/he tells children that they are going to call out a few words, if they hear the **ai** sound in the word, then hop once, if they don't hear the sound, give a thumbs down. (Teacher calls out words stressing on the **ai** sound)

Teacher then writes the **ai** digraph sound on the board with the correct formation and asks

children to write the **ai** sound on the floor/carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, slate, paper, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher then asks children to think of words that have the **ai** sound. As children share words, teacher writes the words down to make a list of **ai** digraph word.



Dear Teacher, sometimes children may share words like paper, aeroplane and so on that have the **ai** sound but when written they have a different spelling. In such situations, teachers can write the word down on the board as children are listening to the sounds or words and write the word down with the correct spelling. If children ask, teacher can tell the children that some words that have the **ai** sound are written a little differently and we will learn more about them later on. *For the next day, children will be exploring ice. It would be good if you can bring some ice to school or freeze the ice at school itself for children to do different experiments. Also, you can make the ice cubes colourful by adding some food colouring in the water moulds before freezing.* *At the end of the week, children will be going for a short trek on a nearby hill/mountain. Please plan for it in advance. If trek to a hill is not possible then they can go to some place in the neighbourhood, it could be a park, a museum or somebody's farm.*

Objectives

- * To play a game of opposites and follow the actions
- * To discuss about snow and snowfall
- * To investigate how water freezes and falls as snow
- * To look at picture cards of different types of houses and share details
- * To interact with the puppet and imagine where she lives and other routines of life
- * To make things that will keep Ms. Snowy warm
- * To learn about igloo
- * To conduct an experiment with ice and record observations

*Materials Required*

Picture cards of different kinds of houses, puppet-Ms. Snowy, picture card of igloo, ice cubes, string/yarn, transparent glass/ cup/ bowl, salt

*Learning Experience*

Teacher asks children if they have observed any changes in their homes when it is winter time. What comes out of storage? Winter clothes, blankets. Do you light fire in winters? Where? What about food? What about your routine?

*Circle Time*

Children sing the song from day 1 with actions. They also share their thoughts about previous day and what they enjoyed doing the most. Teacher plays a game of 'opposites' where she/he calls out a word and children enact the opposite word while saying it out loud. For example, if teacher says 'up' then children say 'down' and they sit down, if the word 'big' is said, children show 'small' with their hands and so on. Children look at a picture of snow-capped mountains. What do they see on the top of the mountain? It is snow. Children can share what they think snow is. Its water that has fallen as soft white solid drops instead of rain because it is very cold up the mountains. What happens when we put water in the freezer. It becomes ice. Can ice fall like rain does? What would it look like? Feel like?

Teacher brings a puppet- Ms. Snowy to class. Children greet Ms. Snowy and ask where do they live? Ms. Snowy shares that she lives very far in a land that has a lot of snow. There is snow all throughout the year and it is very cold! Ms. Snowy shares that the houses that they live in are also very different from the ones we see around here. Some houses are even made of ice. Children are curious to know about the kind of houses that Ms. Snowy lives in. Ms. Snowy shows some pictures of igloos and discusses with children about what the igloo is made of. 'It's made of ice!'



Reference Image of igloo

Children ask many questions like ‘if it’s made of ice, does it not melt?’ ‘Is the house warm inside?’ ‘What if it breaks? Do you make a new one?’ and so on.

Ice experiments

Ms. Snowy loves to play with ice. Let’s do some experiments with ice.



(<https://www.youtube.com/watch?v=5wIQb3PuXBg>)

Teacher brings in some ice and lets it melt. Children observe how the shape of ice change. Next, children gather around and touch and hold the ice cubes. It’s very difficult to hold ice with your bare hands, isn’t it? Ms. Snowy shares an easy way where we can pick up ice with a string!

Children gather excitedly to observe. They carry a paper and crayons/pencil to mark their observation. Children share their observations and guess how it was possible. Ms. Snowy explains how salt melts ice faster. The ice melts a little and freezes again around the string. She also shares salt is put on the roads to help the ice melt faster when there is a snowfall.

What will Ms. Snowy need

Children take paper and crayons and draw the different things the Ms. Snowy would need inside the igloo. What are some things she can use to keep herself warm? What can she eat when she feels hungry? And so on.

If it is possible then teacher can do another experiment with children.

DIY snow in Class! (Teacher can do this sensory experiment if she/he can arrange for the materials)

You will need

- One packet of baking soda
- Shaving cream
- A cup
- A mixing bowl
- A spatula/spoon

In a mixing bowl, put all of baking soda and three cups of shaving cream. Mix the ingredients well and you will see a flaky snow-like powder forming after a while.



winter-experiments_2_a.pdf (kaplanco.com)

Children can experience this fake snow and make different shapes and play around with it.



Reference Image



Dear Teacher, for the next day, bring some woollen clothes like muffler, socks, sweater and some clothes of cotton fabric for children to compare the textures.



Reference Image of puppet Ms. Snowy

Objectives

- * To discuss about when snow is seen during the year and the kind of clothes we wear when it is cold
- * To make a friendship and using wool
- * To learn about sheep and where the wool comes from
- * To analyse part and whole of objects
- * To recognize the **ai** sound in words
- * To blend to read **ai** digraph words
- * To begin segmenting to label and write **ai** digraph words



Materials Required

Song from day 1, picture of snow-capped mountain, paper, pencil/crayon, worksheet, woollen clothes (brought by teacher), picture of sheep, woollen rolls of different colours, **ai** sound picture and word cards, worksheet, crayons, colour pencils, pencils, erasers



Circle Time

Baa baa baa... who has come to our class today. A sheep!

Teacher brings a sheep stick/finger/sock puppet to class. Teacher shares that the sheep has come from a farm and is here to give us some wool. Do you know what is wool used for? Would children like to ask questions to the sheep? Teacher notes down the questions and explores some of these questions with children. Teacher shares how wool comes from the thick cover of sheep skin.

Can we sing a song for the sheep? Children sing song from day 1. They change bear with the word sheep.



Learning Experience

Teacher shows some woollen clothes. Children try to identify them and share when they wear it. How does it protect us from the cold? Children share about when they feel cold. When does it get very cold? Christmas time? New Year?

Children feel the wool texture and compare it with their cotton clothes to feel the texture. If children are wearing winter clothes, they can share how it feels to wear winter clothes.

Let's make Friendship band

Would you like to be friends with the Sheep? Our dear friend Sheep has a lot of wool to give! Can we make something for our helpful friend Sheep using the wool? Shall we make some friendship bands for our friend here? Children braid threads of wool into a band with the help of the teacher. Teacher can hold the three threads so that children can braid it.



Reference Image

In a worksheet, there is an outline of a winter coat- with one hand of the coat missing, some buttons and buttonholes. Children identify the missing parts of the coat and draw it in the worksheet.

Recap of the 'ai' digraph sound introduced the previous day

Teacher does a quick recap of **ai** digraph sound. She/he plays a quick arm blending game with children. Teacher tells children that she/he is going to call out the sounds of words. Children

have to put the sounds together and guess the word. Teacher models blending on her arm for children to follow.

Example – p-ai-n – pain, r-ai-l – rail, w-ai-t – wait, t-ai-l – tail, n-ai-l – nail, j-ai-l – jail (Arm blending is usually done with words that have 2 or 3 sounds)

Teacher gives children a train worksheet for children to draw, label, write their own **ai** words to make their **ai** words train.



Reference Image

4
DAY

PAW PRINTS

Objectives

- * To practice and participate in the game of opposites with peers and teacher
- * To look at picture cards of hills and mountains and imagine what they would like to carry while going up hill
- * To complete a worksheet where they write/scribble the different things they see, hear, smell and feel on their way up hill
- * To look at picture cards of different animals and imagine how their paws would be like
- * To draw and colour the paw prints of different animals
- * To begin to create their own sentence and use the tricky word I to make a sentence
- * To recognize and write the tricky word I



Materials Required

Picture cards of hills and mountains, worksheet, pencil, crayons, paper, picture cards of animals, I tricky word picture card, bag, box, crayons, pencils, pebbles, sticks, mud in a tray/box



Circle Time

Children sing the song from day 1 with actions. They discuss the experiences from previous day. Children can do the 'opposites' game again, by including new words and this time one child at every turn says a word and teacher and the rest of children say the opposite and do the action.

Teacher shows children the picture of Mt. Saramati? Do you know that people climb Mt. Saramati? They must do a lot of training and exercise so that are fit to climb up the mountain. They also need special things to help them climb. Teacher asks children what they think mountain climbers would need to carry? Children share their thoughts-a journey stick, a camera, a map, a torchlight, some food, water and so on. What questions can you ask children so that they think of these responses?



Learning Experience

What if we climb a mountain or a hill? What would we see? Teachers asks children to share what they imagine they will see, hear, smell and feel while climbing up a mountain.

I see I hear I smell I touch Worksheet

Children then draw the things in the four columns of a worksheet. Teacher probes children to think of different things/beings they will encounter. After the worksheet, teacher points out how children have drawn animals they will meet. Teacher shows 3-4 animals from available picture cards/ storybooks- sheep, squirrel, bear, elephant and a dog. Children identify the animals and talk about where they have seen them. How would they walk towards you? Children act out the different animals. Do the animals have the same feet? No, they are so different! Children share the observations of feet of different animals. Do their feet resemble any of the animal's feet. Children can draw the outline of their own feet? and observe whether it looks like any of the animals.

Let's make paw prints

Children draw and colour the paw prints of these animals. They can imagine the feet of their other



favourite animals and draw them as well. They can use cotton painting/ thumb painting to make paw prints

Emergent Literacy Experience – Introduction to the tricky word /

Teacher keeps the / tricky word flash card in a tricky word mystery box or bag and gets a wand/ magic stick. (This can be a handmade wand/ magic stick).

Teacher tells children that she/he has got a very special word in the box. Are you ready to see what's inside? But before the box opens, it needs a magic spell. Let's all say the words – "Iggity, Ziggity, Zaggity, Zoom", together (It can be any rhyming words – like abracadabra gilly gilly zoom). Let's close our eyes and say it again – "Iggity, Ziggity, Zaggity, Zoom!" Teacher takes out the tricky word 'I' and shows it to the children. She/he asks children, do you know this word? It is the tricky word **I**. Let's all say it together. Teacher repeats the **I** tricky word along with the children pointing to themselves.

Teacher sings the tricky word song using the **I** tricky word.



https://www.youtube.com/watch?v=TvMyssfAUx0&ab_channel=EpicPhonics

Tricky word song

Tricky words, these are tricky, tricky, tricky, tricky words.

That you can learn, learn, learn, these tricky words.

Don't let them trick you, they are just tricky words!

Don't let them trick you.

Say hello to I (Hello I) I, I, I, I, I.

(Sing with me) I, I, I, I, I.

I is just a capital i.

Don't let it trick you.

Teacher explains to children that whenever we say, **I** we are talking about ourselves. Like- **I** like eating apples. **I** am playing in the park. **I** am walking to school.

Teacher asks children if they can think of any sentences of their own with the tricky word **I**. Teacher can prompt children with sentence starters.

Example – I like.....

I am.....

As children share their sentences, teacher writes them on the board, circling the **I** tricky word in each sentence. Teacher writes the **I** tricky word on the board and tells children that **I** always stands alone. It does not have any friends. If any other letter is next to **I** then it is not the **I** tricky word.

Teacher divides children into 2 groups, one group can look through books to spot the **I** tricky word. Teacher tells children, 'Don't let **I** trick you. It always stands alone. The other group uses different materials like, mud, playdough, flour, sticks, pebbles, paints to practice writing and making the **I** tricky word.

Teacher can stick the **I** tricky word flash card in class and make a tricky words chart or wall space in the classroom.

5
DAY

ON A TREK!

Objectives

- * To discuss the experiences done throughout the week
- * To discuss the safety rules while going outside the class
- * To enjoy the trek and engage with different views
- * To make observations of what children saw, heard, smelled, and touched and record them in their worksheet
- * To reflect on their experiences of the trek



Materials Required

Journey sticks, food, water, mat.



Circle Time

Children discuss the different things done throughout the week. What they liked, what did not work and whether they would like to do any experience again. Children look at their 'I see, hear, feel and smell' worksheet they made the previous day. They look at the things they have made and imagine how it would be to see them on a trek to the hills.



Learning Experience

Today is trek day! All children along with their teacher go to a nearby hill and climb up. Before going, children discuss the safety rules- what could be some of the rules that will help us be safe.

Children carry their food, water bottles, pick out their journey sticks and go for a short trek. Children carry their 'I see, hear, smell and feel worksheet' they made on day 4, to see if they find these things. They make a check on things they observe. They also add new things they observe that are not on the list (this can be done as children are on the trek or when they come back to class).

As children and teacher come back from the trek, they share their experiences of the trek.



Dear Teachers, what are the thing you can ask about the trek? Help children reflect on their emotions. What was easy for them and what they found hard to do?

If trek to a hill is not possible then they can go to some place in the neighbourhood. it could be a park, a museum or somebody's farm. Children make their observations and draw things that they see, hear, smell and touch.

WEEK 4 | ROCKS AND SOIL

1
DAY

MAKING A CLASS MONOLITH

Objectives

- * To develop awareness of monoliths as cultural artifacts through pictures or videos or visit to one nearby
- * To decide what their monolith would stand for
- * To understand how cultural artifacts are made to keep historical record and show respect
- * To create a classroom monolith and add details using clay and sculpting tools
- * To reflect on the experience and share feelings about the classroom monolith
- * To recognize and write the sounds recapped so far
- * To blend to read words and associate words to a picture



Materials Required

Pictures of monoliths, clay/flour, water, sculpting tools like pencil or spoon, word cards, picture cards, Recap of sounds **u**, **i**, **j**, **b** worksheet, pencils, erasers.



Circle Time

Children sing song from week one. They can replace leaves with rock. What can you talk about rocks and stones with children? Is there a stone engraved in your town/village area that gives information about the village/people? What is it called in your language? It's called a Monolith in English (see Reference Image). It is put up to provide history as well as to show respect to a place/person.

Children can also visit a monolith if there is one nearby or teacher can show pictures. If there are no monoliths, then can a stone statue/small monument be visited?

Children and teacher discuss their shapes, inscriptions, colour significance. Do children have any questions about a monolith? *Have you ever seen a monolith before? Who makes them? Why are they made? What is their significance?* Children share their thoughts and ideas about the monoliths.





Learning Experience

Children discuss and decide to make their own monolith for class! Children decide what will this monolith be about. What would you like to share about your class?

Teacher divides them in groups of 4-5 and gives them some clay/flour. They work in groups and create their own design, description, and reason for the monolith. The information or just a logo can be carved on the monolith and rest of it can be put on a piece of paper and put next to the monolith. What would children like to make it for/show respect to? What information can be added? Once done, the clay is let to dry completely.

Once dry, teacher assists children in displaying the monolith in a designated spot in the classroom. Finally, teacher engages the children in a reflective discussion about their experience and the significance of their classroom monolith. Some questions that can be asked are:

1. How did you feel while making a monolith for your class?
2. What other details would you like to give in the monolith?
3. Would you make a monolith for your home too?
4. Should the monolith be changed every time you move to a new class?
5. Are there any other ways where you can create a way of recording what happened before (historical record) of your class?

Recap of sounds revised this week – u, l, j, b

Teacher places a picture card of a CVC word object/animal on the board and CVC word cards. Teacher gives children turns to look at the picture, say the word out loud and match the word card to the picture.

Example

leg	bat	jam
-----	-----	-----



Child looks at the picture, says the word bat out loud, b-a-t and matches the word bat card to the bat picture by placing the word card 'bat' below the picture.

Teacher continues to play the game a few more times.

Recap of sounds u, l, j, b Worksheet

Children complete a similar matching the picture to the word worksheet.

Objectives

- * To demonstrate physical coordination and control by engaging in various movements
- * To listen to instructions of a game and understand them
- * To listen to a story and engage with different characters
- * To share who their friends are in the class and what they like about them
- * To draw, scribble/write about their friends and share thoughts
- * To estimate and count stones required to make boulder family members

*Materials Required*

Story- Bouldie the boulder, paper, crayons, paint, pencil, worksheet

*Circle Time*

Children sing the song from day one. They can replace rock with any other item today.

Teacher gathers children in an open space within the classroom. She/he explains that they are going to play a game called movement freeze. Teacher explains that children can move around the space freely, using different movements like walking, hopping, spinning, or crawling. Teacher starts some music and children dance and move around. After a while, teacher pauses the music abruptly and shouts, "Freeze!" Children freeze in whatever position they are in. Teacher encourages them to strike fun and creative poses. Teacher repeats this process several times. Children also talk about the class monolith made on day 1.

*Learning Experience*

Teacher conducts an interactive storytelling session of Bouldie the boulder. After listening to the story, children talk about how Soil helped Bouldie in his time of need. 'What would have happened if Soil had not helped Bouldie? Would Bouldie be able to cross the river?' Teacher asks children about their own friends in the class. 'Who is your friend? How do you help each other?' 'Do you also fight with your friend? Why?' 'How do you resolve the fight?'

Helping a friend

Children take paper and crayons and draw different scenarios where they helped their friend. They express it by writing/scribbling a few lines about the scenario and share it with their friend.

Boulder family worksheet

How many small stones do you need to create a boulder family? Children make a boulder family. They can choose who all are there in the family. They make the boulder outline and first estimate number of stones and then paste small stones to complete the boulder. Children write how many stones did they need to make each boulder family member?



Dear Teacher, ask children to collect stones of different shapes and sizes and bring to class the next day.

Objectives

- * To sort objects based on their categories of small, large/big
- * To understand the concept of top, middle and bottom using different examples
- * To learn the rules of the game of seven stones
- * To work together in a team
- * To identify top, middle and bottom

*Circle Time*

Children sing the song from day 1. Teacher engages children in a quick warm-up activity. The activity is called Size Sort. Teacher gathers various objects of different sizes such as balls, toys, or blocks, and children sit in a circle or at a table with the objects placed in the centre. Children take turns picking up an object and placing it in the correct category based on its size. The categories are labelled as 'small', 'medium', and 'large'. As the children make their choices, they engage in discussions and explain their reasoning for placing the objects in specific categories.

They think of other things they would like to add to the categories.



Dear Teacher, children can think of more games that can be played with stones. They also discuss how to take care while playing with stones. What are the things we need to be careful about?

*Materials Required*

Seven stones of different sizes, worksheet

*Learning Experience*

Children bring/collect stones of different shapes and sizes and bring to class. Teacher can also bring more stones that are flat.

Children try to stack up the stones. Do they get easily stacked up? Do they fall? How can we stack them up so that they don't fall? Children try to figure it out by playing with stones.

Game of seven stones

Children and teacher play a game of seven stones. A child stacks up the stone and another child try to aim at it from a little far. All children get a chance to stack the stones. Teacher helps them by asking questions on which stone will be on the top, middle and bottom. Where should the small stones go-top. Medium-middle and large-bottom.

Colour the middle worksheet

Children count the objects and see which is the middle one. They should have equal number on top and bottom when they choose the middle. They colour and count to see what number the middle object is.

Objectives

- * To discuss about Soil and Bouldie's friendship and share whether they have any other friends apart from the class
- * To share their wishes in the wishing well
- * To explore soil outside and collect it in cups
- * To explore and ask questions regarding soil
- * To investigate what they see, hear and smell in soil
- * To draw, scribble/write the different things found in soil and count the items too
- * To spot the tricky word **I** in text, make simple sentences with the tricky word **I**

*Materials Required*

Story from day 2, paper cups, sculpting tools like spoon/pencils, paper, crayons, pencil, worksheet, plastic trays or paper plates, / tricky word card and picture cards, Spot the / tricky word worksheet

*Circle Time*

Children talk about the story from previous day and share how Soil helped Bouldie to cross the river. They discuss their own friendships in class and maybe outside. Children can talk about their friendly neighbours and uncles/aunts who manage a shop nearby their home. Are they friends too? Do they wave and tell them hello? What about furry friends like cats or dogs? Do they say hello to them too?

Do you also share your wishes with your friends? Children stand in a circle and pretend that there is a "wishing well" in the centre. We can whisper our wishes to the well like we tell them to our friends. One by one children can go inside the circle and whisper their wish. They can also say it aloud if they wish to.

Teacher shares that when boulder break down, they become rocks and on further breaking, they become soil. Children discuss all the different things that can be found in the soil. They recall the discussions around soil they have done before. What did they find interesting about the soil they read in the story about Bouldie?

*Learning Experience*

Teacher shares that today they are all going to be soil detectives! 'We are going to explore what secrets our Soil friend has!'

Each child is given a paper cup and they collect soil in it. They go to different directions to collect soil in the cups. Children can carry their magnifying glass to explore the ingredients in the soil and feel it with their hands too. Some questions that teacher can ask:

1. How does the soil feel in your hands?
2. Would you all like to remove your shoes and see how it feels in your feet?
3. What do you see in the soil? Can you spot any tiny earthworms?
4. Do you all want to dig around using your sculpting tools and see what is beneath?
5. How does it smell? When you put water or when it rains, is it the same smell?
6. Is the soil near trees and bushes different from the one near road or a river/lake? (if applicable)

While they are exploring the soil, children share- 'What they hear', 'What they see' and 'What they smell'.



Reference Image

As children come back, teacher gives them plates/plastic trays for them to pour the soil.

Soil detective worksheet

Children draw the different things they saw in the soil in one column of the worksheet. Children write/scribble/ label the name of the things they found in the soil. Children can also count the number of objects from their exploration activity and write/scribble it in the paper.

Recap of tricky word /

Teacher keeps a few picture cards of the sounds recapped this week in a basket and sticks the tricky word / on the board. Children pick up a picture card and make a sentence using the picture card and the tricky word / (Children can come up with simple 3-word sentences).

Example



Lemon

I

Teacher can model picking up a picture, saying the word out loud and making a sentence with / and lemon – / like drinking lemon juice.



Dear Teacher, in case children find it challenging to come up with a sentence of their own, teacher can prompt and help the children by using sentence starters and supporting children complete their sentence.

Spot the / tricky word worksheet

Children complete a spot the / tricky word worksheet. Children look at the words in the worksheet and circle all the / tricky words.



Dear Teacher! As children leave for the day, you can keep the soil poured by children in trays/paper plates as it is. Children will create a device from paper for the next day to learn how to pour the soil in a bottle. You may also ask children to bring an empty plastic bottle/container with a small mouth for the next day. You can ask children to explore soil near their homes. They can collect these objects and bring to class the next day.

Objectives

- * To explore how to put soil in the small bottle/container hole
- * To experiment with different kinds of objects to put soil in the bottle
- * To make a cone/ funnel using paper
- * To use the cone to put soil and analyse how different materials can be poured using the paper funnel
- * To observe how soil is separated from water and see what floats on top
- * To draw/scribble their observations



Circle Time

Children share their thoughts from the previous day. They also sing a song of their choice with actions. Children show the objects they found in the soil near their home and talk about it. Are the objects brought by all children the same or different? What can be discussed about the different places that children live in?



Learning Experience

Soil in the bottle

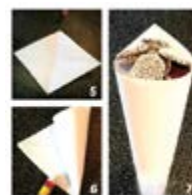
Children are given their soil plates/trays from previous day. Teacher asks if they have all got their plastic bottles or containers as asked. 'How do we put the soil inside these bottles/containers?' Children share their ideas and teacher makes a note on the board. Children can try putting soil in the bottle using different ways-their hand, a smaller cup or with other things they have suggested. What happens? Does all the soil go into the bottle? How can we do that? Teacher shares that we can make something out of paper to help us put the soil in the bottle/container! A cone!



Materials Required

Paper, glue, soil and plastic tray/plates from previous day, worksheet

Teacher demonstrates how one can make a cone out of paper to help put the soil. What else look like a cone? *A birthday cap, a mountain.* Teacher focusses on the shape of the cone with children.



Children follow the steps to make a cone/funnel. They pour the soil in the bottle and discuss how it was helpful and did not lead to any spillage.

Teacher asks, 'if we have a paper funnel, can we pour water in the container/bottle?' Will the paper funnel be helpful here? What about salt/sugar? What if I want to pour milk?

Let's make Soil water

Children are divided into pairs or groups. They empty the bottle and add only one spoonful of soil in the bottle and pour 5 spoons of water inside it. Teacher shares that we are going to mix soil with water and notice what we observe! Children close the bottle/container and shake it vigorously. They observe their bottles and see how the soil settles slowly and some particles can be seen floating on top. What happens when we add more water?

Soil water worksheet

Children observe the glass of soil water and draw it. They add 1 spoon of water more and draw again. They again add 1 more spoon of water and draw what they see.

QUESTIONS TO GUIDE OBSERVATION

1. Are children able to investigate and identify the difference between a tree and shrubs/bushes?
2. Are children able to notice different patterns on leaves and the edges of leaves?
3. Are children able to use visual discrimination skills to identify the changing colours of leaves and sky?
4. Are children participating actively during the museum presentation?
5. Are children able to share their experiences regarding Monoliths?
6. Are children able to describe what they like about their friends?
7. Are children able to participate in a game, understand and follow the rules as well as work in teams?
8. Are children able to distinguish different items they found in the soil while digging?
9. Are children able to make the cone/funnel and understand its purpose?
10. Are children able to engage with puppets and understand routine?
11. Are children able to create their own end of the story and problem-solve through different situations?
12. Are children able to talk about the different transportations used to travel in the hills and mountains?
13. Are children able to understand people stay in different kind of houses in different weather conditions?
14. Are children able to collaborate and work in groups to share ideas and thoughts with their peers.
15. Are children able to begin to understand the difference between good and bad touch and know what to do when they are feeling uncomfortable?
16. Are children able to understand and observe the difference between rolling and sliding and identify things that roll and things that slide?
17. Are children able to imagine and draw the paw prints of different animals?
18. Are children able to follow the safety norms while going on a trek?
19. Are children able to identify and write the sounds revised and introduced so far?
20. Are children able to blend to read simple words?
21. Are children beginning to segment to label their drawings with a few sounds?
22. Are children able to identify and write the tricky word *I*?

QUESTIONS TO GUIDE OBSERVATION

1. What other emotional experiences did the children have during this theme?
2. Were you able to create a positive and supporting learning environment for children to fulfil the objectives of this theme?
3. Were you able to ensure that every child is seen and heard?
4. Were you able to observe each child by the end of the theme and keep a record of it? If not, how do you plan to overcome the challenge?
5. What were the most challenging learning experience or objective to fulfil?
6. Were you able to ensure safety of each child inside and outside the classroom?

THEME 7: RIVERS AND OCEANS

Introduction

The previous two themes explored the rich biodiversity on land; like plants, animals, insects, birds and the mighty hills and mountains of Nagaland. This theme delves into exploring and developing a knowledge and understanding of water and its different homes! Children investigate, explore and build concepts of everyday living through the rich and magical world of rivers and oceans. It all begins with water! How water feels, tastes, smell and looks like. Children engage with sensorial and inquiry-based experiences to investigate the qualities of water. This feeds into exploring water homes such as water in our homes to water outside in ponds, rivers and oceans.

Children practice various skills related to the different domains by engaging with the ecosystem of rivers, oceans and ponds. This includes animals, plants and fishes in water, water in their homes and water in small and big water bodies as well the importance of water and the need to conserve it. Children explore and discover the variety of animals living underwater, similarities and differences between underwater animals, animals on land and themselves. They count, measure, analyse pattern, experiment with water and practice critical thinking with respect to roles and relationships and personal wellbeing. Experiences related to water can be so deeply connected to our daily lives- fishes in market, water for cooking and cleaning and

drinking or can be distant yet important like life under deep blue seas.

Rivers and oceans are an important part of our natural world and learning about these rich and diverse worlds gives children immense opportunities to explore, investigate, research and form their own theories about the world around them and their interactions with it. From the tiniest fish to the huge sharks and crocodiles, children explore with textures, sound and diverse features of animals that support life underwater. They engage with their own body features, functions and interactions with the environment. Learning about rivers and ocean life helps children to build connections between everything around us, and how we interact with it as humans. Children develop a sense of care and responsibility to conserve water and protect the rivers and oceans for the vast life underwater and for themselves.

With the 7th theme, children revise and build on ideas they have taken up earlier. They actively inquire into things and take them up systematically. There are more application-based experiences which require them to plan and execute ideas individually as well as in collaboration. The use of vocabulary, sentence and word development, blending, labelling, and reading is enabled in several ways. Children observe, record, and reflect on their experiences through many forms of expression.

The subthemes of the Rivers and Oceans theme are

1. **Fishy Fish**– Exploring fish and how they live underwater, appreciating different body types and thinking about what makes us special/lucky, making a tail for themselves just like fish, exploring fish habitats.
2. **There is a Hole in the Bottom of the Sea**– Exploring and creating the bottom of the sea, observing snails and their shells, animals hunting and protecting themselves underwater, picking snails, exploring snakes found in rivers.
3. **Let's go Fishing**– How do fish come to the market, finding alternatives to different situations and scenarios, creating a pond in school, making water ripples, creating resources to add to the school pond.
4. **Let's Catch the Rain**– Importance and uses of water, ways to conserve water, catching rain, using rainwater for different purposes, protecting the rivers and oceans.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
Children maintain good health and well being • Collecting materials to make a pond in school • Coordinating body movements to sing songs with actions and move around • Picking snails • Pretending and moving like a snake • Slow dancing with a turtle • Recognise and appreciate different body types • Special/different body part • Breathing through nose • Fight scenarios and resolutions • Things that are essential and non-essential for a purpose like making a pond Children are effective communicators • Action song and rhyme • Listening and engaging meaningfully with to stories • Sharing ideas and knowledge about underwater life, rain with confidence and clarity • Broadening vocabulary • f sound word • Digraphs- oa, ie • Tricky word the, a, she, he • Conversation between different creatures, speech bubbles	Children maintain good health and well being • Fine motor skills- cutting, pasting, colouring, painting, squeezing drops of water • Gross motor skills- Moving like fish, snake, snail, turtles and different animals • Sharing experiences of being made fun of, what they like about themselves • Sharing conflicts/fights and suggesting ways to resolve it Children are effective communicators • Problem-solving- situations in stories • Narrating stories in a sequence • Segmenting to write and label work • Making a list of digraph words • Reflecting on and sharing experiences • Making complete sentences using tricky words • Interacting with puppets and asking questions • Following instructions • Identifying sounds and writing the sound formation • Blending to read words • Using tricky words in sentences • Using speech bubbles to build conversations • Sharing ideas related to water conservation, fish in market, • Informing others of 'water saving' ways

CONCEPTS	SKILLS
Children become involved learners and connect to their immediate environment • To identify and extend patterns • To collect and analyse data to find the most and least • To create 2D shape patterns • Different body parts of fish and use- fins, gills and tail • Patterns on fish and different shapes • Water bodies and their different sizes, • Water ripples formed by different weight objects, water colour, water capacity • Uses of water • Home for fishes, fish in the market, fish as pet • Fishing, fishing rod • Animals that live underwater, in ponds and on land • Water filters • Identifying numbers from 1-20 • To measure rainwater collected in rain catchers • Hexagon shapes • Exploring capacity • Measuring sea animals using cubes • Use of mind maps • Snail and turtle shells, other features • Snail snacks • Snakes and frogs- creatures that live on both land and water • Missing numbers, number patterns • Big and small, after and before, • Different things/creatures in a pond • Voting for consensus • Crocodile features-teeth, skin texture • Water in deserts	Children become involved learners and connect to their immediate environment • Critical thinking and problem solving and think of alternatives to different scenarios of conflict, water storage and conservation • Identifying materials that absorb water and repel water, animals that live in land and water • Exploring things found at the bottom of the ocean, water colour • Investigating- fish swim in water, breathe and move in water, how we breathe, bottom of the sea, shells for protection, material to make pond, water wastage, material to catch rain • Experimenting water filtering • Analysing and choosing material required- for making tails • Comparing different types of fins, speed of different animals, after and before situations, water ripple based on weight of objects, different materials based on whether they absorb, repel water • Observing and labelling body parts of a snail and turtle • Collaborating to work together, listening to ideas and negotiating roles and responsibilities • Distinguishing between different water body sizes (small, medium, large) • Recognising and making patterns, number patterns, adding missing numbers, • Matching animal tails to the animal's body, fish with same numbers • Identifying and learning about hexagon shape on turtles' shells • Recognising, sorting and labelling animals that live underwater, in ponds and on land

CONCEPTS	SKILLS
• Camel humps • Rain and water conservation • Rainwater storage, rain catcher • Materials that absorb and repel water • Water pollution, saving water	• Imagining having tails • Constructing fish home, bottom of the sea with different creatures and objects • Analysing ways to pick snails, fight situations and choosing best possible solution, essential and non-essential things for a situation • Developing map of the school to decide where to make the pond • Counting and sorting fish based on the type, animals on land and water • Planning water conservation for class • Measuring number of humps required for given amount of water, rain caught in rain catcher, water held by certain area

DISPOSITIONS	EMOTIONAL EXPERIENCE
Curiosity • Inquiring and asking wondering questions about fish breathing, animals living underwater and their body parts that help support life • Making rain catchers • Making a pond in school • Exploring the colour of water and water ripples • Animals protecting themselves underwater Trust and playfulness • Creating the bottom of the ocean • Making snail crocodiles to feed • Making a pond in the school • Making rain makers Perseverance • Making a pond • Creating a rain catcher to observe and measure rain collected • Making a tail for themselves	Feelings • To share about when they feel sad and what do they do • To give peers suggestions to manage fights and being mindful of own and others feelings Ownership and belongingness • Making school pond • Making rain catchers Wonder and amazement • Imagine and create the bottom of the ocean • Thinking about how fish breathe, swim, move, where does rain come from • Underwater animals hunting and protecting themselves • Creating a rain catcher and catching rain • Painting to create snail shells, fish collages

DISPOSITIONS	EMOTIONAL EXPERIENCE
Confidence • Sharing thoughts, ideas and knowledge in small and large groups • Making crocodiles, rain maker, fish to go in the pond Responsibility • Conserving water • Protecting rivers, ponds, oceans and animals Empathy and cooperativeness • Working collaboratively to listen, help each other and work together • Appreciating different bodies and accepting differences • Sharing ideas to solve fights without hurting peers	Achievement and satisfaction • A pond in school/classroom • Rain catcher to catch rain • Pretend-catching snails <i>What other emotional experiences did children have during this theme?</i>

WEEK 1 | FISHY FISH

1
DAY

NEMO THE CLOWNFISH

Objectives

- * To sing a new song with actions
- * To listen to the story and share their thoughts about it
- * To share what makes them sad when they are made fun of
- * To appreciate different bodies and accept each other
- * To reflect on their special/lucky body part
- * To identify and write the **f** sound and letter with correct formation
- * To blend to read words



Circle Time

Children sing a new song "The fish go swimming one by one"

The fish go swimming one by one.

Hurrah! Hurrah!

The fish go swimming one by one.

Hurrah! Hurrah!

The fish go swimming one by one.

The little one stops to catch some sun.

And they all go swimming free in the sea.

From the shark as they flee.

Chomp, chomp, chomp!



<https://www.youtube.com/watch?v=DFYoRju7NCE>

Children and teacher discuss where they have seen a fish. She/he shows 'fish in the river' picture card. Children share what they see. Teacher encourages children to focus on specific details of the fish.

Teacher engages children into an inquiry about fishes. What would children like to know about fish? Do they have any questions about fish? Children can share their questions and teacher writes them on the board/ chart paper



Materials Required

Paper, pencil, colours, fish in the river picture card, **f** sound picture flash cards and a few other sound picture flashcards



Dear Teacher, we will be taking some inquiry ideas about fish in the next few days. These come from what children may want to know. Try to connect one or more questions raised by children to the experiences given below. If there are questions beyond these experiences, then teacher can also build on that.



Learning Experience

Children watch the Movie 'Finding Nemo'. They can watch the movie in parts (half hour everyday) or look at short video clips. In case videos are not possible, teacher shows a picture of Nemo the clownfish or makes a stick puppet, and shares the story of Nemo.

Movie video link- Short clips



<https://www.youtube.com/watch?v=9nOVY8qTA4k>



<https://www.youtube.com/watch?v=RxBcam35ms>



<https://www.youtube.com/watch?v=eWXOurnVTYg>

It's Nemo's first day to school and he is all excited to meet his friends. Nemo is born with one fin smaller than the other. All fish have both fins of the same size. But not Nemo. His father calls it Nemo's luck fin. The fin flutters as Nemo swims across the plants and other fish. Nemo loves his little fin but sometimes his friends make fun of him, calling him names like – little fin. Nemo feels hurt and is sad to have the lucky fin sometimes. But this lucky fin also helps Nemo roll faster on his body and everyone loves it when he does that. It's first day at school and Nemo is super excited. All friends are waiting to meet Nemo. Nemo comes with his luck fin, all dancing and swimming fast. One of the friends start laughing

and making fun of Nemo and his lucky fin. Nemo is sad and wonders what he could do.

Children share what they thought about the clip/ movie. What are the fins for? How were the two fins different? What do you mean by lucky? What did the friends do? Have they seen children with body parts that are different from them or do they have parts different from others?

One by one, children share why Nemo was feeling sad. Teacher asks if they feel sad sometimes when they are made fun of?

What can Nemo say to his friends? What can his friends do?

Children share if any of their body parts is different from others? Would they like to draw it? We can call it the lucky hair or the lucky toe.

Children look at their body parts and draw the body part which they will call lucky. They label the body part- My lucky....

Recap of the f letter and f letter sound

Teacher places 3 picture cards that start with the **f** sound on the board and one picture card that does not start with the **f** sound.

Example



frog



lion



fish



fan

Teacher asks children, what are the pictures you see on the board? She/he repeats the words out loud for each picture stressing on the beginning and end sound. She/he asks children, what is the first sound you hear when we say the word, frog, fish, fan, lion? Which one among the 4 pictures does not begin with the **f** sound?

Teacher repeats the **f** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher writes the **f** sound letter on the board with the correct formation and tells children that the name of the letter is **f** and the sound is **f**. She/he asks children to write the **f** sound on the floor/carpet, table or write the sound in the air with their pointy finger or with feathers in the air (if there are enough feathers collected for all children) as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher can call a few children to write the '**f**' sound letter on the board or trace around the **f** sound letter that the teacher has written on the board.

Teacher plays a quick blending game with children. Teacher tells children, I am going to say the sounds of a word on my arm and children have to put the sounds together to guess the word. Teacher stretches out her/his arm and asks children to stretch out their arm as well to put the sounds together and guess the word.

Example

- f-a-n -fan, f-o-x - fox, i-f - if, f-i-t - fit, f-o-g - fog, f-i-n - fin, f-i-g - fig, f-u-n - fun, r-oo-f - roof

**2
DAY**

DIFFERENT FISHES, DIFFERENT FINS

Objectives

- * To investigate how fish swim
- * To inflate a balloon and make it float
- * To distinguish between different types of fins
- * To make a fish with fins of their choice
- * To provide reasons behind the fins they draw
- * To count different fish based on patterns and shape of the fin



Materials Required

Paper, pencil, colours, worksheet, air pump



Circle Time

Children sing the song from day 1. They act like fish and swim in water. When it's one little fish, they swim alone, when it's two little fish, they form pairs and swim. Similarly, they make groups of 3, 4, 5 and so on. Children discuss how the fins help the fish swim. They flap their hands to imitate the movement of the fins.



Learning Experience

Children take up one question for inquiry today. "How do fish swim?" How can we find out about it? Children again look at the video with Nemo and his friends or teacher shows a picture of different fishes. They observe how fish swims? Why do they float and not sink in water? Which part of the body is moving?

Let's find out how fish swim

Teacher provides balloons to children. They put the balloon in water to see if it swims or sinks. Then children inflate the balloon using air pump. Teacher helps children in tying the balloons. What happens when we put these balloons in water. They swim. What happened here? Children are further directed to think about air that is filled and how fish also carry something like an air bladder in their body.

Different fish different fins

The little fins flaps and help them swim. Do all fish have the same fins? How are they different? Some don't even have fins. So how do think they swim?

Children make fish of their choice and imagine what kind of fins their fish will have. They draw the fins and give reasons behind the shape of the fins.

Count the fish Worksheet

Children count the fish with different patterns and fin. They describe how the fish are different from each other.



Dear Teacher, please keep children's drawings of their fish safe. They will be adding new parts to it for the next few days.

3
DAY

FISHY POUT

Objectives

- * To analyse how we breathe through our nose
- * To identify gills of fish that helps it breathe
- * To experiment and observe how the water is filtered while breathing in fish
- * To draw gills of their fish
- * To write a few sentences about their fish
- * To identify the **f** sound in words
- * To segment to label and write words



Materials Required

Drawing of the fish, two transparent glass, muslin cloth/filter paper, muddy water, fish cut out, word cards with the **f** sound (reading cards), paper, crayons, colour pencils, markers, pencils, glue, tape, erasers, paints.



Circle Time

Children sing the song from day 1

Today's area of inquiry is, "How fish live in water/ how do they breathe?". Children and teacher take deep breaths, in and out. What happens when we breathe in and breathe out? What helps us breathe? Our nose? Can we breathe with one nostril closed? Can we breathe through our mouth? Can they breathe with mouth closed? Can you feel the air when you breathe out? Children keep their hands close to their nose and feel the warm air coming in. How do fish breathe? Do they have a nose? What happens when we take them out of water? Fishes don't breathe through the mouth, but they do pout. Children make fish pouts and swim.

Teacher can also show/share with them the story of a "pout pout fish"



<https://www.youtube.com/watch?v=9ubqURmsfZI>



Learning Experience

Teacher shows children the fish in the river picture card or the video again. What else do you see on fish body? Do you see stripes near the face of the fish. They are called gills. Like we have a nose, fish has gills to breathe. Let's see how fish breathes.

Let's do an experiment.



<http://preschoolpowolpackets.blogspot.com/2017/05/how-do-fish-breathe-hermit-crabs-science-experiment.html>

Teacher brings a transparent glass and covers with a muslin cloth/filter paper or any cloth that allows water to pass through. She/he get water mixed with dirt in another glass. Imagine that this is river water with air mixed. Imagine if the cloth is the gill of the fish. As the water enters the gill, teacher pours water into the glass covered with cloth. It takes the air and removes the water out. Children see how dirt remains in the water. It filters the water out.

Children try the experiment one by one.

Next, children bring out the drawings of their fish and add gills to it.

Recap of the **f** sound and letter

Teacher does a quick recap of **f** sound

Teacher tells children that she/he are going to call out a few words, if they hear the **f** sound in

the word, they jump up and if they don't, they show a thumbs down.

Examples of **f** words – leaf, huff, fox, fan, fish, fin, face, family, favourite, flower, feet, fast, fire, feather, football, food, five, roof, shelf

Teacher can also ask children where they hear the **f** sound – beginning, middle or end?

Teacher gives children half or quarter sheet of paper or a slate, small white board to practice writing the **f** sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **f** sound in the beginning and label their drawings or write a few words to make a list of **f** sound words. Once children have drawn, labelled and written their **f** words, teacher can help children stick their papers on a chart to put up in class or hang children's work in class for the **f** sound.

OR

Teacher gets a big cutout of a fish and introduces Finny, the fish to children. Teacher tells children that Finny is very hungry but she can eat only **f** sound things. Teacher gives children paper to draw, label or make a list of **f** sound things to feed Finny. Once children have finished drawing and labelling their **f** thing for Finny to eat, teacher can help children stick their papers on the fish.



*Dear Teachers, while feeding Finny the fish, children can come up with any **f** words. They don't have to be food specifically. It can be any **f** word like fox, feather, fire, a fan and so on. Encourage children to try and segment to label their drawings. Tell children to say the word they wish to write slowly, listen carefully to the sounds in the word and then write the word down.*

Objectives

- * To make different movements of animals using their bodies
- * To inquire about how fish move in water
- * To assess material needed for making a tail
- * To imagine where would they have a tail and what will they use it for
- * To make a tail and tie it around them
- * To match tails of different water animals with their bodies
- * To begin to create their own sentence and use the tricky word the to make a sentence
- * To recognize and write the tricky word the



Circle Time

Children sing the song from day 1.

Children do different body actions. They can replace fish with other animals like frog, crab and so on.

Today's inquiry is also about how fish swim in water. It can also be linked to how fish move? Do they have legs? Instead, fish has a tail. It helps them move in water and turn left and right. What can you ask children about movements? Do all children move the same way? What about animals? Birds?



Learning Experience

I have a tail

What if we have a tail like a fish? Children think of where they would have a tail. What can it be made of? What would they use it for? Children



Materials Required

Different items assorted by children to make fish tail, glue, thread, tape, **the** tricky word flashcard, bag, box, crayons, pencils, playdough, paints, chalk, markers, pebbles, sticks, mud in a tray/box, wand, worksheet

discuss other aspects like how big /small it would be. They collect items with help of teacher and make a tail. Teacher asks them questions like-how will you tie it around you? How is the tail helping you move?

Match the tail worksheet

Children match the tail of the under-water animals. Teacher also talks about the different animals made on the worksheet. Children can draw/redraw the tail of their fish.

Introduction to the tricky word **the**

Teacher keeps the **I** tricky word flash card (introduced previously) and the **the** tricky word card in a tricky word mystery box or bag and again gets a wand/magic stick she/he used previously while introducing the tricky word **I**.

Teacher tells children that she/he has got a very special word in the box just like last time. Are you ready to see what's inside? But before the box opens, it needs a magic spell. Let's all say the words – "Iggity, Ziggity, Zaggity, Zoom", together (It can be any rhyming words – like abracadabara gilly gilly zoom) Let's close our eyes and say it again – "Iggity, Ziggity, Zaggity, Zoom!" Teacher takes out the tricky word **I** and shows it to the children.

She/he says, Oh! This was the same tricky word we learnt last time. What is it? It is the tricky word **I**. Like 'I like eating ice creams.' Can you give me a few more sentences with **I**? 2 or 3 children can share a sentence with **I**.

Teacher says, "Oh! My box is bubbling. Looks like another tricky word is inside. Let's say the magic spell" - "Iggity, Ziggity, Zaggity, Zoom." Let's say it again together - "Iggity, Ziggity, Zaggity, Zoom." Teacher takes out the tricky word **the** from the box and shows it to children. She/he asks children, do you know this word? She says the name of each letter – t-h-e is **the**. Let's all say it together. Teacher repeats the, **the** tricky word along with the children – **the, the, the** – THE is **the**.

Teacher sings the tricky word song using the, **the** tricky word.

Tricky word song for **the**

Say hello to **the**,

The, the, the, the, the!

Sing with me...**the, the, the, the, the**

T-H-E spells **the**.

Don't let it trick you!



https://www.youtube.com/watch?v=TvMyssfAUx0&ab_channel=EpicPhonics

Teacher sticks the **the** tricky word card on the board. She/he explains to children that whenever we use the tricky word **the** we are speaking of something in particular or something specific.

Example – *The children are playing in the garden.*

The cat is sleeping on the mat.

I saw the girl dancing in the rain.

Teacher asks children if they can think of any sentences of their own with the tricky word **the**. Teacher can prompt children with sentence starters.

Example – The dog...

The fish....

I saw the.....

As children share their sentences, teacher writes them on the board and asks children to circle the, **the** tricky word in each sentence. Teacher writes the **the** tricky word on the board and tells children that we don't sound out the sounds we see when we read tricky words. We only say the names of the letter like T-H-E is **the**. Its not t-h-e-the. Don't let it trick you!

Teacher divides children into 2 groups, one group can look through books to spot the **the** tricky word. The other group uses different materials like mud, playdough, flour, sticks, pebbles, paints, chalk, makers, slate, white board to practice writing and making the **the** tricky word. Teacher can stick the **the** tricky word flash card in class along with **I** to make a tricky words chart or wall space in the classroom.

the the



Dear Teacher, children will try to make sentences using some English words and some from their own language. Encourage them to express and make sentence however they can. Help them focus on sounds they have already done and build words. You may write the sentences as children dictate them to you.

Objectives

- * To discuss where fish live
- * To distinguish between different water bodies based on size
- * To identify ponds, rivers and oceans as fish homes
- * To decide family members of the fish
- * To make home for the fish



Materials Required

Paper, pencil, colours, glue, worksheet



Circle Time

Children sing the song from day 1 with actions. Teachers asks children where do they see fish? At their Homes? In the market? Where does it come from? It lives in water. Children discuss if they have seen fish in water? Children can look at videos from day 1 again and talk about Nemo's home. It lives in ponds, rivers, seas and oceans.



Learning Experience

Today's inquiry is about fish homes. All questions related to where fish live, does it have a home, fish family can be included here.

Fish can live in small homes that are called ponds, while some other fishes live in long homes called rivers. There are other fishes that live in even bigger homes called seas and oceans. Teacher shows children photos of the different water bodies.

Big home small home

Children play a game where they come together in a circle. When teacher calls pond, they make a smaller circle, when teacher calls out river they make a line and when teacher calls out ocean they can make a bigger circle. Can we make an even bigger circle? How?

Fish family

Children further work on their drawings. Would they like to add family members of the fish? Who all are there? Children make different family members of the fish. Where is your fish living – in a pond, river or ocean? Each child chooses a home for a fish home. Teacher asks children how they would like to make home for their fish. One way is to draw it on another paper. They cut out the fish/ fish family members from the previous drawing and paste in the fish home. What else will they add to the fish home- plants, stones? Children scribble/write two three lines about their fish with the help of teachers support. What will they name the fish and the fish members?

Count the fish worksheet

Children count the family members for each group and write the number. They write which group has most family members and which has least family..Children count the fish backward as well.

WEEK 2 | THERE IS A HOLE IN THE BOTTOM OF THE SEA

1
DAY

THERE IS A FISH



Materials Required

Chart paper, markers, pencils, erasers, crayons, colour paper, textured paper, safety scissors, glue, Worksheet – measuring the sea animals



Circle Time

Children sing the song with actions

There's a hole in the bottom of the sea.

There's a hole in the bottom of the sea.

There's a hole. There's a hole.

There's a hole in the bottom of the sea.

There's a fish in the hole in the bottom of the sea

There's a hole. There's a hole.

There's a hole in the bottom of the sea.



<https://www.youtube.com/watch?v=R1Qn2bcZRT0>

Teacher plays a game of 'I spy...' with children. She/he says: *I spy with my little eye, something that is...* and then describes an object in the classroom. For example: *I spy with my little eye, something that is red.* Children take turns guessing what teacher is referring to by naming objects in the classroom that match the description. The child who correctly guesses the object gets to be the next person to spy something.

Objectives

- * To inquire into what is there at the bottom of the ocean
- * To make a mind map of children's ideas
- * To make fish with their different features
- * To create a bottom of the ocean/sea space in class
- * To collect and create things/objects that we find at the bottom of the sea
- * To count cubes to assess size of animal
- * To write backward counting



Learning Experience

Let's talk about bigger homes for fish- The sea. Children and teacher discuss how could it be different from small homes? What would they find in the bottom of the sea/ocean? Is there light in the bottom of the sea? Teacher puts all ideas on a chart paper and hangs it in class. Would children like to go in the bottom of the sea? Or can we bring it in our classroom? Let's make the bottom of the sea.

Teacher designates an area in the classroom that forms the bottom of the sea. A cloth can be put to mark the area. Children collect things to put it in the bottom of the sea. There will certainly be fishes in the bottom of the sea.

Let's make fishes

Children make collage fishes using different paper that have been torn into smaller pieces. Children make fish bodies on paper and cut it out. They paste small pieces of paper. They

make the different parts of the fish-fins, gills, tail and pouty mouth.

Measure the ocean animal worksheet

Children count the cubes to see how long the sea animal is. Children also count the cubes backward and write in the second row of cubes. Teacher helps children in identifying them.



Dear Teacher, please keep the sea space intact as we will be adding more to the bottom of the sea every day.

**2
DAY**

THERE IS A FISH AND A SNAIL

Objectives

- * To share observations, thoughts and knowledge and wonderings about snails
- * To inquire into things that snails/turtles protect themselves from and how
- * To observe, draw/make and label the different parts of a snail
- * To use different materials and paints to make the shell of snails
- * To identify and write the **oa** digraph sound
- * To blend to read and write **oa** digraph words



Circle Time

Children sing the song from day 1 by adding snail to the lyrics

There's a fish and a snail in the hole in the bottom of the sea

There's a fish and a snail in the hole in the bottom of the sea

There's a hole. There's a hole.

There's a hole in the bottom of the sea.

Teacher says our friend has come to class from the sea. It will come out if we are nice to it otherwise, it has special place where it can hide. Children call the friend out and teacher brings out a snail. If actual snail is not possible then teacher can bring a picture of a snail. Children share if they have seen snails. How does it move? Where does it come from? Children ask questions to the snail and teacher puts down the questions on board/paper. Let's see if we can learn something about snails.



Materials Required

Live snail in a tray, box with leaves inside for the snail to eat, paper, paper plates, paints, paintbrushes, pencils, play dough, erasers, **oa** digraph word cards, **oa** digraph picture flashcards



Learning Experience

Teacher keeps the snail on the table. Children observe and share what they see. What is there on the back of the snail? Do you see snail ears on its head?

Snails and turtles have a shell that protects them. When they feel scared, they go into their shell. What could they be scared of?

Children observe different parts of the snail carefully.

Snail sketch

They draw the snail as they observe. Teacher supports children in drawing the details of the snail. Can children recognise how the shell is going round and round in a spiral? Can they make it? Children then take paper plates and try to make the spiral shape using paints of different color and make snail shell art.

Let's make snails

Children make snails out of play dough to put in the sea, in the class. They use the sketches/ drawing they have made to make details of the snail. Children think of material that they could use to make the shell.

Introduction to oa digraph

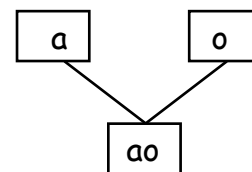
Teacher narrates a story about a little **goat** called **Floa**.

Floa lived in a little house with his best friend the **toad**. Every morning **Floa** the goat used to wake up early in the morning and make his and **toad's** favourite breakfast, **toast** and butter.

Toad had bought a new **boat** yesterday and wanted to show **Floa** his new **boat**. He wore his blue **coat** and he and **Floa** walked on the **road** that led to the river where his **boat** was parked. **Floa** and **toad** both climbed onto the **boat** and started sailing in the river. Just then they heard someone scream, 'help', 'help', it was a little boy who had fallen into the river. They quickly threw a **float** towards him and helped him climb onto their boat. **Toad** gave him his **coat** to keep him warm and they all went sailing back to the river bank where they parked their boat and went back home.

Teacher repeats some of the **oa** sound words from the story - goat, road, toad, coat, toast, float, boat (stressing on the **oa** sound) and asks children what is a common sound that you hear in all these words? What is the middle sound you hear in all the words? When children say the **oa** sound, teacher repeats the sound along with children. She/he asks children, can we say the **oa** sound softly, let's say it loudly now, let's say it to the ground, let's say it to a friend on the left, let's whisper the sound.

Teacher asks children, do you know how to write the **oa** sound? She/he explains to children that it is a special sound because 2 sounds come together to make the **oa** sound just like the **ai** digraph. Teacher then writes the sounds down. When **o** and **a** come together, they make a new sound which is **oa**.



Teacher tells children that whenever we see the sounds **o** and **a** together in a word like **goat** (teacher can write the word on the board). We don't read the **o** letter as **o** and the **a** letter as **a**, we read it as **oa** because when **o** and **a** are together they make a new sound **oa**. Teacher explains to children that this is called a digraph. When 2 sounds come together to make a new sound, it is called a digraph just like the **ai** digraph.

Example – g o a t
 ● ● ● ●

Teacher can show children that each sound has a dot under it but when we look at **o** and **a** it has only one dot because it makes a single sound **oa**.

Teacher plays a quick **oa** digraph game with children. She/he tells children that they are going to call out a few words, if they hear the **oa** sound in the word, they jump one step at the back, if they don't hear the sound, they take one jump in front (Teacher calls out words stressing on the **oa** digraph sound).

oa digraph words – boat, toad, coat, toast, soap, float, oak, road, soak, coal.

Teacher then writes the **oa** digraph sound on the board with the correct formation and asks children to write the **oa** sound along with her/him on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, slate, paper, air along with the children (While

showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Children can also be encouraged to make a list of **oa** digraph words or draw and label words that have the **oa** sound.



Dear Teacher, please ensure that children are careful with the snail. After the class, they take the snail back and leave it on the grass in a safe space.

3 DAY

TURTLE TALK TURTLE WALK

Objectives

- * To compare the speed of different animals
- * To pretend being a snail and a turtle and having a conversation with each other
- * To make speech bubbles and scribble/ write dialogues
- * To share the best ways to pick snails
- * To create a data analysis of the number of snails children picked
- * To recognize the **oa** sound in words
- * To blend to read **oa** digraph words
- * To begin segmenting to label and write **oa** digraph words



Materials Required

Bucket/tray filled with water, small pebbles, sieve, spoon, leaves, mud, twigs, sieve, spoons, paper, pencils, erasers, seaside picture card, markers, **oa** digraph picture cards, reading cards, boat worksheet



Circle Time

Children sing the song from day 1.

Children play a game where they must move at the speed of animals, or swim at the speed of fish. Teacher asks- How does a tiger move? What about when its running behind a deer? What about another animal? Nemo the clownfish? What about a turtle? Children reduce their speed. Can they move even slower? Children further reduce their speed. Some animals move slowly like the snail.



Learning Experience

Teacher shares that along with our friend snail, another friend has come to class today. It's the turtle. Teacher shows a picture card of seaside and shows them the turtle. Like snails, turtles also move slowly. Our friends the snail and the turtle have slowly reached our class. They are softly whispering to each other. Teacher makes whispering actions and sounds. Are they talking about how some animals walk/run really fast? But they like being slow? Is it okay to walk slowly?

Snail and Turtle talk

Let's guess what the snail and the turtle are discussing. Half the children make snail stick/finger puppets and other half make turtle stick/finger puppets. They pair with each other, a turtle and snail come together to build up a conversation about how they walk slowly. Why do they like being slow? What are the other things that a turtle and a snail can talk about? Children paste the stick/finger puppet on paper and make speech bubbles where they scribble/write the dialogue for the snail and turtle.

Snail picking

Children share if they have eaten snails and whether they have seen snails in the market. Do they know any recipes related to snail cooking? They are also found in the fields where rice grows. Teacher brings a bucket filled with water. She/he puts several small pebbles in it along with other material like leaves, mud, twigs etc. The pebbles are snails here. Children pretend to be snail pickers. We can pick with hands. What other material/tool can be used to pick snails? Children can use sieve/spoon or any other material and share what is the best way to pick snails. Children count the number of snails they picked. They write their names to a chart and the number snails they picked.

Recap of oa digraph sound

Teacher does a quick recap of **oa** digraph sound. She/he plays an arm blending game with children. Teacher tells children that she/he is going to call out the sounds of words. Children have to put the sounds together and guess the word. Teacher models blending on her arm for children to follow.

Example – b-o-a-t – boat, r-o-a-d – road, t-o-a-d – toad, g-o-a-t – goat, o-a-k – oak, c-o-a-t – coat, s-o-a-p – soap

Teacher tells children, just like toad took Floa on his boat, we all are going to pretend to go on a boat ride. Each child gets a printout of a boat and they draw and label the **oa** things they would want to take with them on their boat ride.

Example



Reference Image



Turtle stick/ finger puppet



Snail stick/finger puppet

Objectives

- * To think of and ask meaningful questions to the turtle
- * To learn to slow dance with the turtle
- * To learn that turtles are slow on land but fast swimmers in water
- * To engage meaningfully with stories and narrate the story in sequence
- * To observe the pattern on turtle shell and create their own patterns



Circle Time

Children sing the song from day 1 by adding turtle to the list

There's a fish and a snail and a turtle in the hole in the bottom of the sea

There's a fish and a snail and a turtle in the hole in the bottom of the sea

There's a hole. There's a hole.

There's a hole in the bottom of the sea.



<https://www.youtube.com/watch?v=mPHOQTHELvw>

Teacher asks children to bring out the finger puppets they have made. Let's talk more about Mr/Ms. Turtle today. Would you like to ask anything to the turtle? Children can ask questions one by one, and the turtle tries to answer. The turtle also teaches children a slow dance. Children can hold hand and sway. The turtle also tells children that it lives on both land and water. Do they know other animals that live both on land and water? Turtles are slow on land but swims very fast in water.



Materials Required

Turtle puppet/cutout, story, worksheet, pencils, erasers, crayons



Learning Experience

Does Mr. Turtle like its shell? What is it used for? Mr. Turtle shares a story of his friend Mr. Tortoise who once decided to lose his shell. He was very tired of it and removed it. Teacher shares the story "**The foolish tortoise**" by Richard Buckley.

Children share the story in the sequence it happened. Teacher asks if there is something about them that they sometimes do not like. How do they feel? What would they like to change? What if we just see it as different and interesting?

Turtle shell shapes worksheet

Children draw different shapes on turtle. Children combine different shapes on each turtle to make different patterns. For example, square, triangle, square. They make different shapes that they have learnt so far. Children also try making the hexagon shape. Teacher helps children in making patterns of 2 or more shape for each turtle.



Dear Teacher, while discussing aspects they don't like about themselves, children may share they don't like a specific body part or a person/object. Be sensitive and encourage children to share. Enable them to see the uniqueness of the body part and how it is special.



Materials Required

Beads of different colours, shapes, string, chits from 1-20, snakes and ladder big board or handmade chart, Worksheet – Continue the snake pattern, crayons, markers, colour pencils, erasers, a tricky word flashcard, tricky word box, crayons, pencils, pebbles, sticks, mud in a tray/box



Circle Time

Children sing the song from day 1 by adding snakes

There's a fish and a snail and a turtle and a snake in the hole in the bottom of the sea

There's a fish and a snail and a turtle and a snake in the hole in the bottom of the sea

There's a hole. There's a hole.

There's a hole in the bottom of the sea.

Children discuss if they have seen snakes. Where do they think snakes live? Some snakes can also swim under water.

Children make snake movements on the ground. They can form a large snake by holding the legs of the child before while lying down.

They make the snake sounds 'ssss' and crawl on the ground.



Learning Experience

Do children have any questions about snakes? What do snakes eat? Snakes eat rats and frogs. Teacher asks children what are the other animals that eat animals. Some animals only eat plants and grass.

Objectives

- * To share their knowledge and thoughts about snakes
- * To join our bodies to make a big snake
- * To recognise the number pattern and add the missing numbers
- * To revise numbers from 1-20
- * To begin to create own sentences and use the tricky word a to make a sentence
- * To recognize and write the tricky word a

What do animals eat worksheet

Children and teacher first discuss the different items and the food they like to eat. Children make the foods items that different animals will eat. They label the animals and the food items. They may draw more animals that they wish to talk about.

Snakes and Ladders



Reference Image

Snakes game

Teacher brings a chart paper with numbers from 1-20 written in square boxes. Children make small and long snakes from clay/play dough. They put their snakes in place of their choice on the chart paper. Teacher makes chits of paper with numbers 1-20 written on them and shuffle them in a bowl. One by one children, pick a chit. They read out the number. If the number has

the snake mouth, they dance. If the number has snake tail, they sing. After the game, children keep their snakes in the bottom of the sea area in the class.

Missing numbers worksheet

Children carefully look at the patterns and add the missing numbers. Teacher helps by first discussing the worksheet with children.

Introduction to tricky word **a**

Teacher keeps the **a** tricky word flash card in a tricky word mystery box and gets a wand/magic stick.

Teacher asks children if they remember the 2 tricky words, we have learnt so far. Teacher can ask 2 children to write the **I** and **the** tricky words on the board.

Teacher tells children that she/he has another tricky word inside the 'Tricky Word Mystery Box'. Would you like to know which tricky word it is? Let's all say the magic words together because the box opens only when we say the magic words; "Iggity, Ziggity, Zaggity, Zoom", together (It can be any rhyming words that were used previously). Let's close our eyes and say it again together – "Iggity, Ziggity, Zaggity, Zoom!" Teacher takes out the tricky word **a** and shows it to the children. She/he asks children, do you know this word? It is the tricky word. It looks like the **a** sound but whenever we see the **a** sound sitting alone we read it as the tricky word **a**. Let's all say it together. Teacher repeats the **a** tricky word a few times along with children.

Teacher sings the tricky word song **a** and asks children to sing along with her/him.

Say hello to **a**,
a, a, a, a, a!

Sing with me...**a, a, a, a, a.**

Don't let it trick you!

It's the tricky word **a**!

Teacher sticks the **a** tricky word card on the board. She/he explains to children that whenever we see **a** sitting alone, we read it as **a** and not **a**.

Teacher writes a sentence down and reads the **a** tricky word as the **a** sound and asks children, is that right? Oh! I got tricked.

Example – The children are sitting on **a** mat.

Teacher reads the sentence again correctly and gives children more examples of sentences with the **a** tricky word.

Example – *The children are sitting on a mat.*

A dog is playing outside.

I saw a girl singing a song.

Teacher asks children if they can think of any sentences of their own with the tricky word **a**. Teacher can prompt children with sentence starters.

Example – *I saw.....*

The cat....

As children share their sentences, teacher writes them on the board and asks children to circle the, **a** tricky word in each sentence. Teacher writes the **a** tricky word on the board again and tells children that whenever **a** sits alone and is not with any other friends, we read it as **a**.

Teacher divides children into 2 groups, one group can look through books to spot the **a** tricky word. The other group uses different materials like, mud, playdough, flour, sticks, pebbles, paints, chalk, makers, slate, white board to practice writing and making the **a** tricky word.

Teacher can stick the **a** tricky word flash card in class along with **I** and **the** to make a tricky words chart or wall space in the classroom.

WEEK 3 | LET'S GO FISHING

1
DAY

MY FISH! NO! MY FISH!



Materials Required

Fighty the fish puppet, story, pencils, paper, markers, erasers



Circle Time

Children sing the song with actions by changing sea to pond

There's a hole in the bottom of the pond.

There's a hole in the bottom of the pond.

There's a hole. There's a pond.

There's a hole in the bottom of the pond.

There's a fish in the hole in the bottom of the pond

There's a hole. There's a hole.

There's a hole in the bottom of the pond.



<https://www.youtube.com/watch?v=R1Qn2bcZRT0>

Children and teacher revise how oceans and seas are big homes for fish, rivers are smaller but long and ponds are small homes for fish. Teacher plays the big ocean and small pond game with children. When teacher says big ocean, children spread their arms out wide to make a big ocean and when teacher says small pond, they bring their hands closer to show a small pond. Teacher alternates saying, 'big ocean' and 'small pond', slowly in the beginning and then faster. How would children show river?

Teacher asks children where they will find fish. How does fish come to market? Fishermen go fishing into the river or the sea and get fish. Would you like to go fishing? What would you need?

Objectives

- * To share knowledge and ideas on where how fish come to the market
- * To discuss the things, we need to go fishing
- * To revise concepts -big and small
- * To problem solve and find alternatives to situations in stories
- * To reflect on conflict situations and articulate reasons behind it
- * To give peers suggestions to manage fights without hurting each other
- * To analyse a suggestion based on their situation and accept/reject it
- * To draw a before and after scenario of a fight



Learning Experience

Teacher shares a story with children called 'My fish! No! My fish!'



<https://www.youtube.com/watch?v=jNR6Tp3Akzc>

Teacher asks questions like- what was happening in the story? Have you heard this story before? Children would have done this story in previous class. Why were they fighting? What happens because of the fight? What could they have done instead?

Teacher asks children if they also fight with each other. Children share if they had fights? What are the fights about?

Teacher brings a puppet **Fighty** who has gotten into a fight. Teacher says that whoever holds the puppet shares what they fight about. Other children give suggestions to the child. The child can share if they would like to do what is suggested or if there is a problem with the suggestion. Teacher can start by holding **Fighty** and sharing one of her/his fights. Children give suggestions and teacher shares whether she/he likes it or if there is a problem. For example, if a child suggests that teacher should push the child who took her pen, teacher may say, "Oh, I don't want to hurt the child". One by one, children hold **Fighty** and share their fights.

Let's resolve a fight

Children make a before-after drawing with two scenarios. First, they draw the fight scenario that they shared (before scenario). Then they draw the fight resolving suggestion that they liked the best (after scenario). Teacher helps them focus on the 'before after' concept.



Dear Teacher, let children share their suggestions and question them. We are not telling them what she or he should do. We are encouraging them to share their ideas and give reasons for it.

**2
DAY**

IT'S FISHING TIME

Objectives

- * To draw, label and create a map of the school in teams
- * To make a map of the school and find a place to make a pond in the school
- * To create a data analysis of children's votes to decide on a spot for the school pond
- * To create, draw, label a list of things/ objects/ animals to go into the pond. To revise the concept of before and after
- * To identify animals that live under water and that can live ponds
- * To introduce children to the **ie** digraph
- * To blend to read and write **ie** digraph words



Materials Required

Paper, crayons, markers, pencils, colour pencils, erasers, chart paper, worksheet, **ie** digraph picture and word cards



Circle Time

Children sing the song from day 1. Teacher initiates a movement and imagination activity related to fish. Teacher demonstrates different fish movements, such as swimming, diving, and wiggling, and encourages children to imitate those movements. Teacher says: *Imagine that we are diving in a pond, surrounded by colourful plants and other creatures. Let's explore together!* Teacher guides children through an imaginary underwater adventure, describing the sights and sounds they encounter, such as swaying plants, friendly fish, and hidden treasures. Teacher helps them revise after and before done on the previous day. For example, teacher may ask- what comes after we enter the pond? What come before we see a huge rock?



Would you like to have a pond in the school? Where could we make a pond? Children discuss the places where the pond could be made.

Let's map it out

Children make a map of the school. What are thing things that will you put on the map? Where will you make the pond? Children can work in small group to make a map. Teacher supports in drawing the map by asking questions like- What's on the right? What is after your classroom? Children may come up with different sites for the pond. How do we choose one? Children vote and come to a consensus.

What will go into the pond? Children make another map, now focusing on the pond. They draw a list of things/creatures that will go into the pond and things that will stay outside and label them.

Teacher puts a list of things by consolidating all that is suggested by children without removing anything.

What comes after before worksheet

Children write the number that comes after and before the given number

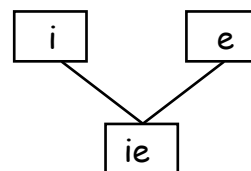
Introduction to the **ie** digraph

Teacher places 3-4 **ie** digraph word picture cards on the board and asks children what these pictures are.



Teacher repeats the words stressing on the **ie** digraph sound and asks children what is the common sound you hear in all the words? Do we know how to write the **ie** sound? Teacher explains to children that the **ie** sound is also a digraph like

oa and **ai**. So, 2 sounds come together to make the **ie** sound. Teacher then writes the sounds down. When **i** and **e** come together, they make a new sound which is **ie**.



ie digraph sound pronunciation



https://www.youtube.com/watch?v=d6wk2xlbOlQ&ab_channel=Mr.Andrew%27sEasyESL

Teacher tells children that whenever we see the sounds **i** and **e** together in a word like- **tie** (teacher can write the word on the board) we don't read the **i** letter as **i** and the **e** letter as **e**, but we read it as **ie** because when **i** and **e** are together they make a new sound- **ie**.

Example **T i e**



Teacher can show children that each sound has a dot under it but when we look at **i** and **e** it has only one dot because it makes a single sound **ie**.

Teacher can write a few more **ie** words on the board and read it with the children.

ie digraph words – tie, lie, flies, fries, fried, pie, tied, cried, dried

Teacher then writes the **ie** digraph sound on the board with the correct formation and asks children to write the **ie** sound on the floor/carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, slate, paper, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Objectives

- * To make a final list of things that go inside the school pond by separating things that are essential and non-essential
- * To understand what a water ripple is and how it is formed
- * To make connections between water ripples and things children are aware of/observe in their surroundings
- * To investigate how water ripples are formed by different weight objects
- * To share knowledge and ideas on the colour of water
- * To explore with paints to paint water and make water ripples
- * To make waves of different shapes



Materials Required

Consolidated list of materials children created the previous day, pebbles, stones, bucket/tub of water, paper, paints, paintbrushes



Circle Time

Children sing the song from day 1. They add things in the pond from the list of previous day. For example- There is a rock in the bottom of the pond. Children look at the list and discuss what are the most important things they would want in the pond. Teacher ticks them in blue. The less important things are marked in green and the things that we don't need right now can be marked red. If there are things that some children say we need but other say we don't, teacher supports them in providing reasons. For example, if the child says chairs. Well, chairs are big, and we will not have enough space in the pond.



Learning Experience

Teacher brings a bucket of water and a few stones. She asks children to drop stones in the water. What happens when we drop stones? A water ripple is formed. What does it look like? A child may say it looks like a snail shell, many circles, pizza! Children collect different materials and one by one throw in the water to see what kind of ripples are formed. What happens if we throw a heavier stone? Some water may flow out.

Let's make water ripples

Children observe the ripples carefully as they would need to draw them. They try to compare ripples formed by a light object and a heavy object. Children choose one light and one heavy object. They drop it in water and carefully look at the nature of ripples. Teacher helps them in observing the difference. On a sheet of paper, they paint the paper in colours of the pond. They then draw the ripples with white paint, focussing on the differences. Children can try again to notice the details and draw.

How big is the ripple worksheet

Children predict and make spiral ripples for objects of different weights. Teacher helps children in arranging the objects/creates from small to large ripple, giving numbers from 1 (smallest) to 7 (large).

Waves in the ocean

Teacher shares that rivers and oceans have large water wave that also look like ripples since rivers and ocean keep flowing unlike ponds that can be still. On a sheet of paper, children make mild waves and strong waves.



Dear Teacher, please keep the sheets of paper safe as it will be used tomorrow while creating the pond.



Reference Image for making waves

**4
DAY**

FISHES IN MY POND

Objectives

- * To look for and make materials for their pond
- * To find identical numbers and match the fish pairs
- * To discuss how we travel on different water bodies
- * To compare features of boats and ships
- * To make things we would need if we were to live on a ship



Materials Required

List created the previous day, children's painted papers for their pond, blue and yellow chart papers, scissors, glue, pieces of cardboard, sieve/long branch, ship and boat picture cards, Worksheet



Circle Time

Children sing the song from the previous day. Children take the different painted paper and place it in the pool. What else was on the list? They discuss where will they get the material from? Are all things available or do they need to make anything? Children discuss how they will find/develop other material. Teacher can divide children in groups which are responsible for specific material.



Learning Experience

We need to have fish for our pond.

Teacher prepares the fish for the fishing game-

Step 1: Take a blue and yellow chart paper and fold each chart paper enough times to get 12 squares of 4" x 4" each.

Step 2: Trace the outline of a fish and cut them out. You will get 12 blue fish and 12 yellow fish.

Step 3: Paste the fish on pieces of cardboard in case the paper is very thin.

Step 4: Write numbers 1-12 on one side of the blue fish and 1-12 on one side of the yellow fish such that each fish has one number on it. Now we have two sets of fishes numbered from 1 to 12.

Teacher shuffles them and puts them in the pond and keeps the number side of the fish face down. Teacher shares with children that there are fishes in the pond and each blue fish has a yellow fish friend, but we don't know which ones are friends. We only know that they have the same number. So, we need to find the fish and her/his friend.

Children take a sieve or a long branch as a fishing device. Children are divided into blue group and yellow group. A child from blue group touches a blue fish of their choice and then flip the fish to see the number. Another child from yellow group comes and flips a yellow fish. If a

fish finds its pair, then the pair is kept aside and children continue to play the game.

Children keep the fish in their pond. They work in groups to develop/ find and add other things from the list to the pond.

How do we travel

Children discuss how they would go fishing in a pond. We could take a boat. What about a sea or an ocean? There are huge waves in the ocean, and we could fall off the boat! Children give suggestions – we could take bigger boats. Yes,

bigger boats are called ships. Teacher shows children a picture of ship and boat. Children identify the similarities and differences between a ship and a boat.

Do you know that ships travel for days on oceans and people live in it?

What would we need to live on a ship? Remember there are no markets in ocean.

What we need on ship worksheet

Children draw things that we will need on a ship in the boxes below the ship if they were to live on a ship.

5
DAY

HUNGRY CROCODILE

Objectives

- * To discuss different features of a crocodile
- * To strengthen listening skills and body coordination
- * To collaborate and work in pairs to share ideas and negotiate roles and responsibilities
- * To count and sort the fish according to type and to analyse the data to find the most and least number of fish
- * To begin to create their own sentences and use the tricky word *she* and *he* to make a meaningful sentence
- * To recognize and write the tricky word **she** and **he**



Materials Required

Puppet/picture of a crocodile, paper plates, sponge, bubble wrap, paint brushes, paper, colour pencils, crayons, pencils, small cutouts of river and sea animals, Worksheet, tricky words- **he** and **she** flashcards



Circle Time

Children sing the song from the previous day. Teacher shows children a puppet or a picture of a crocodile with its big teeth (This can be the same crocodile that children will be making later on). She/he asks children if they have seen a crocodile before? Where was it? How does a crocodile look? How do you think its skin would feel like if we could touch it? Why do you think so? What about its mouth? How big is a crocodile's mouth? How many teeth does a crocodile have? Do crocodiles have more teeth than us? Why? (Teacher can take up any one question that children find interesting to inquire more about) Teachers plays the river, bank and crocodile game with children. Teacher draws a line to indicate the river on the floor. Children stand on one side of the line. When the teacher says river, everyone jumps in the river and when she/he says bank, everyone jumps outside the river and when she/he says crocodile, children open their mouth wide open like a crocodile or spread their arms out open like a crocodile's

mouth. (Teacher can alternate between saying river, bank, crocodile, and say the words faster to make it challenging for children).



Learning Experience

Let's make and feed our crocodile- Teacher divides children into pairs (Children with fish pairs can come together). Each pair gets a folded paper plate as shown in the image below. Children think about the colour they would like to paint their crocodile (children are given different materials to paint, like sponge, bubble wrap, crushed paper to match the skin texture of a crocodile). Teacher prompts children to think about the colour of their crocodile, the details like eyes, teeth, etc. Children can name and label their crocodile.



Teacher places the cutouts of yellow and blue fish that children made yesterday and can also add small cutouts of more fish, crab, lizards, frogs, turtles in the centre of the class or in front of the class. Teacher calls one or two pairs of children at a time to the centre or front of the class with their crocodile. Children whose turn it is decide what they would want to feed their crocodile – how many fish and what color (one blue fish, two yellow fish or one yellow fish and three blue fish or any other combination) and place the food in the crocodile's mouth. Once children finish feeding their crocodile, they take the food out again from the crocodile's mouth and count how many things they fed the crocodile.

Count and sort worksheet

Children count the number of different types of fish to colour and make a graph of the number of the type of fish that is the most and the least.

Introduction to the tricky words **she** and **he**

Teacher keeps the **she** and **he** tricky word flash cards in the tricky word mystery box and gets a wand/magic stick.

Teacher tells children that she/he has another tricky word inside the 'Tricky Word Mystery Box'. Would you like to know which tricky word it is? Let's all say the magic words together because the box opens only when we say the magic words; "Iggity, Ziggity, Zaggity, Zoom", together (It can be any rhyming words that were used previously). Let's close our eyes and say it again together – "Iggity, Ziggity, Zaggity, Zoom!" Teacher takes out the tricky word **he** and shows it to the children. She/he asks children, do you know this word? It is the tricky word **he**. Like, he is eating food. We use the tricky word **he** when we are talking about a boy. Teacher says, Oh! Looks like there is another tricky word inside the box today. We have two tricky words. Let's say the magic words so the word can come out - "Iggity, Ziggity, Zaggity, Zoom", together. Teacher takes out the tricky word **she** from the box and tells children that this is the tricky word **she**. Like, she is swimming in the pond. S-H-E is **she**. When we are talking about a girl, we use the tricky word **she**.

Teacher explains to children, when we read tricky words, we don't sound out the sounds to read, we say the names of the letters. Like H and E is **he**. S-H-E is **she**.

Teacher sings the tricky word song with the tricky words, **she** and **he** and asks children to sing along.

Say hello to **she**!

She, she, she, she, she!

Sing with me... **She, she, she, she, she**

S-H-E spells **she**!

Don't let it trick you!

Say hello to **he**!

He, he, he, he, he!

Sing with me.... **He, he, he, he, he**

H and E spells **he**!

Don't let it trick you!



https://www.youtube.com/watch?v=TvMyssfAUx0&ab_channel=EpicPhonics

Teacher sticks the **she** and **he** tricky word cards on the board. She/he explains to children that whenever we are talking about a boy, we use the tricky word **he** and when we talk about a girl, we use the tricky word **she**.

Teacher writes a few sentences down with the **he** tricky word and reads them out, circling the **he** tricky word.

Example – *He is my friend.*

He and I went to the park.

He helped me climb the tree.

Teacher asks children if they can think of any sentences of their own with the tricky word **he**. Teacher can prompt children with sentence starters.

Example – *He is.....*

He and I.....

Teacher writes a few sentences down with the **she** tricky word and reads them out circling the **she** tricky word.

Example – *She is my friend.*

She is playing hide and seek.

Teacher asks children if they can think of any sentences of their own with the tricky word **she**. Teacher can prompt children with sentence starters.

Example – *She is.....*

She and I.....

As children share their sentences, teacher writes them on the board and asks children to circle the **he** and **she** tricky words in each sentence.

Teacher divides children into 2 groups, one group can look through books to spot the **he** and **she** tricky words. The other group uses different materials like, mud, playdough, flour, sticks, pebbles, paints, chalk, makers, slate, white board to practice writing and making the, **he** and **she** tricky words.

Teacher can stick the 'he' and 'she' tricky word flash card in class along with the other tricky words learnt on the tricky word chart paper or wall for children to refer to.



WEEK 4 | LET'S CATCH THE RAIN

1
DAY

WATER PROTECTORS



Circle Time

Children sing the song with actions

Turn, Turn, Turn off the tap

Too, too, taa, taa, turn off the tap!

Turn, turn, turn off the tap!

Too, too, taa, taa, turn off the tap!

Turn, turn, turn it off tight!

We can, we can, Save water!

Song



https://www.youtube.com/watch?v=3eh7NpjiQU0&ab_channel=sgPUB

Teacher brings back the turtle and snail stick puppets. The turtle is watering a plant (teacher can keep a small plant pot in class) and the snail is drinking water from a little puddle on the ground/ table. While the turtle is watering the plant, he asks the snail, "The plants always like it when I water them. Water is so important to everyone. I wonder where the water comes from?" While the snail and turtle are thinking, teacher asks the same question to children and they have a discussion around where does water come from? (ponds, rivers, oceans, rain). How does water reach our taps?

Teacher asks children, the turtle was using water to water the plants and the snail was using water to drink, what are some things that we all use water for? As children share their ideas, teacher can make a list of things/ ways water is used for on a chart paper/board.

Objectives

- * To share ideas and knowledge about where water comes from
- * To perform actions of different routines
- * To categorise routine actions into water and non-water use actions
- * To talk about the importance of water and its uses
- * To represent our ideas on paper and label our work
- * To identify digraphs introduced – **ai, oa, ie**
- * To segment to write digraph words



Materials Required

Freeze game music, snail and turtle stick/ finger puppet, paper, pencils, erasers, crayons, markers, digraph picture cards, digraph flashcards, digraph worksheet



Learning Experience

Water in everyday routine

Children play the 'follow the action' game. Everyone stands in a circle and teacher calls out an action like running and all children act like they are running in their place. She/ he then says, combing your hair and all children act like they are combing their hair. Teacher keeps changing the action and children follow the action that teacher calls out. Teacher can also add routine actions like "What do you do when you wake

up?”, “After going home from school?”. “In the night?”. How else can we discuss the routine of the day with the child?

Some suggested actions – jumping, having a bath, climbing a tree, watering the plants, swimming, cooking, sweeping, wiping the floor, hopping, brushing their teeth and so on.

Children categorise these routine actions into actions where they used water and actions where they did not use water.

Where do we use water

Once all children have shared their ideas, teacher gives children a sheet of paper for them to draw and label 3 things that they use water for. They can later share their work with their friends once all the children have finished.

Recap of digraphs introduced so far- ai, oa, ie

Teacher keeps a mix of picture cards for the digraphs introduced in a basket/box and places digraph cards on the board/table/ carpet.

Children sit around in a circle and play a pass-in-the parcel game. One child has a soft toy/ball. When teacher plays the music, children pass the ball around. When the music stops, the child who has the ball, picks a picture card from the basket, says the digraph in the picture and places the picture card under the right digraph flashcard on the board or carpet.

Example – A child picks up a picture card of a snail. The child says the **ai** digraph that we hear when we say the word snail and places the snail picture card under the **ai** digraph flashcard.

ai	oa	ie
----	----	----



Children continue to play the game till all children have got at least one turn.

Worksheet

Children look at the pictures, circle the correct digraph and label the picture.

Circle the correct digraph and label the pictures

oa
ai
ie



oa
ie
ai

rain

Objectives

- * To reflect on the importance of water for all forms of life
- * To learn about how camels store water
- * To measure number of humps required for given amount of water
- * To share ideas and thoughts on saving and conserving water



Circle Time

Children sing the song from Day 1. Teacher tells children that yesterday she/he met a friend who came from a faraway place called Rajasthan. Her/his friend told them that Rajasthan has a desert which means that part is mostly covered in sand. There are very few sources of water. Hence water is very little, and it rains only a few days in the whole year. So, people have to walk for long in the hot sun to get water. Every morning, people carry pots with them and walk for a long time to reach a small lake to get water and then they have to walk back to their homes. All the people there are very careful with the way they use water and try and save as much water as they can.

Teacher shows pictures of the deserts to children and talk about the camel who saves water in the hump of its back.



Dear Teacher, remind children to bring a reusable plastic bottle from their homes the next day to make a rain catcher this week.



Materials Required

Desert picture card, tray/ plate, bottle of water, sponge, napkin, newspaper, paper, plastic bag, leaves, foil, bubble wrap, cotton absorb or repel water worksheet, pencils, erasers



Learning Experience

Teacher has a discussion with children about what would happen to the world if we did not have water? How would the world look? Will there be plants? What would happen to the animals, insects and birds if there was no water?

Teacher talks about the camel who mostly lives in the deserts and how they store water in the hump of their back because they don't find water for long hours in the desert. What are some ways in which we store water in our houses?

As children share their ideas, teacher makes a list which can be used for further discussion the next day.

How many humps worksheet

Teacher informs children that camels mostly have one hump but some camels are double humped, which means there are two humps. But what will happen if there were more humps on the camel? Children make humps on the camel. If 2 cups fill one hump of the camel, how many humps the camel need to have for 4, 6, 8, and 10 cups?

Objectives

- * To discuss the importance of rain and water conservation
- * To use imagination and creative thinking to find ways to catch rain
- * To share ideas on what rainwater can be used for
- * To work collaboratively with peers
- * To share knowledge and ideas in small and large groups
- * To investigate about material that can be used to catch rain
- * To investigate materials that absorb water and materials that repel water
- * To identify and read tricky words
- * To make one simple sentence using tricky words



Circle Time

Children sing the song with actions from Day 1. Children create rain sounds together with their hands, fingers, mouth and body. Teacher asks children to all stand up, rub their palms softly together to get ready for it to rain. Slowly children start rubbing their palms a little faster (It's slowly starting to rain), now let's use our fingers to make the rain fall faster, tap your two right hand fingers on your left palm, a little faster. When teacher says thunder, children continue to tap their fingers and jump high and stomp the floor, let's tap our fingers faster, thunder, it's raining heavily now, let us clap our hands together, thunder, rain, thunder, now let's rub our hands softly together, the rain is getting softer, softer and it stops.



Materials Required

Story book, paper, pencils, crayons, colour pencils, erasers, dice cube, tricky word flashcards

Making rain with our hands video



https://www.youtube.com/watch?v=hdFBBPVExKQ&ab_channel=StandUpKids.org



Learning Experience

Children share if they like rain, what do they like doing in the rain?

Teacher does a read aloud of the story '**Let's Catch the Rain**' by Vinod Lal Heera Eshwer.

Story –



https://www.youtube.com/watch?v=FGKxDpm09k&t=2s&ab_channel=ReadingINC

Post the read aloud discussion questions

- What were the children doing in the story?
- Can rain be caught? How?
- What all did they use to catch the rain in the story?
- What are they going to do with all the rain water they caught?
- What are some ways in which we can catch rain water?
- How can we catch rainwater in our school and homes? What will we do with the rainwater that we catch?
- Do children save water at home? How? What do they do?

Catch rainwater

Children sit in pairs and draw and label their ideas to catch rainwater. Once children have finished drawing, they share their work and ideas with the class and other children can ask questions if they have any. Teacher can model asking questions.

Example – what materials will you use to make your rain catcher, where will you keep your rain catcher and so on. Can we use paper to catch rain? No, it drinks/ absorbs water and tears off. We need material that will not drink our water.

Absorb or repel worksheet

Teacher makes a small puddle of water in a tub/ tray or plate and places things that drink (absorb) and don't drink (repel) water in a basket/ box next to it.

Example – sponge, napkin, paper, plastic bag, leaves, foil, bubble wrap, cotton.

Children take turns to experiment and observe how each material reacts to water. Does it absorb the water or repel the water (water remains the same)? How do we know that the object has repelled water or absorbed it?

Children draw and label the material they want to experiment with. They first look at the material and predict whether it will absorb water or repel it and circle the predicted answer. Then they put the material in water and observe what happens. They circle whether the object absorbs or repels water.



Dear Teacher, if children find making sentences challenging, you can prompt children with a few sentence starters and support them with making a simple sentence using a tricky word. Also, remind children to bring a reusable plastic bottle from their homes the next day to make a rain catcher this week. If children have already got their bottles, teacher cuts the bottles into half and keep them ready for the next day to make rain catchers.

Recap of Tricky Words Introduced- *I, the, a, he, she*

Teacher places tricky word flashcards on a dice cube (Teacher can make the dice with any cube shape box and stick tricky word flashcards around).



Reference Image (In place of letters, teacher can stick tricky word flashcards)

Children sit in a circle and take turns to roll the dice. Circle read the tricky word written on face that rolled up on the dice and give one sentence with that tricky word.

Example- A child gets the tricky word **she** on the dice. The child says the tricky word out loud and gives one sentence with the tricky word **she** – she is climbing a tree.

Objectives

- * To share knowledge, ideas and form theories about rain
- * To make a rain catcher and measure the rain caught
- * To explore capacity – Which drop holds more water and which holds the least water
- * To record rain caught in the rain catcher everyday

*Materials Required*

Materials to make the rain catcher – plastic bottle, pebbles, stones, water, rain record sheet, worksheet – dots/ circle worksheet, paint, cups to mix paint and water, pipette/ small spoon, straw

*Circle Time*

Children sing the song with actions from Day 1. Teacher initiates a movement and imagination experience relating to rain. Teacher tells children, imagine we are walking in a garden, suddenly it begins to rain. Let's all wear our rain coats and take out our umbrellas and hold it over our head. As we walk on the wet grass, we see a big puddle of water. Let's all jump and splash around in the muddy puddle. Just as we are splashing water, we see a little frog jumping around. Let's all jump like a frog and follow the frog around. The air around us has become cold, let's take a deep breath in of the rain and the wet mud and slowly breathe out.

*Learning Experience*

Children have a discussion around rain. Where does rain come from? (This can be an inquiry question). What happens to all the rainwater that falls on the ground, on leaves, plants? What do animals do when it rains? Where do they go?

Teacher tells children that we are going to be making a rain catcher today for which we need some small stones and pebbles. Children go outside if there is a space to collect stones and pebbles in a bucket or teacher can collect the stones prior, for the children.

Creating a rain catcher

Children work in pairs to create their rain catchers. Teacher gives each pair a cut bottle (the bottom and top half of the bottle).

Steps to create a Rain Catcher:

- Step 1 Cut the top half off the plastic bottle using a craft knife (This step can be done by teacher).
- Step 2 Children add a layer of pebbles to the bottom half of the plastic bottle. This will help keep it weighed down.
- Step 3 Children add some water to fill the bottle just above the pebble line.
- Step 4 Children, with teachers help, use a marker pen and ruler to mark measuring lines at equal intervals on the side of the bottle, starting at the water line. You can also use different coloured marker pens to decorate your bottle if you wish.
- Step 5 Children invert the top half of the bottle and place it inside the bottom half.
- Step 6 Children place their rain catchers outside. (If it is the rainy season) and wait for it to rain.

Step 7 When it rains, children can measure the level of rain their rain catcher has caught looking at their marker markings.



Reference Images

If it is the rainy season, children can keep a rain table sheet with them to mark the level of rain collected in their rain catchers every day.

How many drops worksheet

Teacher gives children a sheet with different sizes of circles, paint in a class with a little water and a pipette/small spoon/straw/ play syringe. Children use the water paint to check how many drops of water it takes to fill each circle and note their observations on a sheet of paper. Teacher asks children which circle needed more drops to fill and which needed the least drops to fill, why?

 **How much rain?**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



Reference Images

**5
DAY**

SAVING THE OCEANS AND RIVERS

Objectives

- * To reflect on our experience through the week
- * To share alternative ways of doing things
- * To share knowledge on water pollution and its effects and ideas to protect our water bodies and animals
- * To use creative and critical thinking to problem solve and find solutions
- * To put together a poster on different ways of saving water
- * To inform others of ways of saving water



Materials Required

Pictures of waste thrown in water, paper, pencils, erasers, chart paper



Circle Time

Children sing the song with actions from day 1. Children reflect on the experiences of the week, things they liked the best, what would they like to do again, challenges, things that could be better and so on.

If it rained the previous day or in the morning, children can take turns to check their rain catchers and measure the rainwater caught in their catcher.

Children discuss what the pebbles/ stones in their rain catchers are for? Why do we invert the top part of the bottle in our catcher and not leave it open? Other materials/alternatives they can use to create rain catchers and what would they do with the water they collected.



Learning Experience

Teacher shows children pictures of rivers and oceans with plastics and litter thrown all around.



Children have a discussion on what they observe in the pictures, what are some things we can do to protect and save the oceans and rivers. What happens to the sea and river animals when we dirty and throw things in their home? How do you think they feel? What can we do to help the sea/ river animals and keep our rivers and oceans clean?

Teacher gives children a few open-ended problem scenarios and children think of solutions to the problems.

- You see a friend throwing sweet wrappers and chips packets in the river, pond/ in the class room, school. What would you do?
- You find a turtle with plastic stuck to its mouth, what will you do?
- It suddenly starts raining and you don't have an umbrella, how will you reach home?
- You see your friends throwing water at each other and playing with water, what would you do?
- You see a pipe leaking in school and lots of water is falling on the ground. What will you do?

Post the discussion, children work in groups on developing ways of saving water in school or in their homes. They share how water sometimes get wasted. Each group takes one way in which water can be saved- not throwing water at each other, using water for washing carefully, not leaving tap open. They draw and scribble/write sentences like close the tap, etc. with help of the teacher.

All the drawings are pasted together on a chart paper/s to form a large 'save water' poster that will be put up on the classroom wall.

Children and teachers from other classes or parents can be invited where children inform them about ways of saving water.

QUESTIONS TO GUIDE OBSERVATION

1. Are children able to engage meaningfully with the story/movie clip and understand why Nemo the fish was sad?
2. Are children able to express and share a body part that makes them special/lucky?
3. Are children engaging meaningfully during group discussions with different inquiry questions and sharing their knowledge and thoughts with confidence?
4. Are children able to identify and extend patterns?
5. Are children able to identify and write the **f** sound and **oa** and **ie** digraph sounds?
6. Are children able to label their drawings and segment to write digraph words?
7. Are children able to identify and write tricky words **I, the, a, she, he**?
8. Are children able to identify and match different tails of underwater animals with the animal bodies?
9. Are children able to identify ponds, rivers and oceans as homes for fish and underwater animals?
10. Are children able to observe and label the different parts of a snails and turtles?
11. Are children able to understand and share how underwater animals protect themselves?
12. Are children able to understand that different animals move at different speeds?
13. Are children able to collect and analyse data to find out the most and the least?
14. Are children able to find the best ways to catch snails?
15. Are children able to narrate stories in a sequence?
16. Are children able to create patterns using 2D shapes?
17. Are children able to use creative thinking to problem solve and find solutions and alternatives to problems?
18. Are children able to work collaboratively to create a map of the school and a pond in the school?
19. Are children able to identify and share a list of things required to create a pond in school?
20. Are children able to share ideas and thoughts about conserving, saving water and keeping our water bodies clean and safe?
21. Are children able to find different ways to collect rainwater and measure rainwater collected using their rain makers?

REFLECTIVE QUESTIONS

1. What other emotional experiences did the children have during this theme?
2. Were you able to create the positive and supportive learning environment for children to fulfil the objectives of this theme?
3. Were you able to ensure that every child is seen and heard?
4. Were you able to observe each child by end of the month and keep a record of it? If not, how do you plan to overcome that challenge?
5. What was the most challenging learning experience or objective to fulfil?
6. Were you able to ensure safety of each child inside and outside the classroom?

THEME 8: SKY AND OUTER SPACE

Introduction

The eighth and the final theme takes children and teacher to the sky and outer space and bring them back to where we started - home. It connects children's experiences of observing the sky- day and night, and various fascinating objects in the sky- sun, moon, stars. This theme enables children to explore the vast world above us and beyond, all the way to outer space and the celestial bodies. Children are innately curious, natural explorers and enjoy observing, exploring and forming their own theories about the world around them. Exploring the sky and outer space provides children opportunities to nurture their natural instincts, their sense of wonder and curiosity. It also sparks opportunities for conversations about the sky, phases of the moon, stars, sun, their planet Earth, space, new planets and how everything around us works together. It helps in instilling a sense of love, care and wonder towards our world by seeing how everything around us depends on each other and works together to make our world wonderful.

Sky and outer space are magical and unknown spaces for children to explore, wonder, investigate and experiment about. Through hands-on experiences, observations and discussions around various topics, children explore concepts around sunrise and sunset, shadows, moon,

stars, constellations, space, transportation and new planets. They practice skills of predicting, planning, and executing ideas along with other skills of measuring, sequencing and gathering and analysing information. Experiences become more application based in the last few themes where children are applying the previously constructed concepts and practice skills to build on ideas and create new things. For example, children do an elaborate project of building a house by using skills and concepts done in previous themes. They share their experiences, conflicts with greater ease and confidence. They imagine the wonders of a new planet by comparing, and analysing their own worlds with an unknown space.

Through the exploration of the theme, Sky and Outer space, children strengthen their inquiry skills by digging deeper, asking wondering questions, exploring with different materials to make connections, build on their knowledge and understanding and form theories around the world around them so they can see, understand and appreciate the wonderful world we all live in. The theme culminates in a celebration where children engage in planning, practicing and performing their many talents in collaboration.

The sub themes of the Sky and Outer space theme are

1. Day and Night Sky- Discussing day and night sky, shadows, things we do during the day and at night, writing a simple sentence, exploring the phases of the moon, introduction to the **ee** digraph, reading and developing an understanding of the workings of a clock.

2. Starry Nights- Planning for a star gazing night, introduction to the tricky word **my** and letter and sound **z**, exploring and making constellations, creating murals of the day and starry night, experimenting to solve problems and building on different ideas like catching a star.

3. Our Friend from Another Planet- Meeting our new friend from another planet, learning about own and our friends' languages spoken at home, predicting and sharing about how things must be in the new planet, imagining and asking wondering questions to find out more about our friend's planet, constructing a house for Piko, preparation for the same by gathering information, making map/sketches of the house and collecting material, introduction to the tricky word **me** and digraph **ng**.

4. Farewell to Piko- Making a self-portrait for our friend, writing messages, discussing transportation we can use to travel in space, constructing rockets using 3D shapes, recap of tricky words and digraphs introduced so far, making connections between our planet and our friend's planet, planning, practicing and performing a talent show for Piko, party and snacks with our friend.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
Children maintain good health and well being • To listen to and move along with the music • To collect pebbles and twigs to make a clock • To sing songs with actions; add to the songs • Pretending to move in space • Shyness- situations and suggestions • Language of each other; bringing one's own language in class • Talent show • Self portrait Children are effective communicators • Action song and rhyme • Adding words and lyrics to songs • Listening and engaging meaningfully with to stories • Sharing ideas and knowledge about sunrise, sunset, moon, stars and constellations, planet Earth with confidence and clarity • Broadening vocabulary • Difference in word, phrase and sentence • Tricky word- my • z sound • ng, ee digraphs Children become involved learners and connect to their immediate environment • 2D shapes and 3D shapes • Sky- colours, day and night sky, routines • Sun- sunrise, sunset • Shadows • Moon- shapes, phases- full, half and crescent, hide and seek • Daily routines activities • Concept of time and reading time • Opposites	Children maintain good health and well being • Fine motor skills- cutting, tearing pasting, colouring, painting • Gross motor skills- Making shadows, moving along with the music, throwing, exercising • Writing a message/make a card for a friend • Creating a self portrait • Sharing and collaborating on showing their talents • Sharing feeling about a visitor, writing messages and giving a thank you card • Performing in collaboration • Appreciating performances of each other Children are effective communicators • Listening to stories and adding their ideas to it • Expressing their thoughts about characters, situations in the story • Narrating stories in a sequence • Adding their own words/lyrics to poem/ song • Segmenting to write and label work • Making a list of digraph words Children become involved learners and connect to their immediate environment • Recalling events of the previous day, week • Making connections between prior knowledge • Analysing problem and think of alternatives to different scenarios, missing parts of the portrait • Engaging in discussions relating to inquiries • Collaborating to work together, listening to ideas and negotiating roles and responsibilities

CONCEPTS	SKILLS
• Stars- star gazing, night sky, constellations, star projector, night sky mural • Planet Earth and other planet • Other planet- things different from planet earth • Different kinds of houses - rooms, roof, chimney • Survey- information collection • Simple bar graphs • Purpose and functionality of different materials to build a house • House construction • Detailed self portrait • One to one correspondence • Patterns in the environment • Addition of numbers using objects till 5 • Missing numbers • Dice • Rocket with 3D shapes	• Observing and representing -colours of the sky, star gazing experience, moon and the different shapes, opposites • Predicting- sunset sunrise, things on Piko's planet • Sequencing- daily routines, plan to make a house, adding missing numbers • Sorting different 3D shapes • Exploring with different materials to create constellations, shadows of their bodies, different objects, hands of the clock showing time, various transportation, rocket to another planet • Inquiring- day and night sky (sunrise and sunset), daily routines, moon shapes, stars, constellations, star shapes, other planet, language of others, purpose and functionality of material in building a house, protective features of head gears, • Counting- number of stars • Adding- numbers/objects till 5 • Comparing- their night sky sketches and the actual star gazing experience, different object numbers • Identify and making connections between similarities and differences between our planet Earth and our friend Piko's planet, 3D shapes • Planning- Star gazing, night sky mural, talent show • Imagining and representing- activities during the day, hide and seek of the moon, a sketch of Piko's planet • Creating a story about the moon, a house for Piko, a flip book, clock, star projector, mural • Surveying and analysing information- things in house

CONCEPTS	SKILLS
	• Measuring using handspan- area of floor • Decision making- having things in the house, nature of material • Constructing house with different material, rocket with 3D shapes

DISPOSITIONS	EMOTIONAL EXPERIENCE
Curiosity • Inquiring and asking wondering questions about the night and day sky, shadows, stars, constellations, moon, our planet Earth and a new planet • Making own shadows • Creating a flip book • Making a 3D shape model of Piko's planet • Exploring and creating constellations • Designing and creating a rocket • Imagining how another planet would look like Trust and playfulness • Making a card for their friend Piko • Making murals of the day and night sky • Talent show performance • Making a rocket together • Creating a blue print and model of their imagination of friend's planet • Sharing their language with friends • Class party with Piko	Feelings • Sharing their feelings prior and post their talent show performance • Reflecting on and sharing their feelings about different experiences Ownership and belongingness • Making self portraits • Making shadows • Creating a model of a new planet • Teaching buddies a new skill/talent • Sharing about things that they are good at/ enjoy doing Wonder and amazement • Phases of the moon • Exploring with and making shadows • Making a star projector and creating constellations • Exploring the sky and what lies beyond the Earth

DISPOSITIONS	EMOTIONAL EXPERIENCE
Perseverance • Making star projectors • Creating blueprints and a model of friend's planet • Making self portraits • Making murals of day and night sky Confidence • Sharing thoughts, ideas and knowledge in small and large groups • Talent show performance • Collaborating with buddies • Asking questions Responsibility • Taking care of our planet, Earth • Taking care of own and classroom resources Empathy and cooperativeness • Working collaboratively to listen, help each other and work together • Appreciating different languages and accepting differences • Sharing ideas and thoughts about things they like about their planet	• Imagining what their friend- Piko's planet would look like • Transport to friend's planet Achievement and satisfaction • Self portrait • Talent show performance • Designing model of friend's planet • Making a rocket <i>What other emotional experiences did children have during this theme?</i>

WEEK 1 | DAY AND NIGHT SKY

1
DAY

SUNNY SIDE UP!

Objectives

- * To listen to the story and engage with characters
- * To notice the colour of the sky and sun and draw and colour the sky
- * To inquire about the concept of day and night and the activities that happen during that time
- * To draw the different things they do during the day and at night



Circle Time

Children sing the song, 'What's in the Sky'. They add different things they see in the sky during the day.

What's in the sky?

The sun is in the sky!

What's in the sky?

Wind are in the sky!

What's in the sky?

Birds are in the Sky!

These are the things in the sky

What's in the sky?

The moon is in the sky!

What's in the sky?

Stars are in the sky!

What's in the sky?

Clouds are in the sky

These are the things in the sky



<https://youtu.be/cozWC98zKTY?si=cHBlyyCDatgw8x4S>



Materials Required

Story- The boy who wanted to catch the Sun, pictures of sunrise and sunset, sun and moon puppets or paper cutouts, crayons, paints, paintbrushes, worksheet.

Teacher narrates a short story to children about **'The boy who wanted to catch the Sun'**

After the story, children discuss the character, Aldie, and how he wanted to see his friend's home. Teacher asks- 'Does the Sun go out every night? Where do you think it goes? Does it sleep like you?'

What are some other questions that can be discussed with children about day and night?



Learning Experience

Colours in the sky

Teacher shows pictures of sunrise and sunset. Children share how the sun changes colour throughout the day. Children take paper and crayons and go out to observe the colour of the sky. They draw the sun and the colour of the sky. They share their observations of how the colour of the sky changes throughout the day. Children bring paint and try colouring different colours of the sky- pink mixed with yellow, blue and yellow, different shades of yellow and so on.

Day routine

Teacher brings a puppet 'Sun' to class. The puppet shares how during the day, it does a lot of work like- giving light to everyone, giving warmth when it's cold, animals and birds can go around and eat food because he gives light, and so on. At night, 'Sun' likes to take rest after a hard day's work and his friend 'Moon' (Teacher brings out a moon puppet or cutout) comes out to give light to the stars, the animals, insects and birds in the night and light up the night sky.

'Sun' is here to ask you about your morning routine and 'Moon' is here to ask you about your routine at night, says the teacher. Teacher explains the meaning of routine, i.e., something that we do every day-like brushing our teeth, taking bath, coming to school, eating food, etc. Children discuss their routines. Teacher asks 'What do you do in the morning?' 'What do you do at night?' 'Do we come to school at night?' 'Why isn't the market open at night?' 'Can we sleep during the day?' 'How do we come to know it is sunrise/sunset?'

Teacher put up questions and the children act out the routines. For example, children may pretend

to brush their teeth when teacher says, "What do you do when you get up in the morning?"

My morning and night routine worksheet

Then, she/he hands out a worksheet where there are two rows. One row has the Sun, indicating morning and the other has moon and stars, indicating night.

Children draw and write/scribble 2 different things they do during morning and night.



Dear Teacher, throughout the week, children can go out at different time of the day to observe the colour of the sky and sun. They may take paper sheet home to observe it in the evening too and colour it.

Also, it would be helpful if you can make a Teaching-Learning Material (TLM) depicting sunrise and sunset and how the day changes into night.

**2
DAY**

SEE THE SHADOW!

Objectives

- * To discuss about shadows and how their body looks like in a shadow
- * To explore a torchlight/flashlight and make different animal faces using hands and feet
- * To observe and draw shadows of different objects and use their imagination and creativity to draw colourful shadows
- * To begin to understand the difference between a word, phrase and sentence
- * To begin to write a simple sentence



Materials Required

Torchlight/flashlight, paper, pencil, crayons, plain wall in class, worksheet, lined sheet to write a sentence, space man



Circle Time

Children sing the song from day 1. They add the different things they see in the day sky and night sky to the song.

Children share their thoughts regarding the story shared the previous day. Teacher talks about shadows and how we see them when walking back home or noticing the shades of leaves and so on. Children can go outside and notice each other's shadow. Children can look at their friend's shadow and compare it with their own- is it different or the same? Is your friend tall or short? What about body parts? Does a shadow have an eye? Why? When you jump, does your shadow jump with you? Why does that happen? etc.



Learning Experience

Torch shadows

Teacher brings a torchlight to class and shows it to children how it works. Teacher flashes the light on a wall and children can make shadows of different animals. Children explore using their hands and feet to make shadows of different animals. They can even play a guessing game where their friend/teacher makes an animal, and they find out which animal it is.



Reference Image

Drawing the shadows

If it's sunny outside, then children can take paper, pencil and crayons outside. They take different things from the class to make the shadows. Children place the objects on the paper such that the shadow of the object falls on the paper. They then draw the outline of the shadow (As shown in the image). If there is no sunlight then children stay in the classroom. They take two parts of a paper. On one side, children observe the objects and draw how the shadows of these objects would look like. They make the outline of the objects.

They can also make an outline of their own shadow.

What colour are the shadows? How would it be if these shadows were colourful? Children could make their shadows black or could add colours.

Introduction to writing a simple sentence

Teacher tells children a simple sentence like - The bus is red in colour. She/he asks children, is that a sentence? How do we know what a sentence is? What about, "green frog" is that a sentence? What about "frog", that is a sentence or a word?

Teacher writes a word, phrase and sentence on the board. She/he explains to children that a sentence is when a group of words come together to mean something.

Example: I like eating cake.

Teacher can ask children, does that sentence make sense?

What about "birds flying", is that a sentence? Teacher explains to children that birds flying has only two words and is not complete. We don't know where the birds are flying or anything else. So, a sentence is a group of words that come

together to make meaning. (It is important to explain to children that sentences need to have some meaning).

Teacher can call out a few sentences, phrases and words and children can guess if it's a sentence, phrase or word.

Example: "Yellow car", is it a sentence, phrase or word (phrase)?

"She is my elder sister." (Sentence)

"Bag" (word)

Teacher then draws a car on the road and model the steps to write a sentence.

Step 1 Think of a sentence – "The car is on the road."

Step 2 Count the number of words in your sentence.

For example, in the sentence above, teacher can count the number of words on her/his fingers. "The car is on the road." – 6 words.

Step 3 Children begin to write the sentence down keeping in mind that after every word we give a finger space (teacher models this on the board).

Step 4 Put a full stop (dot) at the end to show that the sentence is over.

Step 5 Re-read the sentence and see if you can read your own sentence. Check if the words have finger spaces between them.

Teacher can model writing a sentence without finger space.

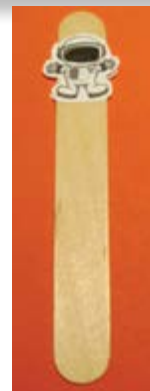
Example -Thecarisontheroad.

She/he asks children if they are able to read the sentence. It looks like one big word. Teacher explains to children that finger spaces help us separate words and read sentences to make meaning.

Teacher asks children to think of their own sentences to share with the class. As children share their sentences, teacher can ask children to count the number of words in their sentence on their fingers. Once children share their sentence and count the number of words in their sentence, teacher can give them a paper with lines to write their sentence down.



Dear Teacher, sentence writing requires a lot of practice and children may initially find it challenging. Some children may also find it challenging to separate words in a sentence. It is okay if children initially write sentences without spacing. Give children a lot of practice whenever there is an opportunity to write simple sentences and re-read the sentences with children, counting the words along with children on fingers to help them self-correct if possible. Teacher can also create a spaceman (ice cream sticks with small astronauts on the top) for children to use to give spaces/finger spaces between each word while writing sentences. We are not pushing the child to write. We are supporting if the child has shown some readiness for writing. Children will use invented spellings or scribbles as they frame sentences.



Reference Image

Objectives

- * To listen to and engage meaningfully with the story
- * To share their observations of the moon and the shapes of the moon they have seen
- * To inquire and build knowledge and understanding of the shapes the moon takes and why we see different phases of the moon
- * To make the different phases/shapes of the moon children have observed with playdough and label the shapes of the moon they have made
- * To recognise three shape- full, half and crescent
- * To find things in a list of items



Materials Required

Story, pictures of the different phases of the moon, playdough, pencils, paper, erasers, markers, worksheet



Circle Time

Children sing the song from day 1. They add the different things they see in the day sky and night sky to the song.

Teacher reads the book, '**Papa, please get the Moon for me**' by Eric Carle.



https://www.youtube.com/watch?v=t_WfJ8wEFq0&ab_channel=BuddySonStorytime



Learning Experience

Post the read-aloud, teacher asks children if they saw the moon last night? What was the shape of the moon? Does the moon look the same every day? Why/how does the moon keep changing its shape? In the story, how did the moon keep getting smaller and how did it become bigger and bigger later on?

When the moon is fully round, it is called a full moon. There are days when we don't see the moon at all. It is a no moon day. Where does the moon go? Teacher shows pictures of the moon and discusses the full moon- when the moon is a full circle, half-moon- when we can see only half the moon and crescent moon- when the moon is very small and we can see only a small part of it.

Let's make the different shapes of the moon

Teacher gives children playdough to explore and make the different phases/shapes of the moon they have seen in the sky. As an inspiration, teacher can stick a picture of the phases of the moon on the board or table for children to observe and create the different phases/shapes of the moon with playdough and label it.



Reference Image

Find the items worksheet

Teacher shares how the moon loves to play hide and seek and we have to carefully look in the sky to find them. Similarly, we will be finding things

in our worksheet today. Children find the items listed in the list and colour one kind of item with the same colour. They label the items and write how many of the same item they found.



Dear Teacher, ask children to observe the moon when it is night time and share what they observed about its shape the next day.

**4
DAY**

SHY LITTLE MOON

Objectives

- * To observe and learn about the full, half and crescent shapes of moon
- * To share about situations when they feel shy
- * To imagine where moon could hide and find ways of calling out the moon
- * To create a story about the moon
- * To make a flip book about the hide and seek of the moon
- * To make moon shape patterns
- * To learn about the ee digraph
- * To blend to read and write ee digraph words



Circle Time

Children sing the song from day 1, adding the different things they see in the day sky and night sky to the song.

Teacher asks children if they saw the moon last night? How did it look? Was it a full moon, half-moon or crescent shaped moon? Or was there no moon at all? Teacher tells children that sometimes the moon feels very shy to meet all of us and does not like to show itself fully. Why do you think the moon feels shy? Do you ever feel shy? Children share their experiences of feeling shy?

Is there any way we can help the moon feel less shy and come out to meet everyone? Is there a friend who can help moon feel less shy?

As children share their ideas, teacher writes the ideas on the board.



Materials Required

Paper, small binder clips, black markers, crayons, colour pencils, pencils, erasers, ee digraph picture cards and word cards to blend to read, worksheet



Learning Experience

Seeking the moon storybook

Children and teacher talk about the places where the moon could hide. Could it hide behind a cloud or a hill? What about a bird? A building? Let's create a story book of all the places where the moon could possibly hide. How will it come

out from there? This story could be about a moon who likes to play hide and seek. Children discuss where their moon could be hiding. Each child gets two papers. On the first paper, children draw the hiding moon, only slightly visible. Children may draw it peeking out of the cloud, hill or whatever they wish to draw. Children then share what they will do so that the moon comes out. In the other paper, children draw the things they will do and show the moon coming out. Children can decorate/colour their drawings. Children label some of the things they have drawn. Once done, teacher collects them and ties them together in the form of a storybook.

Teacher and children go through the book together.

Full moon and crescent moon patterns worksheet

Children observe the pattern of full moon and crescent moon shapes and add to it. They add more patterns with the full moon and crescent moon.

Introduction to ee digraph

Teacher introduces children to a **bee** puppet and tells them that the **bee** has got a bag of picture cards. She is going to give us clues and we have to guess what's inside the bag.

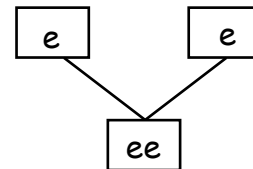
- This is something that is tall and monkeys like to climb on top of me and swing on my branches – **tree**
- This is a colour. Most leaves, frogs, grasshoppers are this colour – **green**
- We use these to walk – **feet**
- In the night when we are tired, we like to do this – **sleep**

As children guess the words, teacher sticks the pictures on the board.

Example:



Teacher repeats the words stressing on the **ee** digraph sound and asks children what is the common sound you hear in all the words? Do we know how to write the **ee** sound? Teacher explains to children that the **ee** sound is also a digraph like **oa**, **ai**, **ie**. So, 2 sounds come together to make the **ee** sound. Teacher then writes the sounds down. When **e** and **e** come together, they make a new sound which is **ee**.



Teacher tells children that whenever we see the sounds **e** and **e** sound together in a word like **bee** (teacher can write the word on the board), we don't read the E letter as **e e** we read it as **ee** because when **e** and **e** are together, they make a new sound, **ee**.

Example **bee**
● ●

Teacher can show children that each sound has a dot under it but when we look at **e** and **e** it has only one dot because it makes a single sound **ee**. Teacher can write a few more **ee** words on the board and read it with the children.

ee digraph words – meet, tree, green, see, feet, peel, seed, feel, free, need, leek

Teacher then writes the **ee** digraph sound on the board with the correct formation and asks children to write the **ee** sound on the floor/carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, slate, paper, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Objectives

- * To explore the concept of opposites through a game
- * To predict the time of sunrise and sunset
- * To explore how hands of clock show time
- * To decide on the time for their routine activities
- * To sequence daily routine with respect to time in the morning and evening



Materials Required

Picture of sunrise and sunset, paper, pebbles, paints, paintbrushes, crayons, worksheet



Circle Time

Children sing the song from day 1. They add the different things they see in the day sky and night sky to the song.

Children go back to the discussion of routines and how it helps to do our tasks daily.

What if they could do things in different ways? Maybe sleep in the day and come to school at night? How would that work out? Teacher introduces the word 'opposite' here. She/he shares examples of opposites-day and night, up and down, in and out and writes them on a chart. More examples like- What if we wear our pants on top and t- shirts at the bottom? Would that be called opposite? Teacher can use picture cards of these words while explaining opposites or point to pictures in storybooks, or the real objects if possible.

Children can share more such examples of opposites.



Learning Experience

Teacher brings back the story of the boy who wanted to catch the sun. How did Aldie know that his friend, the Sun, is about to rise? She/he asks how do you know its day; we go to school, play, eat lunch, come back home and sleep? Who tells us that it is time to go to school?

Teacher shows a picture of a clock or brings an actual clock to class. Children share whether they have seen a clock earlier. What does a clock do? (Teacher can refer to the wristwatch/ paper watch made by children in the Preschool theme).

Let's make clocks

Children can explore the hands of a clock using their own hands- by putting it in different directions to show how the hands move. Children then go outside and collect rocks/stones. They plan to make their own clock by looking at the one shown by their teacher.



Reference Image

Children can paint the rocks, put the numbers and bring some twigs to show the hour and the minute hand. Teacher explains how the small hand gives us time like 5 pm, 6 pm when the long hand is on 12. She/he explains to children that when the long hand is pointing at 12, we read the time as the number that the short hand pointing at and o'clock.

Example, if the short hand is pointing at 2 and the long hand is at 12, we read the time as 2 o'clock.

Teacher then asks children to show 3 pm on the clock. Children move the small hand only. Teacher can also ask things like 'going to school time', 'coming home time'.

Teacher shows pictures of sunrise and sunset to children and asks them, 'What time do you think the sun rises and sets?' Children can take

turns to move the hands (twigs) of the clock to show the time of sunrise and sunset. The focus is more on children getting a sense of how clock hands work and only knowing the exact time for a few situations.

My routine chart worksheet

Each child makes their routine chart. First, they discuss with teacher what they would include in their daily routine. They share what time each thing is done. Children may say they wake up in the morning. Teacher helps in assigning a time to it such as 7 o'clock. In the worksheet, children draw the routine on one side and place the time in the morning or night column.



Dear Teacher, children in this age are getting familiar with time and the purpose of having a scheduled time for different activities. Here the focus is for children to get familiar with using numbers to understand time. We are not yet teaching them how to read time.

WEEK 2 | STARRY NIGHTS

1
DAY

PLANNING FOR STAR GAZING

Objectives

- * To begin to understand and explore opposites
- * To inquire and share knowledge and ideas about stars
- * To plan and make a list of things to carry for our star gazing night
- * To represent one's imagination of what the star gazing night would look like and the things they would see
- * To begin to create one's own sentences and use the tricky word *my* to make a sentence
- * To recognize and write the tricky word **my**



Circle Time

Children sing the song 'Twinkle, Twinkle Little Star' with actions

*Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.*

*When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.*

Children along with teacher play a game of Simon says with opposites. Teacher tells children that she/he is going to say "Simon says" and an action like sit and we have to do the opposite of



Materials Required

Black chart papers, paints, paint brushes, crayons, oil pastels, pencils, erasers, opposites worksheet, my tricky word, tricky word box, wand

the action like stand and so on. If teacher does not say "Simon says" and only gives an action, children freeze and do not move.

Example: Teacher says, "Simon says take one step to the left." Children take one step to the right (the opposite). Teacher then says jump. Children freeze and don't move as teacher did not say "Simon says jump".

Teacher asks children if they have seen a star before? Where have they seen a star? How does a star look? Can we see stars in the morning? Why not? Where do stars go in the morning and where do they come from at night?

(Based on children's interests and the discussions, teacher can choose one or two questions as inquiry questions for children to dig deeper and find out more about.)



Learning Experience

Stargazing in the night

Teacher asks children if they would like to look at the stars? Have they looked at the night sky before? What did they see? Teacher can explain to children that stargazing is when we go to a

place and look at and observe stars for a longer time. She/he asks children if they would like to go stargazing sometime? What are the things we need to carry with us for stargazing?

As children share their ideas, teacher can make a list on a chart paper which children can refer to later while packing for their star gazing night.

Teacher can give children different scenarios like:

1. What would happen if it started raining?
Can we still go stargazing?
2. What if there is no light or all the lights go out, will we be able to see stars?

Once children share their ideas, teacher gives them a black chart paper, paints/crayons/oil pastels, for children to draw, label and write about their imagination of how the night sky would be. What do they think they will see in the sky?

Children can share their ideas with peers once they complete their stargazing representation.

Match the opposite Worksheet

Children match the opposite actions.

Introduction to the tricky word **my**

Teacher keeps the **my** tricky word flash card in a tricky word mystery box and gets a wand/magic stick.

Teacher asks children if they remember the tricky words we have learnt so far. Teacher can do a quick recap of the tricky words introduced so far (I, the, a, he, she).

Teacher tells children that she/he has another tricky word inside the 'Tricky Word Mystery Box'. Would you like to know which tricky word it is? Let's all say the magic words together

because the box opens only when we say the magic words- "Iggity, Ziggity, Zaggity, Zoom", together (It can be any rhyming words that were used previously). Let's close our eyes and say it again together – "Iggity, Ziggity, Zaggity, Zoom!" Teacher takes out the tricky word **my** and shows it to the children. She/he asks children, do you know this word? It is the tricky word **my**. Teacher repeats the **my** tricky word a few times along with children.

Teacher sings the tricky word song for **my** and asks children to sing along with her/him.

Say hello to **my**!

My, my, my, my, my

Sing with me.....**my, my, my, my, my**

m an **y** is **my**



https://www.youtube.com/results?sp=mAEB&search_query=tricky+word+song

Teacher sticks the **my** tricky word card on the board. She/he explains to children that whenever we see **m** and **y** together, we read it as **my**.

Teacher writes a few sentences down with the **my** tricky word and reads them out, circling the **my** tricky word.

Example – *My friend's name is Lulu.*

I went to my sister's house yesterday.

My dog is brown in colour.

Teacher asks children if they can think of any sentences of their own with the tricky word **my**. Teacher can prompt children with sentence starters.

Example – *My friend.....*

Me and my.....

I went to my.....

As children share their sentences, teacher writes them on the board and asks children to circle the **my** tricky word in each sentence.

Teacher divides children into 2 groups, one group can look through books to spot the **my** tricky word. The other group uses different materials like mud, playdough, flour, sticks, pebbles, paints, chalk, makers, slate, white board to practice writing and making the **my** tricky word. Children can also write a simple sentence using the **my** tricky word.

Teacher can stick the **my** tricky word flash card in class along with the other tricky words learnt so far to make a tricky words chart or wall space in the classroom.



Dear Teacher, if possible, a star gazing night can be planned for children on day 3 of the week where children can come to school in the evening to gaze at stars and observe what they see in the night sky for a while and then go back home with their parents. If stargazing in the night is not possible, teacher can show children a video of the night sky and stars on day 4 of the week for children to experience gazing at stars and observing the night sky.

**2
DAY**

EXPLORING CONSTELLATIONS

Objectives

- * To add own words and lyrics to the song
- * To inquire and share ideas and build knowledge and understanding about constellations
- * To observe shapes that groups of stars make in the sky (constellations)
- * To make and label their constellation using different resources
- * To count the number of stars in the constellations that they drew/made



Materials Required

Constellation picture cards, printouts of constellations, papers, pebbles, twigs, leaves, flowers, crayons, oil pastels, constellation worksheet, pencils, erasers



Circle Time

Children sing the 'Twinkle, Twinkle Little Star' song from day 1. Teacher encourages children to add their own lyrics to the song. (The words do not have to be rhyming. The idea is for children to come up with words to add to the original song).

Example -

*Twinkle, twinkle bright star,
How I wonder what you are.*

Are you a butterfly, a light, a dot?

(Children can share what they think a star looks like)

*Up above the world so high
Like a diamond in the sky!*

Teacher narrates a story about stars and constellations:

In a vast and twinkling sky, there was a lonely star named Twinkle. Twinkle lived all by itself, shining brightly but feeling a little sad. You see, Twinkle wanted to have friends to sparkle with, but the night sky seemed so empty. Every night, Twinkle would search the deep, dark sky, hoping to find more stars to keep it company. It would twinkle and glow, hoping that other stars would notice its light. But night after night, Twinkle couldn't find any friends. One evening, something magical happened. In the corner of the vast blackness, Twinkle noticed a tiny speck of light. As Twinkle focused on the speck, it realized that it was another star just like itself! Excitedly, Twinkle sparkled and danced with joy. The other star's name was Sparkle, and together they began to explore the sky. They moved from one corner to another, searching for more friends to join them. They twinkled and shone, their light guiding them through the vastness of the night. As Twinkle and Sparkle continued their quest, their light attracted the attention of other stars. One by one, more stars began to join them. There was Shimmer, Glitter, Radiant, Shimmer, Stardust, Luminous, Celeste, Nova, and Luna. Each star had its own unique sparkle, making the sky come alive with beauty. All 10 stars formed a dazzling constellation. Twinkle and the ten stars still remain together. You can see them when you look up at the night sky!

Children discuss the events of the story.



Teacher brings out a black chart paper with the heart-shaped constellation made by joining 10 twinkling stars. She/he introduces the word 'constellation' and explains that it means a group of stars. She/he shows children a few pictures of constellations and asks children what

it looks like/reminds you of? Have they seen different shapes in the sky that many stars make together? What are some shapes that they have seen stars making? Teacher explains to children that when groups of stars come together to make a picture like an animal, insect, object, person or pattern like the pictures we saw, it is called a "constellation".

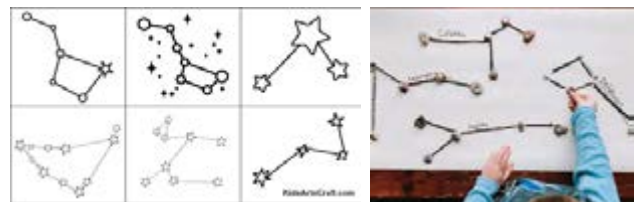


Reference Images

If teacher can, she/he can open the 'Skyview' app for children to observe the night sky and look for and observe different shapes they see the stars making.

My star constellation

Would children like to make their own star constellation? How many stars would they want in their constellation? What shape will they give it? Children collect small pebbles/stones, leaves, flowers that have fallen down, sticks, twigs to make constellations of their own and label/ give their constellation a name.



Reference Images

Observe and make worksheet

Children complete a worksheet on drawing constellations and counting to write the number of dots/stars the constellation has.



Dear Teacher, you can download the free resource 'Skyview' app from the play store. You can also close the windows and door with lights off, open the app and rotate your phone 360 degree so that children can enjoy watching the constellations, moon, planets. Ask children to observe the night sky and gaze at the stars and look out for shapes made by the stars.

**3
DAY**

MAKING A STAR PROJECTOR

Objectives

- * To extend and deepen inquiry around stars and constellations
- * To develop and name their constellation
- * To make a star projector and project constellations on the wall
- * To observe and discuss how stars/constellations look from close and far using a star projector
- * To listen and work collaboratively with peers
- * To identify and write the **z** sound and letter
- * To blend to read **z** sound CVC words



Materials Required

Cardboard/tissue rolls or recyclable cylindrical boxes, black chart papers, small printouts of different constellations, tooth picks, 2-3 small torches, paints, paintbrushes, scissors, glue, **z** sound picture cards, **z** sound CVC word cards to read



Circle Time

Children sing the 'Twinkle, Twinkle Little Star' song from day 1. Teacher encourages children to add a few more words/ sentences to the song like the previous day. (The words do not have to be rhyming. The idea is for children to come up with words to add to the original song).

Teacher asks children if they observed any constellations in the sky last night? What did they look like? Did they observe any shapes (constellations)? What else did they observe in the night sky last night? What was the shape of the moon?

Teacher takes star movement as the area of inquiry. How do you think constellations are formed? How do stars come close together? Do stars move too like clouds? How? What else can be discussed about stars?



Learning Experience

Teacher asks children if they would like to make more constellations today? Children along with teacher create a star projector. A star projector helps us make shiny stars and constellations in our classroom itself.

Teacher already makes one and gets it for children. She/he creates a dark room by putting lights off and covering windows. Using a torch, she/he creates a star constellation on the wall of the classroom.

Let's make a star projector

Teacher divides children into pairs. Each pair gets a cardboard roll, tissue roll or recyclable cylindrical box, one thick black paper cutout of a circle, the same size as the mouth of the cardboard roll or cylindrical box, two toothpicks for each pair, paints, paintbrushes

If a roll is not available, children can roll out a thick paper.

- Step 1 Children make a star constellation of their choice on the small circle cutout. It need not be an actual constellation. They draw a few stars and connect them. They can name their constellation.
- Step 2 Children paint/decorate the tissue/ cardboard/cylindrical roll/ rolled paper.
- Step 3 Children place the circle cutout with the constellation shape and stick it on the mouth of the cylinder.
- Step 4 Children take a tooth pick and carefully (making sure their fingers are not in the way) poke the stars/circles on the printout.
- Step 5 Teacher makes the room dark or creates a dark corner near a wall in class.
- Step 6 Children take turns to place a small torch inside their star projectors to project the constellations they made on the wall. The wall will show dots of light which looks like a starry night.

While children are projecting their constellations through their star projectors, other children can share what they think the constellations looks

like. Children can hold their projectors closer to the wall and then far away and discuss how the stars look when we hold the projector closer or far away.

Making a Star Projector Video



https://www.youtube.com/watch?v=dhNVsOr1ygM&ab_channel=NatskiesObservatory



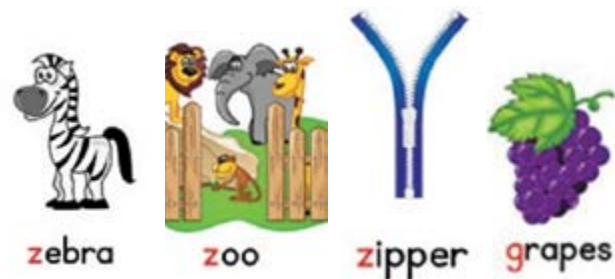
https://www.youtube.com/watch?v=GxIHeEx6oSg&ab_channel=LittleBinsforLittleHands

Through these experiences, children are understanding how stars appear in the sky as groups or constellations. We are not focussing on teaching them the actual constellations here.

Introduction to the z letter and z sound

Teacher places 3 picture cards that start with the **z** sound on the board and one picture card that does not start with the **z** sound.

Example:



Teacher asks children about the pictures they see on the board. Teacher repeats the words out loud for each picture stressing on the beginning sound. She/he asks children, what is the first sound you hear when we say the word, **z**ebra, **z**oo, **g**rapes, **z**ipper. Which one among the 4 pictures does not begin with the **z** sound? What is the common sound that 3 pictures have? **z**

Teacher repeats the **z** sound out loud and asks children, can we say the sound softly, can we say it loudly, can we say it to a friend on the right, let's say it to a friend on the left, let's whisper the sound.

Teacher then writes the **z** sound letter on the board with the correct formation and tells children that the name of the letter is **z** and the sound is **z**. She/he asks children to write the **z** sound letter on the floor, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).

Teacher can call a few children to write the **z** sound letter on the board or trace over the **z** sound letter that the teacher has written on the board.

Teacher plays a quick blending game with children. Teacher tells children, I am going to say the sounds of a word on my arm and children

have to put the sounds together to guess the word. Teacher stretches out her arm and asks children to stretch out their arm as well to put the sounds together and guess the word or teacher can also place **z** word cards on the board and children can read the words on the cards.

Example of CVC **z** words – zoo, zig zag, zombie, zap, zip, zit



Dear Teacher, if stargazing has been planned for tonight, it can be done at a place where there is open space and the sky can be viewed clearly, then remind children about the same and the things they need to carry with them. Children can look at the list they planned on day 1 of the week and help keep/ pack the things in a box before class ends. Teacher asks children how they are feeling about going stargazing tonight and talks to them about the safety rules.

4 DAY

STARRY NIGHT MURAL

Objectives

- * To reflect on and share their experiences/ observations of their star gazing experience
- * To analyse their drawings of the imagined night sky based on the actual stargazing experience
- * To add more details to their star gazing imagination drawings from day 1
- * To write a phrase/ sentence to describe their stargazing experience using sentence starters
- * To plan the night sky mural
- * To collaborate with peers to paint murals of the day and night sky



Materials Required

Chart paper, paints, paint brushes, recyclable materials, cups for water, old cloths to wipe the brushes



Circle Time

Children sing the 'Twinkle, Twinkle Little Star' song from day 1 adding and singing the lines/ words that children have added on the previous days. Teacher encourages children to add a few more words/ sentences to the song like the previous day. (The words do not have to be rhyming. The idea is for children to come up with words to add to the original song)

If children did star gazing last night, children would discuss their stargazing experience or teacher would show children a video of star gazing and the night sky and children reflect on their experience. What did they see in the night sky? Did they see the moon? What was the shape of the moon? Did they see stars, constellations? What did the constellations look like – animals, birds, insects, objects? Does the night sky look different from the morning sky? How does it look different?

Star Gazing Videos



https://www.youtube.com/watch?v=OFXJUP6_O1w&ab_channel=NationalGeographic



https://www.youtube.com/watch?v=QrsnizASqNw&ab_channel=MattLandon



Learning Experience

Teacher gives children their imagination of star gazing representation sheets that they did on day 1 of the week. She/he asks children if what they imagined was the same as what they saw during star gazing or was it different? What was different? Children discuss the things they saw. They decide what they would like to add to their drawings. Or will they make the drawings differently?

Writing about star gazing

Children attempt to write/scribble a phrase, sentence to describe how they felt while star gazing or what they saw.

Example:

I felt _____ while star gazing.

I saw _____ in the sky

Let's make the night sky

Children make a night sky in the classroom based on their drawings and their observations of star gazing. Teacher divides children into smaller groups depending on the number of children. Teacher gives each group a big chart paper, paints, paint brushes, cups for water and a cloth to wipe the brushes.

Children work in collaboration to paint the night sky and draw the objects they want to add to their sky. Today they just prepare the sky.

Some questions that can help children-

- What are the colours you would add to the night sky?
- How will you divide the paper?
- What painting technique can we use to create the shades of the night sky? Blow painting, cloth/cotton painting, straw painting?
- How will children make the clouds?



Dear Teacher, if there is space on the floor a few newspapers can be spread on the floor on top of which children can keep their white plotter papers and sit on the floor and paint their murals of the night and day sky. Tell children that today we are only painting the skies and not adding anything else that we see or saw in the sky yet. We will be doing that tomorrow. Once children have finished painting the skies, teacher can keep their murals in a safe space to dry and children can add details to their murals the next day.



Reference Images

**5
DAY**

HOW TO CATCH A STAR

Objectives

- * To reflect on and share their experiences from the week
- * To listen to and engage meaningfully with the story
- * To use imagination and creative thinking to problem solve and share ideas on how to catch a star
- * To add details to their murals
- * To add objects by observing and compare the total number of objects
- * To identify the position of the **z** sound in words
- * To draw/label, write a simple sentence with a **z** sound word



Materials Required

Story, murals from previous day, paints, paintbrushes, cups for water, scissors, crayons, glue, Mural counting worksheet, /z/ sound word and picture cards, lined papers, spaceman



Circle Time

Children sing the 'Twinkle, Twinkle Little Star' song from day 1, adding and singing the lines/ words that they have added on the previous days. Teacher encourages children to add a few more words/ sentences to the song like the previous day. (The words do not have to be rhyming. The

idea is for children to come up with words to add to the original song).

Children do a quick reflection on the week's experiences and share their most favourite experience of the week or one new learning and one experience they found challenging.



https://www.youtube.com/watch?v=_3oQcKxE-ck&ab_channel=DaveEdgren



Learning Experience

Post the read aloud, here are a few discussion questions:

1. Why was the boy not able to catch the star during the day?
2. Did the boy catch a star in the end? How?
3. If you had to catch a star, what would you do? How would you catch a star?
4. What would you do with your star? Where will you take or keep your star?

Teacher informs children that they are going to get into their groups from yesterday to continue painting our day and night skies.

They will be adding the different things that we see in the day and night skies. Children can add the stars, constellations, moon, sun, clouds, birds and add details to their paintings.

Once children are done with their murals they can think of a name for their artwork. Children, with the help of teacher, can hang their murals up on the wall or board for everyone to see. Teacher can ask children to give feedback to their friends for their murals – One thing that they liked about their friend's mural and a question that they have.

Mural Counting Worksheet

Children count the different objects in the mural such as the sun and the moon. They draw and write the total number of the objects next to the drawing. They further count and add the different objects given in the worksheet.

Recap of the **z** sound

Teacher does a quick recap of **z** sound

Teacher tells children that she/he are going to call out a few words, if they hear the **z** sound in the word, they jump up and if they don't, they show a thumbs down.

Examples of **z** words – zebra, zoom, zoo, zig, zag, zap, zombie, zipper, zone, zero, zillion

Teacher can also ask children where they hear the **z** sound – beginning or end?

Teacher gives children a half or quarter sheet of paper or a slate, small white board to practice writing the /z/ sound with crayons, paints, markers and chalk. Teacher can tell children to draw 2 or more things that have the **z** sound in the beginning and label their drawings or write a few words to make a list of **z** sound words or write a simple sentence with a **z** sound word.

WEEK 3 | OUR FRIEND FROM ANOTHER PLANET

1
DAY

MEETING PIKO

Objectives

- * To learn to sing a new song
- * To meet a new friend and inquire about the planet he is from
- * To share ideas on how can we understand someone if we don't know their language
- * To share about the languages, what they speak at home and a sentence/word in their language
- * To inquire about different things on Piko's planet and how is it different from their world
- * To imagine the different things in Piko's planet and draw them
- * To share their imaginations with others



Circle Time

Children sing the 'I love my planet' song
*I love my beautiful planet
I love my beautiful planet
All of the animals, insects and plants
Its rivers and oceans, skies and the mountains too
And for many, many reasons
But above all of them
But above all of them
I love the Earth because this planet is my home!
And because this is my planet
And because this is my planet
And because this is your planet
And because this is our planet
Beautiful Earth let's take care of it and enjoy it
There's no other planet like it!*

https://www.youtube.com/watch?v=zInFk6d-8l4&ab_channel=HiDinoKidsSongsWithFunStories



Materials Required

Puppet, colour papers, pencils, erasers, crayons, markers, colour pencils

Teacher and children discuss how they live in their house and come to school. All of this is in Nagaland and where is Nagaland- India and where is India- Planet Earth.

There are other planets as well. Teacher introduces children to a puppet, Piko, who has come from another planet. She/he tells children that Piko has a house on another planet which is not the Earth. Teacher speaks like Piko and says gibberish like wee mee tee see ree foo, lee, maa, roo, poo (or make up any other gibberish sentences of your own). Teacher asks children if they were able to understand what Piko said? Why can we not understand Piko? Teacher, "I think Piko speaks a different language. Maybe they speak a different language on the planet he is from." Do we all speak the same language or do we have different languages as well?

Children along with teacher discuss the different languages they speak at home and a few children can share how they say hello in their language or a word/sentence in their language so that Piko and their other friends can learn their language too. Once children share a word, sentence in their language, others repeat the word/sentence together a few times.

Teacher asks children to bring a favourite thing from their home tomorrow. Can they teach other children about this object in their language?





Learning Experience

Just like language, other things on Piko's planet are also quite different. Children can ask Piko a few questions they have about the place he comes from to find out more about Piko's planet and what it looks like.

Example: Are there many trees on your planet? How do the animals on your planet look? Are there hills, rivers, oceans? How does your house look? What is it made up of (bamboo, ice, mud, bricks, wood)?

As Piko shares information about his planet, teacher can make a mind map with the details of questions about Piko's planet for children to refer to later.



Teacher takes one or two questions from the list and asks children to predict/imagine what the planet would be like? For example, if children want to know what kind of houses are there on Piko's planet, then teacher asks them to imagine the houses. How could they be different from our houses? What can be the transport and how would it be different from ours?

Let's draw Piko's planet

Children are divided into groups. They take any one of the questions and imagine how things would be on the planet. One group takes trees, another group takes transport. Once they get into groups, teacher can interact with each group- suggesting, asking questions to think more about the topic, add details and help them build on their imagination. Children then draw these ideas on the paper. They are encouraged to write /scribble a few sentences about their drawing.

Let's show each other

Each group shows their drawing to the entire class and shares their ideas. Other children can ask questions about the drawing and the group responds. All groups get a chance to showcase their work.



Dear Teacher, children will be constructing a house on day 4 and 5. Please keep a lot of material- no cost, reusable, recyclable material in your class so that children can use it. Some suggestions- cardboard, tissue roll cores, bottles, sticks, twigs, leaves, thick paper, newspaper or any other material that could be used to construct a house.

Objectives

- * To predict the kind of houses on Piko's planet
- * To list things that are part of houses
- * To survey people in school about things in houses
- * To analyse the information gathered from the survey
- * To use a simple bar graph to compare the survey information
- * To begin to create their own sentence and use the tricky word **me** to make a sentence
- * To identify and read the tricky word **me** in text and write the tricky word **me**

*Materials Required*

Survey worksheet, bar graph, paper, colours, tricky word **me** flash card

*Circle Time*

Children sing the song from day 1 with actions. Children continue to discuss Piko's planet. What could be other things that can be found on Piko's planet? What about the houses? Where do you think Piko lives? What kind of a house does he have? What food does he eat? Teacher encourages children to ask more questions about Piko's house and family members.

*Learning Experience*

Children share a list of things that could be there in a house. Teacher puts the list on the board.

House survey worksheet

We are going to do a survey and ask people if they have some of these things in their houses. It will help us learn more about people's houses. In the 'objects in the house' column, children draw the things that should be in the house. The right columns are for children to fill up when they ask people about these objects.

Let's survey

Children go around their school. They talk to two children/teachers and fill up the survey.

Steps to do the survey-

1. Once children have drawn the objects, teacher informs children that they will be asking children and teachers outside their classroom to find out if they have these objects at home
2. Children talk to one person at a time. They ask about the objects one by one. For example, if the object is a window, children ask the person if they have windows in the house. If the person says yes, then children tick it ☐ If the person says no, then they tick it ☐
3. Once children have finished asking all questions to one person, they ask another person the same questions and collect information.

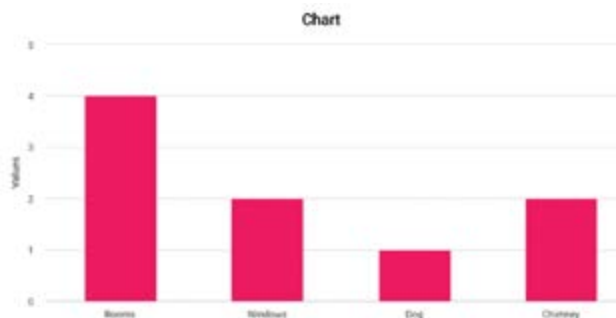
Survey results

Once children are back in class, they share the results of the survey. How many people have

Object 1, 2,3 and so on. Teacher makes a graph for the class on a chart paper/board. On one side she/he puts the different objects and on the other side she/he puts numbers from 1-20. How many had object 1? If the total of the class is 15 then she makes a rectangle bar till number 15 and colors it. She can ask children to come and make bars for remaining objects. Each child comes, asks the class about the next object and makes the bar.

Finally, children and teacher discuss what they learnt about different people's homes. What was the object that was found in people's homes the most? What was the object that was found the least? Can they organize the object from most to least? If they have any questions to ask about homes, they can share with the class.

Children go home and can ask these questions to people in the neighbourhood as well.



Reference Image of a simple bar graph

Introduction to the tricky word **me**

Teacher keeps the **me** tricky word flash cards in the tricky word mystery box and gets a wand/ magic stick.

Teacher tells children that she/he has another tricky word inside the 'Tricky Word Mystery Box'. Would you like to know which tricky word it is? Let's all say the magic words together because the box opens only when we say the magic words- "Iggity, Ziggity, Zaggity, Zoom", together (It can be any rhyming words that were

used previously). Let's close our eyes and say it again together – "Iggity, Ziggity, Zaggity, Zoom!" Teacher takes out the tricky word **me** and shows it to the children. She/he asks children, do you know this word? It is the tricky word **me**. Let's all say it together. Teacher repeats the **me** tricky word a few times along with children. She/he explains to children that for tricky words we say the names of the letters and not the sound. So, we say **m-e** is **me** and not **me**.

Teacher sings the tricky word **me** song and asks children to sing along with her/him.

Say hello to **me**

Me, me, me, me, me

Sing with me

Me, me, me, me, me

m and **e** spells **me**

Don't let it trick you!



https://www.youtube.com/watch?v=R087IYrPgY&ab_channel=EpicPhonics

Teacher sticks the **me** tricky word card on the board. She/he explains to children that whenever we use the tricky word **me** we are speaking of ourselves.

Example – Me and my sister are eating ice cream.

My mother loves me.

My friend showed me her dog.

Teacher asks children if they can think of any sentences of their own with the tricky word **me**. Teacher can prompt children with sentence starters.

Example – Me and my.....

My friend showed

My..... Likes/loves.....

As children share their sentences, teacher writes them on the board and asks children to circle the **me** tricky word in each sentence.

Teacher divides children into 2 groups, one group can look through books to spot the **me** tricky word. The other group uses different materials like mud, playdough, flour, sticks, pebbles, paints, chalk, markers, slate, white board to practice writing and making the, **me** tricky word. If children wish to, they can also write a sentence of their own with the **me** tricky word.

Teacher can stick the **me** tricky word flash card in class on the tricky word wall for children to refer to



Dear Teacher, making a bar graph is a way of gathering data and analysing it. Children are slowly understanding how to put information together and make sense of it. The focus here is that children look at their survey and give information to the teacher. They also begin to recognise what the bars stand for. It still may be confusing to read the graph or make one.

3 DAY

WHAT'S THERE IN A HOUSE

Objectives

- * To survey about houses from neighbours
- * To discuss things required to build a house
- * To learn new vocabulary related to houses- roof, chimney
- * To sketch the details of the house
- * To measure the area of the floor using handspan
- * To list materials required to make a house
- * To make decisions about different things in the household
- * To choose materials and think of alternatives if the material is not available



Materials Required

Paper, pencil, colours, prep work worksheet, material to build the house- children collect material in the school, teacher keeps cardboard, rolls, bottles, sticks, twigs, leaves, thick paper, newspaper, glue, scissors, any other material that could be used to construct a house



Circle Time

Children sing the song from day 1 with actions. Children share the information about the different house objects they got from their neighbourhood. Teacher helps them to do some analysis of their information. How many people have object one in your worksheet? Why do only some people have dogs? What is absolutely necessary to have in a house? Can we build a house? What about a house for our friend Piko? He is new here and does not have a place to live. Children discuss building a house for Piko as long as he is with us. What materials would be required to build a house for Piko? How many windows/doors/ rooms will the house have? Teacher put the responses of children on the board or a chart paper. Teacher enables children to learn about new ideas and objects in the house like roof, chimney.



Learning Experience

Let's make a sketch

In groups, children make a drawing of Piko's house. What would they like to keep in it? Children detail out the roof of the house, as well as placing chimney in the kitchen area.

Let's do some prep work worksheet

Children in their groups are given a designated area in the classroom to build the house.

Steps to do some preparatory work before children start working on the house. Children are given the prep worksheet to fill the following aspects.

1. Use handspan measurement/scale on the floor to decide how big the house will be.
2. List of materials- They discuss the material with the teacher and draw and label them in the worksheet. Children put an approximate number in the right column
3. Kind of roof- should the roof be slanting or plain.
4. How many- rooms, people, other objects

Let's collect materials for the house

Teacher puts a bunch of material in front of the class. As per the list, children collect material. They also go around looking for material. If any material is missing, teacher can bring it the next day or suggest children to think of alternatives.

On the worksheet, they tick the material that they got and draw the alternative material. They also put the total number of the material next to it in the prep work worksheet.

Objectives

- * To inquire about the purpose and functionality of different materials used to make the house
- * To construct the house with different material
- * To work in collaboration with others to put the ideas together
- * To ask questions and seek support in building the house
- * To identify and write the **ng** digraph sound
- * To blend to read and write **ng** digraph words



Circle Time

Children sing the song from day 1 with actions. They discuss the material they have collected and how they will use it to build the house. Teacher asks questions about some of the materials- do you think the paper would be strong enough? How will you make the floor? What kind of roof will be useful during rains? What else can be used to make the window?

In our survey we observed how people's houses are different. We may also build different houses.



Learning Experience

Let's build our house

Children, in their groups, build their houses. All children first discuss with the teacher- which part of the house they are going to build first, followed by the second part. Children use the sketch and the prep worksheet they made the previous day.



Materials Required

Paper, pencil, colours, prep work worksheet, material to build the house- children collect material in the school, teacher keeps cardboard, rolls, bottles, sticks, twigs, leaves, thick paper, glue, scissors, any other material that could be used to construct house, **ng** digraph picture cards and blending word cards

Enough time is given to them to organise and build the house. Teacher comes to each group and asks children to explain what they are doing? She/he can ask questions/give suggestions to support children.

On both days, in the end, all children sit in the circle and discuss how much they have managed to make. What work is left on the house? If they are struggling with anything, they can ask for suggestions and support in front of the class.

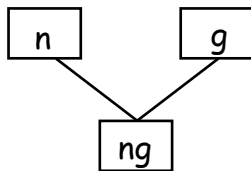
Once the house is done, children welcome Piko to live in the house. Piko has more than one house to live in. How exciting!!

Introduction to the **ng** digraph

On day 4, Teacher tells children, we are going to be exercising today. She/he asks everyone to get up and children follow teacher as she/he does jumping jacks, lunges, jogging in one place, rotating arms and so on. Teacher then tells children; we are going to pretend to be weightlifters and try to carry weights. While

teacher pretends to carry weights, she/he says the **ng** sound. Teacher continues to pretend to carry weights along with children saying the **ng** sound and asks children why exercise is important. It makes us **strong**.

Teacher tells children, we are going to be learning a new digraph today. Any guesses which digraph we are going to be learning? **ng** when **n** and **g** come together, they make a new sound which is **ng**. Teacher then writes the sounds down. When **n** and **g** come together, they make a new sound which is **n**



Teacher explains to children that whenever we see the sounds **n** and **g** together in a word like **ring** (teacher can write the word on the board), we don't read the **n** letter as **n** and the **g** letter as **g** we read it as **ng** because when **n** and **g** are together, they make a new sound, **ng**. Teacher explains to children that this is called a digraph. When 2 sounds come together to make a new sound, it is called a digraph.

Example

long
● ● ●

Teacher can show children that each sound has a dot under it but when we look at **n** and **g** it has only one dot because it makes a single sound **ng**.

Teacher plays a quick **ng** digraph game with children. She/he tells children that she/he is going to call out a few words, if they hear the **ng** sound in the word, they jump one step to the front, if they don't hear the sound, they jump one step back (Teacher calls out words stressing on the **ng** digraph sound).

ng digraph words – sing, wing, ring, long, bang, strong, king, finger, string, jungle, hang, swing, wrong

Teacher can also ask children if they hear the **ng** sound in the beginning, middle or end.

Teacher then writes the **ng** digraph sound on the board with the correct formation and asks children to write the **ng** sound along with her/him on the floor/ carpet, table or write the sound in the air with their pointy finger as the teacher models the same on the board or on the carpet, slate, paper, air along with the children. (While showing children how to write the sound in air, teacher writes the sound in the opposite direction if she/he is facing the children as children will then see the mirror image).



Dear Teacher, house making is an elaborate project. Help children divide it into smaller parts so that they have enough time. Have enough material in the class for children to use. If children have quickly finished, encourage them to add more parts/details to the house. Ensure that children spend time on planning and building the house.

WEEK 4 | FAREWELL TO PIKO

1
DAY

A PORTRAIT FOR OUR FRIEND

Objectives

- * To recall events of the previous week
- * To discuss ways of remembering each other
- * To make a self-portrait for their friend, Piko
- * To analyse for missing parts on their portrait and add to it
- * To find and write the missing numbers with correct formations



Circle Time

Children sing the song 'We're going on a Rocket', replacing "Going to the moon" to "Going to meet Piko/our friend"

*We're going on a rocket
We're going to meet Piko!
We're going on a rocket
We're leaving very soon.
We're going on a rocket
Zoom, zoom, zoom!
We're going on a rocket
We're going to meet Piko!
Put on your spacesuit!
We're going on a rocket
We're going to meet Piko!*



https://www.youtube.com/watch?v=wE0qcTPGCVs&ab_channel=SuperSimpleSongs-KidsSongs



Materials Required

Paper, pencil, Piko the puppet, erasers, black markers, crayons, colour pencils, crayons, worksheet, mirrors

Teacher asks children who was the friend who visited us last week? Where did he come from? What are some things we learnt about our friend's planet? Children can refer to the mind map and the drawing about Piko's planet they made last week.

Piko will soon be going back to his planet. How do you remember someone when they go far away? What would you like Piko to remember about you? Children, one by one share what they would like Piko to think about them.



Learning Experience

How about we make a portrait of ourselves to give it to Piko to take with him to his planet so he can remember us all?

Let's make portraits

Teacher gives children half an A4 light coloured sheet of paper to each child. Teacher can carry a few hand mirrors if available for children to observe themselves to draw their self-portraits. Before children begin drawing, teacher explains to children that when we draw a portrait of ourselves, we don't draw our hands and legs

and body. It is only our face till the neck. She/he can encourage children to look at their features carefully- the shape of our face, the colour of our eyes, shape of our nose, adding details like eyelashes, eyebrows before they begin drawing their portraits with a pencil first.

Once children are done drawing their portraits with pencil, teacher can ask children to check if they have drawn everything, their eyes, nose, ears, lips. (Teacher can have a checklist and as teacher calls out the different parts, children check to see if they have drawn it and say check if they have. If they haven't, they can add it to

their drawings. Once children have checked their portraits, they can use a black marker to trace over their drawing and colour their portraits of themselves and write their names.

Teacher can collect children's portraits once done and tell children that on Friday after their performance, children can give their portraits to Piko to take with him as he goes back to his planet.

Missing number worksheet

Children complete a missing numbers worksheet from 11-20.

**2
DAY**

LET'S ROLL THE DICE

Objectives

- * To discuss about the different things that children would like to do during the talent show
- * To team up and collaborate with their group to plan and sequence the talent show
- * To add numbers together to make a total
- * To identify and write digraphs learnt so far
- * To blend to read words with digraphs learnt so far



Circle Time

Children sing the song from day 1 adding new words and sentences to the song from the previous day.

What else would they like to do for Piko for his farewell? Would they like to do a performance for Piko? Teacher asks children what is something that they are good at or enjoy doing/a talent that they would like to teach and show their friend Piko. (It could be a dance, song, pose, game, magic show, enactment of a story and so on-anything that children think they are good at). As children share their ideas, teacher makes a note of it on a sheet of paper or chart paper on the board to refer to later. Teacher helps children form groups. All the children who want to dance can become a group, all the children that want to sing can be a group, children who want to tell a story can become another group and so on There can be solo performances too. Teacher informs children that they will start working towards this by the end of the class.



Materials Required

Cube dice with dot numbers, pencils, erasers, worksheet, digraph flashcards, worksheet



Learning Experience

Teacher brings two big dice with dot numbers from 1 -6 stuck on each side. (The dice can be any recyclable box in the shape of a cube)



Reference Image

Children sit in a circle. Teacher brings a bottle and spins it. When the bottle stops spinning, the mouth of the bottle points to one child and the back of the bottle faces another child. Both children take the dice and roll it. They observe the number on the dice and add them up.

Example: One child rolls the dice and gets the number 4. Another child rolls the dice and gets the number 2. Teacher asks the children to put the numbers 4 and 2 together (she/he can show the numbers on their fingers/ on the dice) and the 2 children put the numbers together to say the total 6.

Teacher continues to play the game a few more times so that all children get a chance.

If bottle spinning is difficult, teacher can simply ask two children to roll the dice. Ensure that all children get a chance.

Join the numbers worksheet

Children complete a worksheet on joining two numbers to make a total.

Recap of Digraphs learnt so far- ai, oa, ie, ee, ng

Teacher keeps flashcards of the digraphs learnt so far in a small bag. Children sit in a circle. When the music starts playing, children pass the bag around in a circle. When the music stops, whoever has the bag, opens the bag, takes a digraph flashcard out and has to say the digraph out loud and give one word with the digraph (to challenge children, teacher can even ask children to give a sentence using a word that has the digraph) and keeps the flashcard back in the bag. When the music starts again, children continue to play the game till all children have at least got one turn.

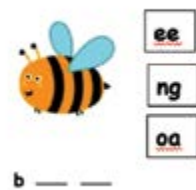
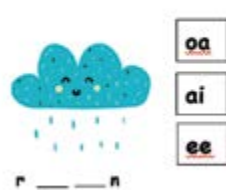


Reference Image

Worksheet

Children look at the picture, say the word out loud and choose the correct digraph to complete the word.

Fill in the correct digraph



Reference Image



Materials Required

Recyclable boxes, bottles, cardboard rolls, or thick paper cardboards, chart paper, paints, paintbrushes, snacks, 3D shapes picture cards



Circle Time

Children sing the song from day 1 with actions. Teacher brings the dice back and asks children about its shape. What are some other objects that look like a dice? She/he then brings 3D shaped- cone, cube, cylinder and sphere to the class. Children observe them and share what they look like. For example, a child may say the cone looks like an ice cream or a birthday hat. She/he keeps the shapes in the centre of the circle. Teacher then brings a mystery bag out. She/he keeps 3D shaped objects picture cards in the mystery bag. Children sit in a circle. When the music starts, children pass the mystery bag around and when the music stops, the child who has the mystery bag, picks up an object from the bag and has to say what 3D shape the object in the picture card resembles. When the music plays again, children pass the bag around and continue to play the game until every child has got a turn.

Example: A child picks up a card of an ice cream cone. The child points to the cone 3D shape kept in the centre.

Objectives

- * To identify 3D shapes and similar objects in their daily lives
- * To sort different items based on their shapes
- * To discuss process of making a rocket to go to Piko's planet
- * To collaborate and create a rocket together
- * To share their work with Piko and ask questions
- * To plan and practice for the talent show



Reference Image



Learning Experience

Teacher brings a picture card or a model of a rocket. She/he shows the children and shares that this is Piko's vehicle. He will go back to his planet on a rocket. Children carefully look at the picture and observe the shapes they see. Do they see the shapes that they discussed during circle time?

Let's make rockets

Would children also like to have a rocket like Piko does? What shapes will we need to make a rocket? How can we make a cylinder, a cone, or a sphere. Children give ideas and suggest

material. Children then make the three shapes with the help of the teacher. They then glue them together to form a rocket.

While children are making their rockets, teacher can ask children questions like, can we stack a big box on a smaller box, can we keep a sphere shape at the bottom and then stack boxes on sphere? What would happen? How will our rocket fly (if children say wings, a few children can work on making the wings for their rockets), should our rocket be sleeping horizontal or standing vertical and so on.

Cardboard rolls, bottles can be used or thick paper can be used to make 3D shapes.

Rocket making video-



<https://www.youtube.com/watch?v=HIZ2yyrooS8>



<https://www.youtube.com/watch?v=aRssu802GPQ>

Once children have finished making their rockets, teacher along with children can create a role play of an imaginary/pretend ride in the rocket to Piko's planet.

Teacher tells children to pretend to put on our space suits, sit down, buckle your seatbelts. Are we all ready? Teacher along with children do backward counting from 10 to 1. Preparing to take off - 10,9,8,7,6,5,4,3,2,1 Blast off! Woohooo! We are flying! Look outside your windows, what all can you see? Let's say hello to the stars, moon and other planets. Let's look out for Piko's planet. Oh! I see it. Preparing for landing in 5,4,3,2,1,0. And we have landed!

3D shapes Worksheet

Children make different items that resemble the 3D shape given in the first column.

Children practice for the talent show in their groups.



Reference Image

Objectives

- * To inquire about headgears and how they protect us
- * To discuss the importance of helmets
- * To construct helmets for going in a rocket
- * To share about their feelings about a visitor through a message card
- * To write messages to Piko about their experiences with him
- * To identify and read tricky words
- * To make one simple sentence using tricky words



Materials Required

Paper bags/card boards, paper, pencil, colours, paint, decorating material, scissors, tricky words dice



Circle Time

Children sing the song from day 1 with actions. Teacher shares a story of how she/he saw a person riding on a cycle/motorcycle, bumped into a tree. He fell down and hurt his head. Children discuss how the person could have protected his head. Children discuss if they have seen helmets? What else do we wear on our heads? How does the different head gear protect us? Do we wear any head gear during festivals?



Learning Experience

Piko also wears helmets when he goes travelling on his rocket. These special helmets protect Piko's head. If we are going to go on our rockets then we would also need helmets.

Let's make helmets

Children make helmets using paper bags or cardboards. They wear it and act like flying on their rockets.



Helmet making reference

<https://in.pinterest.com/pin/591378994791573624/>

Message for Piko

Teacher informs children that Piko will be going back to his planet soon. Would they like to give a message card to Piko along with their portrait? Children discuss what they would like to write to Piko- anything they liked about his visit, about their rockets or helmets, about Piko or his planet? Children then write messages for Piko on a card and decorate it.

Recap of tricky words learnt so far- *I, the, a, she, he, my, me*

Teacher keeps a big dice (This can be any cube box that can be made into a dice) and sticks tricky word flashcards learnt so far on each side of the dice. Children sit in a circle and take turns to roll the dice. The child whose turn it is, reads the tricky word that they have rolled and gives one sentence with that tricky word.

Example: A child rolls the dice and the tricky word rolled is **me**. The child reads the tricky word **me** out loud and gives one sentence using the tricky word **me** – My grandma likes to read me books. Children continue to play the game till all children have got at least one turn to roll the dice, say the tricky word out loud and make a sentence with the tricky word.

Children then practice for the talent show which will be organised the next day.



Reference Image

(In place of letters, teacher can stick tricky words)

**5
DAY**

TALENT SHOW FOR PIKO

Objectives

- * To reflect on and share experiences from the week
- * To express themselves confidently and share about their feelings
- * To work collaboratively and perform in front of an audience with confidence
- * To share thoughts about their own performance and also other groups' performance



Circle Time

Children sing the song from day 1 and sing the words and sentences that they have added to the song from the previous days. Children can add more things that they like about our planet Earth to the song. (The words do not have to be rhyming. The idea is for children to come up with words to add to the original song).

Children do a reflection of the week's experiences and share one thing that they learnt new this week and one new thing that they would like to learn more about.

Teacher asks the children how they are feeling about their performance today. What are they looking forward to the most about their performance or other groups' performances?



Materials Required

Any material/prop required for children's talent show, Piko the puppet, paper, pencil, markers, colour pencils, children's message cards and portrait drawings



Learning Experience

Teacher brings back Piko the puppet from another planet and tells children, "Look who's come to watch and be part of our talent show!" Children all say hello to Piko and teacher can make Piko sit on a chair facing the children. Children take turns to introduce themselves to Piko and showcase their performances for Piko.

Once children have finished their performances, teacher can act like Piko is saying something in her/his ear and she/he can tell children that Piko enjoyed all your performances and cannot wait to come and meet you all again. Piko also hopes you can all visit him in his planet soon. Children give Piko the portrait drawing of themselves and the message cards and say their goodbyes to Piko. If children have a message for Piko or have questions, they ask him before he goes.

If time permits, children can share how they are feeling after their performance, one thing they enjoyed about another group's/peer's performance and their own performance and represent, label and write about their favourite part of the talent show.

QUESTIONS TO GUIDE OBSERVATION

1. Are children able to engage meaningfully with stories?
2. Are children able to understand the concept of day and night and the various activities associated with the two?
3. Are children able to observe their own shadows and imagine how their shadow would look if were colourful?
4. Are children able to understand and differentiate between a word, phrase and a sentence?
5. Are children able to share their observations of the shapes of the moon?
6. Are children able to make the phases of the moon using playdough?
7. Are children able to create their own story about the phases of the moon and make a flip book about their story?
8. Are children able to identify and write the digraphs **ee** and **ng** and blend to read and segment to write digraph words?
9. Are children able to identify and read tricky words **me** and **my**?
10. Are children able to understand the concept of opposites?
11. Are children able to understand the different parts of a clock and are beginning to read time?
12. Are children able to plan for an make a list for their star gazing night?
13. Are children able to write at least one simple sentence to describe their ideas?
14. Are children able to identify and make constellations of their own using various materials?
15. Are children able to use their star projectors to project different constellations on the wall?
16. Are children able to represent their star gazing experience by adding details?
17. Are children able to collaborate to paint a mural of day and night?
18. Are children able to identify and write the letter **z** and sound **z**?
19. Are children able to reflect on and share their experiences?
20. Are children able to put together two groups of objects to find the total?
21. Are children able use critical and creative thinking to problem solve and share ideas on how to catch a star?
22. Are children able to share about the languages they speak at home?
23. Are children able to identify and share about the things that they are good at?
24. Are children able to describe their planet Earth and the things they like about their planet?
25. Are children able to make a self-portrait of themselves by adding details?
26. Are children able to work with their buddies to learn new things?
27. Are children able to express and share their feelings?
28. Are children able to make connections between theirs and their friends planet?
29. Are children able to identify and sort 3D shapes?
30. Are children able to imagine and draw the things in their friend's planet?

REFLECTIVE QUESTIONS

1. What other emotional experiences did the children have during this theme?
2. Were you able to create the positive and supportive learning environment for children to fulfil the objectives of this theme?
3. Were you able to ensure that every child is seen and heard?
4. Were you able to observe each child by end of the month and keep a record of it? If not, how do you plan to overcome that challenge?
5. What was the most challenging learning experience or objective to fulfil?
6. Were you able to ensure safety of each child inside and outside the classroom?

7 : ANNEXURES

7.1 FOUNDATIONAL LITERACY TASKS FOR TEACHERS

Dear Teacher, Foundational Literacy is a key part of the curriculum at this stage so that the foundation for reading and writing at later stages can be built. Therefore, to align our classroom environment and learning experiences with our objectives towards foundational literacy, we need to keep the following points in mind:

- Encourage children to **express in the language they are comfortable in**. Although, the learning experiences are in English, children should be able to engage in these processes in their language first. Use of English language can be slowly introduced by building it over the familiar language. For example, if children talk about fruits in their language, teacher can introduce some English words that have the same meaning. By reading stories in English, doing rhymes or repeating children's sentences in English increases their familiarity towards the language and reduces the fear of the unknown.
- As you explore each subtheme with children, **keep a note of the words** that children use the most during circle time. This can be done on the first day of a new subtheme when children are brainstorming the idea. You can write down the words on the board for children to see. Later, these words should be on the walls of the classroom, or at a place that is always visually accessible to all children. Practise and repeat these words with children so that they can form a sight-word association. For example, in class A, Market theme, for the first subtheme children may use words like market, shop, shopkeeper, bag, snake, sun, light, heavy, etc. Write these words on placards/ chart papers and put them on the wall, reiterate them with children whenever there's an opportunity. (You can also refer to the tricky words list and include those words as required.)

Theme	Example of words children may use Class A (4-5 Years)	Example of words children may use Class B (5-6 Years)
Theme 3 Market (sub theme 1)	market, shop, shopkeeper, bag, snake, sun, light, heavy, etc.	market, rain, cloud, money, buy, right, left, etc.
Theme 4 Preschool (sub theme 1)	school, right, left, big, small, hand, feet, near, far, pink, pig, etc.	mountain, volcano, near, far, catapult, magnet, shadow, sink, float, etc.
Theme 5 Fields and Forests (sub theme 1)	animal, farm, cow, milk, push, pull, key, kite, inside, outside, etc.	tree, bark, branch, nest, happy, nest, bird, egg, etc.

- Children should be exposed to books of different kinds. Children begin to pretend read by looking at pictures. They put fingers on words and pretend to read them one after the other, developing sense of spaces between words, full stop and paragraphs. Enable children to hold books and engage with it. Help them to associate pictures with few commonly used words, focussing on the sequence of the story and the flow of the book.
- It is also the time to introduce Guided Reading in your classroom and start working on it weekly. Along with the regular story read-aloud that is being done, include guided reading in your schedule. Guided reading is an essential part of the comprehension literacy approach to teaching language, that helps children understand the sentence structure in the written format and form sight-word associations under direct assistance from the teacher. For children in Class A, Guided Reading may be introduced in the later themes. Please refer to the attached document to understand the process of Guided Reading.
- It is important to remember that whenever you are introducing a new sound, you must do a quick revision of the sounds previously done in class. Revision of letter formation also needs to be done on a regular basis. Teachers can set up a learning corner specifically for children to practise letter formation. You can put up a chart paper with one or two letters written on covering the entire chart paper, with crayons on the side, and introduce the learning corner to children by showing them that they can come and trace the letter here.
- Revise writing the letter sound on different materials like dry mud and wet mud/ flour, tracing the sound, making the sound with different materials like pebbles, sticks, playdough, counters and so on with children whenever there's time and opportunity. Before children start practicing writing the sound with a pencil give them enough opportunities to practice writing and making the sound with their fingers on different materials, tracing with markers, chalk, crayons and paint.
- Writing here does not mean the conventional form of writing with correct spellings and sentence structure. This is for children to engage in this form of expression using a format. Children may be scribbling mostly but some may start using words with invented spellings in their writing. Invented spelling means words are spelled according to their sound, for example, 'orange' may be written as 'oraeng'. We are not correcting the spellings as children at this stage need to focus on making words.
- Use a prop like a ball or a puppet during Circle Time. When it is child's turn to speak, she/he gets the prop. This helps children feel confident to speak. It also sets a ritual that as the child with prop speaks, others listen.

7.2 GUIDED READING IN EARLY YEARS

Guided reading in early years is an instructional approach aimed at supporting young children in developing their reading skills. It involves small group instruction, typically led by the teacher, where children with similar reading abilities come together to read and discuss a book that is appropriately challenging for them. The teacher provides guidance and support as children read, helping them develop their reading strategies and comprehension skills.

Here are some key components and strategies that can be used to implement Guided Reading:

1. Assessing Reading Levels

Before beginning guided reading groups, it is essential to assess each child's reading level. Have children read picture books, or story books with easy small text so that the teachers know the level of each child. Group children based on their reading abilities to ensure that the text they encounter during guided reading is appropriately challenging but not too difficult.

2. Selecting Appropriate Texts

Choose books that are suitable for each guided reading group's reading level. The texts should offer some challenges but still allow children to use their existing knowledge and skills to read

with support. Consider factors such as vocabulary, sentence structure, and content relevance when selecting books. The first objective here is to encourage children to form narratives and develop comprehension skills. Keeping this in mind, teacher can begin with picture books where children will try and read the story by looking at pictures. Later, the guided reading exercise should gradually move to storybooks with small and easy texts.

3. Preparing for Guided Reading Sessions

Before each guided reading session, familiarise yourself with the selected text. Identify teaching points, specific reading strategies to focus on, and potential challenges that children may encounter. Prepare questions that encourage critical thinking, predictions, and connections to help children engage with the text.

4. Introducing the Text

Begin the guided reading session by introducing the book and activating children's prior knowledge. Engage them in a discussion about the book's cover, title, and any relevant background information. Encourage predictions about what they think the book might be about.

5. Guided Reading Process

During the guided reading session, provide explicit instruction and support as children read the text. Follow these steps:

a. *Whisper Reading*

Allow each child to whisper read the text individually. Provide support as needed, such as pointing to words or offering assistance with decoding unfamiliar words. Since children are also learning letter sounds, ask them to recognise the sounds and join them to read the word.

b. *Prompting and Questioning*

Use prompts and questions to guide children's thinking and comprehension. Encourage them to make predictions, connections, and inferences. Ask open-ended questions to stimulate discussion and critical thinking.

c. *Comprehension Strategies*

Teach and reinforce comprehension strategies such as making connections, visualizing, asking questions, and summarizing. Help children develop a deeper understanding of the text and encourage them to express their own thoughts and opinions.

d. *Guided Writing*

After reading the text, engage children in guided writing activities related to the book. This could involve creating a story summary, retelling the main events, or responding to specific prompts. Children can draw/scribble/write about the story that they just read to reflect on their understanding of the story.

6. *Reflecting and Evaluating*

At the end of each guided reading session, reflect on the progress of individual children and the group as a whole. Make notes about areas of strength and areas for further development. Use these observations to plan future guided reading sessions and adjust instruction accordingly.

Remember, Guided Reading in preschool should be a collaborative and interactive process that fosters children's love for reading, builds their reading skills, and nurtures their comprehension abilities. Adapt your instruction to meet the diverse needs of your students, provide support, and create a positive and engaging reading environment in your classroom.

7.3 LANGUAGE AND EMERGENT LITERACY IN THE CURRICULUM

The curriculum focusses on providing adequate opportunities to children to engage with language and print in their everyday interactions. According to the National Curriculum Framework for the foundational stage 2022, language learning in this stage should “optimize learning (across all domains and areas), communication skills (both oral and written), and socio-emotional skills, during their early years and throughout their lives” (NCF FS 2022, pg. 71). Hence language is integrated with other domains in the learning experiences.

Part A of the handbook provides an overall approach to Foundational Literacy and Numeracy in the curriculum. This description restresses on the significant aspects of the approach and gives details on how Language and Emergent Literacy have been incorporated in the curriculum. Reading and writing take place on a continuum and learning to read and write continue to take place in pre-primary and early primary grades as well. The focus in the pre-primary grades is to get familiar with and practice oral language, emergent reading and writing skills. In the curriculum, children begin to practice language use and emergent/early reading and writing from theme one itself. However, there is a clear progression in terms of certain skills being practiced in earlier themes, which in turn form the

building blocks for later reading and writing skills. Oral Language use with pretend reading, picture reading, drawing/scribbling as expression is focus of earlier themes along with slowly introducing sound-letter relationships. The later themes, besides including this, also have greater focus on word-sound relationships, sound-symbol relationships and practicing reading and writing of words.

Throughout the curriculum, children engage with various forms of language use. By language use we mean that-

1. Children express their thoughts and feelings in their home language. Children are already thinking, feeling, questioning, and experimenting in their home language. Language is integral to cultural awareness and expression in children (NCF-FS, 2022). Children's expressions in their home language should be acknowledged and new experiences of learning and language should be built on them.
2. Children use language playfully and creatively in different forms such as telling stories, narrating ideas, drawing, scribbling, engaging with print. The learning experiences in the curriculum enable children to engage with multiple forms of communication which are purposeful and interesting.

3. Children engage with print material in their environment. They interpret and build on them. Print material available to them include storybooks, charts, flashcards, their own drawings, and labels in the classroom space. Infact anything and everything that has print such as wrappers, newspaper, labels, and so on can be used as learning material to familiarise and become comfortable with print.
4. Before children begin to write in the conventional sense, they engage with emergent reading and writing skills. The curriculum enables children to practice these skills in meaningful situations.
5. These emergent skills related to listening, speaking, reading and writing are practised simultaneously. Each supports the development of the other skills. Oral language use that is relevant in real life situations is integral to all other skills.
6. Children show interest in understanding relationship between word, sound and letter leading to phonological awareness and script comprehension.

In order to enable children to meaningfully engage in oral language use, emergent reading and writing, the teacher should-

- Enable children to express in their home language. Children should never be discouraged from expressing in their language. Use of English should be built on the language children use in their everyday interaction.
- All language and early literacy related experiences should be integrated through play and largely embedded in the learning experiences. Thus, children

practice language and early literacy skills along with other skills such as exploring, problem solving, expressing emotions, and collaborating.

- Teacher makes an attempt to learn few commonly used words in children's language in case it is unfamiliar to them. This enables children to feel welcome and participate with others. Support from parents and other children in the class will also enable this process of learning a new language.
- Teacher displays children's work and encourage them to talk about it and build on it.

The following paragraphs provide some ways to build oral language use, emergent reading and writing, that have been incorporated in the curriculum.

Oral language use

Children have several opportunities to express their thoughts and feelings in the curriculum. Circle Time and the Learning Experiences enable children to share their thoughts with each other. Teacher encourages children to talk about what they are doing, what they have made, drawn, found and so on. Children are encouraged to share how they move from one step to another in a situation. For example, if they are making a bird's nest, children share what they did first and then next. Besides one on one interactions with the teacher and other children, children also communicate their work in large groups. For example, sharing with the whole class about what they made, drew, or got from home. Several everyday experiences that are integral to the curriculum such as conversations, discussing about the day, planning, debating, questioning,

conflict resolution, involve language use. Teacher should be able to give time and space to these experiences and focus on language development. For example, use of a new word in a sentence, responding to a question, narrating the sequence of an idea/story are focussed upon.

Emergent reading

Children should have access to storybooks and other reading materials every day. Besides stories or other material taken up as part of the learning experiences, they choose the storybooks from the reading corner and spend time with it. They practice what it means to hold a book, turn the pages, and make connections between the print (script and pictures) and their thoughts. Children begin reading by observing pictures and talking about what they think is happening in the story. Therefore, introducing picture books in the beginning and providing children with lots of opportunities to explore, observe, predict, and share their thoughts by looking at the pictures will lead to developing children's interests in books and reading. Before children start reading letters and words, they begin to explore relation between what 'words put together as sentences' stand for, and how they connect to the picture or the story idea, the directionality of print (left to right in case of English), the gaps between words, how some words are big, and others are small. They also add new vocabulary to their use every day. They engage in pretend reading and finger reading. As shared in Part A of the handbook, several pedagogical techniques also enable children to develop emergent reading skills such as read-aloud, storytelling, labelling of things and spaces, putting other print rich material in class such

as children's attendance name chart. These materials should be related to the ongoing themes and changed periodically. All material should be in reach of the child. They should be able to see, hold and playfully engage with the material.

Emergent writing

Children use multiple forms of expressions to share what they are thinking, feeling, or observing in their environment. Besides talking, they also draw and scribble using a variety of symbols. Mark making, that is scribbling, drawing lines, squiggles, patterns, shapes, making handprints, all lead up to writing in the early years. Mark making is done not only with pencils, but often begins with crayons, paints, scribbling on sand with sticks and fingers. When children are engaged in mark making, they are developing and strengthening their physical development skills and tools needed when they begin writing. Children's scribbles and marks often hold multiple stories. Therefore, having conversations and discussions with children about their marks can lead to understanding children's thoughts, ideas, and gaining a glimpse into their world. It also leads to oral language development.

We use children emergent writing as inclusive of drawing and mark making/scribbling. As children begin to discover that an image or an idea can be represented by different symbols, they begin to explore it more and more in their drawings and scribbles. For example, if they want to share about their family, they talk about it. They also draw them. They may draw the parent images bigger than the child and add more details as they practice their drawings. They also begin

to scribble using different shapes and sizes of lines, circles to write about their family. Connections between script and ideas/image begin to emerge as they engage in these forms of expressions. Just like drawings, scribbles become more nuanced, and letters and words with invented spellings begin to emerge. The curriculum provides various opportunities to engage with drawing and scribbling simultaneously. It also enables children to further think, problem-solve, and build on ideas. As children scribble/write/draw, teacher should also try to write down what children have expressed so that they begin to pick up letters, words, and sounds. This should happen as part of the learning experience and naturally, and not as a separate exercise to “teach children how to write”. In the process, children also explore different forms and genres of writing and reading such as stories, poems, letters, posters, besides others.

Development of phonological awareness and teaching through phonics

As children continue to experiment with talk, drawing and writing, they also begin to build awareness that words can be broken down into smaller units and they have peculiar sounds. They begin to observe common sound-based patterns between different words, how certain words rhyme. This contributes to Phonological Awareness which is practiced in every day conversations, emergent reading, and writing. This is an ongoing process that the curriculum builds on gradually with a focus on getting familiar with the above-mentioned aspects and practicing them in the learning experiences through conversations and playful games using body movements, sight and material in the environment.

Phonics is the method to teach children to distinguish between sounds in words (phonological awareness), sound-symbol relationship, and recognition of letters. This process is part of emergent reading and writing that children practice in the curriculum. It is **one of the ways** through which children learn to engage in everyday language use and literacy. This is an ongoing process which continues in early primary grades. Teacher should not push the child to learn to read and write or know sounds of letters in isolation. Phonics teaching learning in the curriculum is embedded in learning experiences and should not be seen as a separate process to teach reading and writing.

The phonic progression in the curriculum for both age groups have been stated below.

4-5 YEAR OLDS -

- Introduction to letter names and sounds
- Symbol sound recognition
- Letter sound formation (Making, writing the sound with different resources)
- Introduction to a bank of words with the sound that has been introduced.
- Blending (Putting sounds together) to read simple words (Initially we begin with two letter sounds and then gradually move to 3 letter sounds)
- Segmenting to write CVC (Consonant-vowel-consonant) words.

Sounds to be introduced.

Group 1 – s, a, t, p, i, n

Group 2 - c/k, e, h, r, m, d

Group 3 – g, o, u, l, f, b

Group 4 – j, z, w, v, y, x

LETTERS AND SOUNDS INTRODUCED THEME WISE CLASS A (4-5 YEARS)

THEME	LETTERS AND SOUNDS INTRODUCED
Market	s, a, t, p
Preschool	i, n, c
Fields and Forests	k, e, h
Hills and Mountains	r, m, d
Rivers and Oceans	Introduction to Blending, g, o
Sky and Outer Space	u, l, f

Three sounds are introduced in each theme (one sound per week) except in the Market theme and the 4th week is a recap week where a recap of the sounds introduced so far is done.

- While introducing a letter sound, first introduce the name of the letter e.g. – the name of letter is ‘s’ and the sound the letter makes is **s** (as in **s**nake)
 - Once a sound is introduced play a lot of sound identification and listening games
 - Give children lots of words (Like a word bank) with that particular sound and then ask them to think of words with that sound.
- **Game 1 – If you hear the **s** sound, jump and if you don’t hear it, sit. (The children can do any action – thumbs up, down – clap/jump – twirl/ hop)**
- If you hear the **s** sound when I say **sun**, jump and if you don’t, you sit down.

Teacher keeps a bank of **s** words ready to play the game – sad, school, sunflower, soap, summer, sorry, snake, gas, grass, pass, grasshopper, strawberry.... (This also helps children build their vocabulary)

➤ **Game 2 – Sound position recognition (beginning/ middle/ end)**

- When I say the word **s**un, where do you hear the **s** sound – beginning, middle or in the end?
- When I say the word dre**ss**, where do you hear the **s** sound – beginning, middle or in the end?
- When I say the word in**s**ide where do you hear the **s** sound (stress on the word – in-ssss- ide) - beginning, middle or in the end?

The words don’t have to only be CVC words they can be bigger words as well as more the words the more exposure the children get to different words which help them build on their vocabulary (In case children don’t know the meaning of a word the teacher can explain the meaning to the child with the help of a picture)

List of words that have the **s** sound in the middle and end – missing, passing, grasshopper, message, glasses, outside, biscuit, etc.

List of words with the **s** sound at the end – glass, bus, yes, class, pass, miss, less, etc.

- Ask children for more words of their own and make a list of it on the board or chart paper that can later be hung up in class (Children can also draw pictures of the word they gave next to the word)
- Show children the formation of the letter **s**
- Teachers could give them reminders to start writing from the top and model the same

s

- Children can trace the **s** letter in the air using the fingers.
- Once teacher models writing the **s** letter on the board, teacher can set up various experiences for children to trace and write the **s** letter using different materials and resources (on dry sand, on wet sand, make it with playdough, finger paint it, use pebbles/ leaves/ buttons/ seeds to make the **s** letter.
- Before children write **s** with a pencil on paper, give them many experiences to write and trace the sound using different materials.
- Children can also draw few things that start with the **s** letter.

Day 2

- Recap of the **s** letter learnt yesterday – how to write it and the sound the letter makes.
- Sorting the **s** picture flashcards.
- Divide children into groups and each group gets a bag/ tray or flash cards (Mix of **s** pictures and other sound pictures).

- Children sort the **s** word cards in one group and pictures that don't have the **s** sound in another group.
- Once everyone is done, they can each think of one more **s** word to add to their group (teacher can give children paper and they can draw their **s** word)

Once the last sound in group 1- 'n' is introduced to the children, the phonological games can include blending games as well. Teacher calls out letter sounds introduced so far slowly and they model putting the sounds together slowly to read the word (Only two letter words and CVC words in the beginning).

- n – i – p , lets say it very slowly – n – i – p
- Lets put the sounds together – n – i – p - nip
- Teacher can also make use of their arm to show children how to model blending CVC words



Arm Blending

https://www.youtube.com/watch?v=vmBXIizNLWQ&ab_channel=LexploreInc

5-6 YEAR OLDS-

Note: Letter names and sounds in blue have not been introduced.

- Recap of sounds
- Digraphs – When two sounds come together to make a new sound, we call them digraphs. Example, **a** and **i** come to make the sound **ai** (A)
- Introduction to a few tricky words (sight words)
- Blending to read Consonant-Vowel-Consonant (CVC) and Consonant-digraph-consonant (CDC) words

- Segmenting to write words
- Difference between words, phrases and sentences
- Introduction to simple sentence structures
- Guided Reading (only when children are ready and blending to read CVC words with ease. This can be done after group 3 sounds are all done)

Sounds to be Introduced

Group 1 – s, a, t, p, i, n

Group 2 – c/k, e, h, r, m, d

Group 3 – g, o, u, l, f, b

Group 4 – ai, j, oa, ie, ee, *or*

Group 5 – z, w, ng, v, *oo*, y

Group 6 – x, *ch, sh, th, qu, ou*

Group 7 – *oi, ue, er, ar*

Sounds in blue are not part of the curriculum.

LETTERS AND SOUNDS INTRODUCED THEME WISE CLASS B (5-6 YEARS)

THEME	LETTERS AND SOUNDS INTRODUCED
Market	s, a, t, p, i, n
Preschool	Introduction to Blending, c/k, e, h, r
Fields and Forests	Introduction to Labelling and Segmenting, m, d, g, o
Hills and Mountains	u, l, j, b, <i>ai</i> Tricky word – <i>l</i>
Rivers and Oceans	f, <i>oa, ie</i> Tricky words – The, a, he, she
Sky and Outer Space	Introduction to Sentence structure, <i>ee</i> , z, <i>ng</i> Tricky words – <i>my, me</i>

Tricky words/ Sight Words

The, I, a, he, she, my, me, **to, are**

Blending by driving through the sounds -



<https://www.youtube.com/watch?v=0cHVWMPuBYY&t=167s>

Tricky/Sight Words Song - [_](#)



<https://www.youtube.com/watch?v=TvMyssfAUx0&t=68s>

Please note: The curriculum introduces the sounds and writing practice through games and talk in a slow progression. Children should not be rushed into taking up new sounds or completing the activities/task. Phonics teaching and learning is an ongoing process and continues to take place in early primary grades. Although the curriculum provides a list of all letter sounds, it is likely that all letters/sounds given in a theme will not be covered in the given time. It should be taken up in later themes or continued in grade 1 and 2. The focus in pre-primary years is on getting familiar with the sound-symbol relationship. Enough practice through multiple play activities and games should be provided for the sounds that the teacher takes up.

7.4 EARLY/EMERGENT NUMERACY IN THE CURRICULUM

The Curriculum embeds opportunities for the development of Emergent numeracy/pre-numeracy/early math skills in the learning experiences for Class A and Class B. They are integrated with other domains in the learning experiences. According to the National Curriculum Framework for Foundational Stage, these skills are early number-readiness behaviours and skills of counting, identifying numbers, comparing quantities that enable a child to develop successful computation abilities later (NCF-FS 2022, p. 341).

Pre- Numeracy or Early Numeracy
<i>These are early number-readiness behaviours and skills of counting, identifying numbers, comparing quantities that enable a child to develop successful computation abilities later.</i> <i>NCF-FS 2022, p. 341</i>

Part A of the Handbook provides an overall approach to foundational literacy and numeracy in the Curriculum. This description restresses on the significant aspects of the approach and gives details on how early numeracy have been incorporated in the curriculum.

Early numeracy holds great importance in the Foundational Stage as it lays the groundwork for fundamental mathematical concepts and problem-solving skills. Engaging in activities like counting and sorting at a young age helps children grasp the basics of numbers and develop their ability to solve problems. Additionally, early exposure to math terminology and discussions fosters language development in children. Success in early numeracy activities builds confidence and prepares children for practical tasks such as handling money, measuring, quantifying and problem solving. Incorporating early numeracy into early childhood education sets children on a path towards long-term mathematical proficiency and critical thinking abilities.

Throughout the curriculum, children engage in several situations where they practice these early numeracy skills. Since the learning experiences integrate the different domains, these mathematical skills are woven into the different experiences related to the themes. For example, in one of the learning experiences, children talk about 'Naga Dalli', discuss the process of making it, sing a rhyme about it and then measure the number of cups of dal and other ingredients that they need. They also scribble down the items and draw them. In this manner several of the early numeracy skills are practiced by children in different experiences. The following components of early numeracy have been described with examples:

Components	For example...
‘Number and its relations’ refers to understanding number concepts (Sound, Symbol, and Quantity) in various contexts, counting, representation, and its relation.	During a nature walk, children collect leaves and sort them by attributes like shape and colour to explore quantity concepts.
‘Basic mathematical operations’ refers to understanding concepts of calculation and developing strategies to solve problems using them.	Children build bridges with blocks, experimenting with adding and removing blocks to understand addition and subtraction in a tangible way.
‘Shapes and spatial understanding’ refers to developing an understanding of shapes and making and classifying shapes as well developing spatial sense.	Using clay and natural materials, children create sculptures, exploring shapes and spatial relationships, children use different body movements and other material to make sense of space like laying beads in a circle to see how many beads cover the circle.
‘Patterns’ refers to the understanding of the repeated arrangement of numbers, shapes, and designs and making a generalisation based on some rules and structure.	Children create patterns with different textured materials like sand and rice to understand pattern formation through hands-on exploration. Children give different patterns to the roof of the house or identify patterns in a cloth. They observe and document patterns in nature.
‘Measurement’ refers to understanding units of measuring something and using it to quantify.	Children measure ingredients using measuring cups and spoons to understand units and quantities in a real-world context.
‘Data handling’ refers to understanding the collection of data and analysing it.	Children use a tally chart to record bird sightings, record weather condition (rainy day, sunny day) on chart, engaging in hands-on data collection and analysing aspects such as ‘how many days it was sunny this week’, ‘survey about things in people’s homes’, and so on.

To enable children to meaningfully engage with early numeracy, the teacher should:

- Use physical objects like blocks and counters to help children understand math concepts better. Objects from surroundings such as twigs, leaves, and pebbles are most suitable. When children can touch and move things around, it helps them see how numbers and shapes work in real life.
- Remember that children learn in different ways. Some might like drawing pictures, while others prefer using blocks. By offering different activities, you make sure every child can learn in a way that works for them.
- Show children how math is useful in everyday life. Counting toys or measuring ingredients in cooking are fun ways to practice math skills while doing something practical.
- Enable children to predict, reason and use trial and error. Children should be encouraged to use many ways to solve a problem. By trying different approaches, they learn to think creatively and find solutions on their own.
- Observe how children are doing in math by watching them during activities and asking questions. This helps you see what they understand and where they might need extra help.
- Help children learn math words and talk about what they are doing, this not only improves their math skills, but also helps them express in mathematical language better.
- Encourage children for their efforts in math, no matter how small. When they feel encouraged, they're more likely to keep trying and improving.
- Give families ideas for simple math activities they can do at home. When parents know what their children are learning, they can support them better.

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Nagaland ECCE Curriculum Handbook Theme-based Learning Experiences- Teacher Manual Part - C

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