

NAGALAND ECCE CURRICULUM HANDBOOK

PART - C

Class A (4-5 Years)



Theme-Based Learning Experiences-Teacher Manual



समग्र शिक्षा
Samagra Shiksha



**NAGALAND ECCE
CURRICULUM
HANDBOOK**

**Teacher Manual Part - C
Class A (4 - 5 Years)**

Developed by
ECCE CELL, SCERT

Nagaland ECCE Curriculum Handbook -

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

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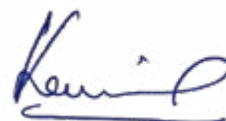
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Foreword

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

*Director
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Acknowledgement

Ref No.


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 A (4-5 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 A (4-5 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

- What's in a Shopping Bag?
- Walk to the Market
- Fruit Market
- My Favourite Shop in the Market

2. Theme 4 : **Preschool**

Sub-themes

- Let's Measure
- Writing Messages
- Keeping Our Class Clean
- Classroom Makeover- My Science Laboratory

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

Sub-themes

- Farm Animals
- Welcome to the World of Insects and Birds
- Our Flower Friends
- Trees in Fields and Forests

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

Sub-themes

- House on the Hill
- Mountain Peaks
- Bamboo in Hills and Mountains
- Rocks and Soil

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

Sub-themes

- Water, Water, Everywhere
- Fishy Fish
- In the Deep Blue Sea
- Fish in My Home

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

Sub-themes

- Flying High
- Adventures in the Sky
- Moon and Stars
- Ride to the Sun

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 markets, they enter the unfamiliar and yet familiar territory of peoples, things, and events. Children get to explore different aspects of a market the variety of shops, items inside a grocery bag, making a checklist of grocery items, different fruits and vegetables available, their favourite shop, road leading 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 themes. 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 the lives of people and families that are different from theirs in more than one way. What people do, where do they work, how do they sell and buy things are some such experiences that children learn in this theme.

The subthemes of the Market theme are

1. **What's in a Shopping Bag?** - Making a list of items that go in a grocery bag, making paper bags and decorating it, exploring weight of different items, speaking to a guest-shopkeeper or a vendor who is visiting the school.
2. **Walk to the Market-** Discussing how the road from home to market looks like, developing a model of the road, discussing safety measures, recognise patterns and developing them.
3. **Fruit Market** - Discussing favorite fruits, identifying new ones, understanding the sequence of how fruits come from farm to market, making own fruit models and displaying them, role play.
4. **My Favorite Shop in the Market** - Discussing favourite shop, what does it sell, visiting a nearby shop and asking questions, drawing models of their dream shop and describing it.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Body parts and movements • Safety rules • Shop near children’s home, different items sold, and their favourite items sold by the shopkeeper • Paper bags, sharing it with members of their family • Different items seen in the nearby shop • Dream shop with favourite items <p>Children become effective communicators</p> <ul style="list-style-type: none"> • Different items sold in a shop • Children discuss their own experiences of going to the market, with whom do they usually go, etc • Children share their idea of ‘dream shop’ with their teacher and peers • Questions for a shopkeeper • Market scene • Different fruits and the trees, in and around their home • Scribbling/writing different items sold in a shop, their dream shop • Inventive spellings • Print awareness and development of vocabulary (Flipping through books, learning new words) 	<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Exhibiting fine motor skills with precision and control-making paper bags and decorating them, making clay models of their favourite fruits and dream shop • Planning the experiences- developing safety measures and rules while going to the market, visiting a nearby shop • Performing role plays and describe the different items sold in the market • Discussing the story and share experiences of the conflicts faced- <i>‘Little Idi goes to the market’</i> or <i>‘Wiliu sells some fruit in the market’</i> • Describing the feelings that one goes through during conflicts/disagreements <p>Children become effective communicators</p> <ul style="list-style-type: none"> • Listening to stories- <i>‘Little Idi goes to the market’</i> or <i>‘Wiliu sells some fruit in the market’</i>, walk to the city market, picture book - The story of mango and discuss its various events • Using symbols (ticks/check marks)- items found in the shop • Enjoying singing rhymes and songs expressively and with rhythmic movements • Making a checklist drawing of different items found in the shop • Classifying objects based on their observable properties (which object is light or heavy) • Interacting with the guest-shopkeeper/ vendor and ask relevant questions

Concepts	Skills
<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Colours, shapes, textures, patterns, of items in shops • Counting (up to 10, one-to-one correspondence) • Size (small, big, smallest, biggest) • Weight (heavy and light objects) • Patterns and designs • Fruits growing on trees, peels, fruit clay, favourite fruit, raw and ripe, fruit, Mango pulp • Shopping bags • Balance beam 	<ul style="list-style-type: none"> • Asking and responding to questions and taking turns listening to others during conversations about daily life activities, interests, experiences, etc., also have discussions about their dream shop, the items found in the shop and while doing role play • Relating pictures with the text like in a picture-based checklist • Making patterns using clay or colours. To also complete certain patterns using different objects • Identifying different fruits and follow it up with an action of their choice <p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Investigating and identifying different objects found in the market or nearby shop • Using senses to explore the environment (picking out items for decoration) • Classifying items as heavy or light, big and small. Determine which object is heavy or light • Inquiring and predicting what happens in a story, if the characters are changed • Developing a model of the route from home to market using materials available • Classifying and categorizing of objects • Understanding sequence of events (how items like fruits reach the market) • Problem solving of daily life situations- crossing road, washing fruit • Analysing objects on weight using balance beam

Dispositions	Emotional experiences
<p>Curiosity</p> <ul style="list-style-type: none"> • Exploring the nearby shop and items sold • Developing a model of the route from home to market • Exploring how different people carry different bags based on their work • Observing how a raw fruit becomes ripe <p>Trust and playfulness</p> <ul style="list-style-type: none"> • Discussing the items found in the nearby shop, their experiences of visiting the market • Sharing their idea of a dream shop and what they want to sell • Solving simple problems with each other, making fruits from clay <p>Perseverance</p> <ul style="list-style-type: none"> • Visualising and developing a model- from home to market, indicate directions and landmarks • Noticing different patterns around, making new patterns • Learning to wash, peel and cut the fruits • Making clay model/ drawing of favourite fruits and dream shop • Developing safety measures to visit a nearby shop <p>Confidence</p> <ul style="list-style-type: none"> • Being aware of different items sold in the market and sharing their favourite ones • Discussing and sharing how different people use different kinds of bags • Sharing ideas of their dream shop and what items they would like to display • Solving simple problems 	<p>Feelings</p> <ul style="list-style-type: none"> • Sharing how they would like to decorate the paper bag, the items they would like to use to decorate • Share their idea of dream shop; how they feel about the shop • Relating to the stories and share any conflicts which they have experienced <p>Ownership and belongingness</p> <ul style="list-style-type: none"> • Talking about their dream shop and the model of the route from home to market • Describing their favourite shop and why • Making and decorating their paper bag and carry it home <p>Wonder and amazement</p> <ul style="list-style-type: none"> • Visiting the nearby shop and discover the different things found there <p>Achievement and satisfaction</p> <ul style="list-style-type: none"> • Making their model fruits and dream shop and are excited to share their views <p><i>What other emotional experiences did children have during this theme?</i></p>

Dispositions	Emotional experiences
<ul style="list-style-type: none"> • Performing role-play on fruit market, selling at a particular price <p>Empathy and cooperativeness</p> <ul style="list-style-type: none"> • Understanding each other's likes and dislikes regarding the favourite items • Being aware of different shops and shopkeepers in the market • Understanding how fruits reach from farm to market and the people involved in it • To listen to peers' ideas of dream shop and different items in it <p>Imagination and creativity</p> <ul style="list-style-type: none"> • Making different designs and patterns using colours and other items • Making a model of their route from home to market • Making a clay model of their dream shop selling different items • Making a paper bag and decorating it 	

WEEK 1 | WHAT'S IN A SHOPPING BAG?

DAY 1

LIST IT DOWN!

Objectives

- * To sing a song with actions
- * To make a list of items
- * To be aware of the names of different items
- * To estimate quantity of items for a group



Circle Time

As children settle down, teacher begins the conversation by asking, 'Have you been to a market before?' The discussion flows into more questions like 'What do you like to buy from the market? Do you like to shop? Whom do you go with? Do you remember everything you need to buy? Do you write them down?' And so on. Children discuss with teacher how it helps to make a list of things to buy before going to the market.

Children learn a new song 'Rolly Polly'

*Rolly Polly went to a bazaar
From there they bought 4 cookie stars
Two of them had many stars,
And two of them fell out of the car.*

*Rolly Polly went to a new bazaar
Rolly Polly bought 5 chocolate bars
The shopkeeper said "you cannot borrow"
Rolly Polly said "will pay tomorrow".*



Materials Required

Paper, pencil, crayons, plain sheets, shopping bag, different items in the bag- apples, potatoes, onions, candies, etc



Learning Experience

Teacher carries a shopping bag and asks children what must be inside. She/he distributes paper to children. Children make a guess and list items which they think are there in the shopping bag. They draw and scribble the name of the object they have drawn. Teacher can use this opportunity to explore the skill of estimation with children. She/he further asks, 'How many apples do you think will be required for everyone in your family?' 'What about your friends in the class?' 'If each one of you was to get an apple, how many would you need?' Similarly for ice cream- how many pieces? and so on. Teacher draws some stick figures on the board and say 'Can you count the number of people and see how many apples will be required?' 'If I would like to give one apple to each person here?'

Children can volunteer and count the people drawn and estimate the number of apples required.

Objectives

- * To talk about different kinds of bags used for different purposes
- * To estimate size of a bag for a list of items
- * To introduce a letter sound **s** and work on sound-letter recognition
- * To practice **s** sound pronunciation, practice writing of **s**



Materials Required

Coloured paper, old textbooks, newspaper, wrapping paper, ribbons, jute ropes, glue/ cooked rice, scissors, crayons, **s** sound picture flashcards, objects that start with the **s** sound like slippers, scissors, socks, spoons, salt bottle, etc., shopping bag, sensory trays – trays or plates or boxes that have dry sand, wet sand, flour or any other material



Circle Time

Children sing the song ‘**Rolly Polly**’ with actions. Teacher begins the conversation by asking children, ‘*How did you bring your things to school today?*’ ‘*If we go to the market and buy many items, how do you think we carry them back home?*’

Teacher says, ‘*I came to school with my bag- it has a diary, notebook, pens, purse, how did you all come today?*’ Some children might say that they carry a plastic bag/some might say a school bag and so on. The discussion carries on to why we need bags, and how different things can be carried in bags of different shapes and sizes- for example rice, fruits, shoes, medicine and so on.

Children decide with their teacher to make a bag for the different items they need to carry while going to the market. Children also discuss the size of the bags- big or small, when they go to the market.



Learning Experience

Introduction to **s** letter and **s** sound

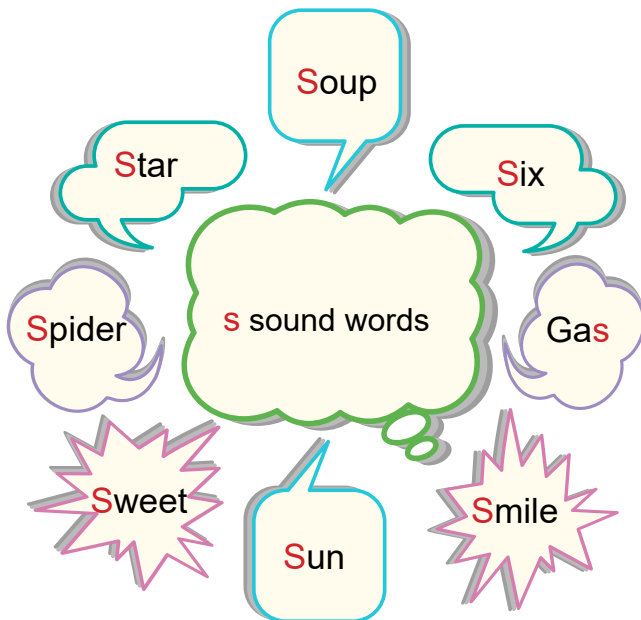
(Before the class starts, the teacher keeps a few things that start with the **s** sound inside a shopping bag - like scissors, salt bottle, socks, spoons, six strawberries, slippers.) Teacher shows children a shopping bag that she/he has made and tells them that she/he bought a lot of things when she/he went to the market yesterday. The teacher takes out each object from the bag and calls it out slowly, stressing on the **s** sound (These can be real things or picture cards).

The teacher then repeats the name of the things she/he had in her/his bag stressing on the **s** sound – scissors, salt, socks, spoon, etc. and asks the children if all the things have something in common. *What is the sound that all the things in my bag start with?* The teacher can repeat the words once again stressing on the **s** sound. The teacher then writes the **s** letter on the board slowly, showing children how to write the letter **s**. She/he explains to the children that the name of the letter is **s** and it makes the sound **s** (ssssss-hiss like a snake!)

The children can practice saying the **s** sound along with the teacher. The teacher can tell the children, *first say it softly, now a little louder, turn to a friend and say the sound to your friend.* The teacher plays a quick jump and sit game with the children. She/he gives them a word or shows them a picture like **s**nake and if it has the **s** sound, all the children jump. If it does not have the **s** sound, they all sit. Teacher plays the game with 6-8 words. Spoon, pass, inside, gas, ant, tap, dress, car, pencil, salt, etc.

As the children are playing the game, she/he asks the children *where do you hear the **s** sound when I say the word sun – in the beginning, middle or end? What about the word gas, inside, star, dress, spider, superman.*

The teacher then asks children to think of their own words that start with the **s** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **s** word cloud that can be put up in the class for children to look at later. The teacher can also ask the children to draw pictures for the word that the children give next to the written word.



Dear Teacher, revise writing the **s** letter sound on different materials like dry sand or dry mud and wet mud, tracing the letter, making the sound with different materials like pebbles, sticks, play dough, etc. 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 objects, chalk, crayons and paint.



Please note that sometimes children may give you words that starts with the **s** letter like *ship, shampoo, shoes* but they don't start with the **s** sound. Explain to children that we are listening to the sounds of the words. Repeat the words the children have said and ask them to listen carefully to the first sound for example, ship **-sh-**i-p, and ask them what is the first sound they hear, if it is **s** or **sh**.

It is important to stretch out the sound and look at how your lips move for that sound so that they can recognize the letter and the sound when they are thinking of a word.



Dear Teacher, Revise the letter sounds with children whenever there is time and opportunity. It's important that you stretch out the sound and ask children to look at how your lips move for that specific sound so that they can recognise the letter when they are thinking of a word and spell it out.

Now it is time for children to make their own paper bags that they can take shopping with them when they go to the market.

Once children have decided what size of bag they want, the teacher hands out all the materials required to make a paper bag.

After making the bag, children try to add the different items they want in their bag- pencils, erasers, crayons, notebooks, fruits and so on. They can also take the bag home to show it to their family or take it shopping. Children can think of 2 or more **s** things that they would also like to add in their bags. If children are interested, they could draw them on a piece of paper and put it inside their bags.

Teacher reminds children to bring back the bags to school the next day so that they can decorate it.

Children complete a worksheet on identifying big and small items.

DAY 3

LET'S DECORATE

Objectives

- * To discuss their experience of making paper bags and showing it in their family
- * To select items to decorate the paper bag
- * To mix different colours and make new ones



Materials Required

Assortment of materials for decoration- paper flowers, leaves, real flowers, twigs, small pebbles, etc., worksheet



Circle Time

Children sing the song 'Rolly Polly' with actions. Children share their experiences of making a paper bag and showing it to their family and friends. Teacher can raise some questions like: *Did you go to the market yesterday? Or when was the last time you went to the market? What did you see? Did you buy anything? Were you able to get everything from the market? Did you share the bag you made with your family? What did they say?*



Learning Experience

Children decorate their shopping bags they made the previous day. Teacher introduces different colours (other than what they know- like purple, brown, orange) through paint to children. Children recognise the colours and even say objects which are of the same colour. Next, teacher brings 3 bowls with different colours- blue, red, and yellow. Children guess

what will happen if two colours are mixed- red and blue? blue and yellow? Each child is given some colours and mixing plate. Children mix colours and share what they see. Children can also come one by one to the teacher and mix colours if there are not enough paints/brushes. All children get a chance in the colour mixing activity. Children are later given some paint to explore the mixing of colours on their own.

Later, teacher asks '*what if we decorate our bags using paint*'? Children are excited to pick up their paper bags and paint it as per their choice! And also decorate it with assortment of materials.

Next, children are given a worksheet where they identify the colour formed when two colours are mixed. Children scribble the name of the colour beneath each circle.

DAY 4

WHAT'S IN MY BAG?

Objectives

- * To identify and discuss different fruits and vegetables
- * To experiment with fruits/vegetables around their weight
- * To think of questions they can ask the guest who is coming the next day
- * To recognise objects with **s** sound and practise the pronunciation



Materials Required

Real fruits and vegetables, cloth bags, worksheet, mystery bag- 2 sorting boxes or baskets, objects/picture flashcards that start with the **s** sound



Circle Time

Children sing 'Rolly Polly' with actions. Teacher and children do a brief discussion about the previous day, the different colours that children mixed and whether they showed the bags to their family/friends and so on. They then discuss the different vegetables that they see in the market. What are some of the vegetables they like to eat and the ones that they do not like to eat?



Learning Experience

Teacher brings some seasonal vegetables such as potatoes, pumpkin, tomatoes, coriander or any leafy vegetable to the class and children come together to identify them and discuss whether they have eaten the vegetable earlier. Children name the vegetable and share where they have seen it and if it is cooked at home. Teacher brings a cloth bag and puts all the vegetables one by one, hiding it from the children. She/he asks children (one by one) to put their hands in the bag, touch the vegetable and guess which vegetable it is. Children describe the vegetable- shape, size, texture as they guess it.

Children also hold the bag and share if they find it heavy or light. *What happens if we add more vegetables. Is it still light or is it heavy now?* Teacher asks each child to hold two bags with different kind of vegetables and share which bag is heavy and which is lighter. *What will happen if a heavy pumpkin/watermelon is put on top of a bag of tomatoes or a packet of biscuits? So how should we pack the bag? What should go in the bottom and what should go on the top?*

Later, children are given a worksheet with two columns 'Heavy and Light'. They draw/scribble the items which are heavy/light in the appropriate column in the worksheet.

Before leaving for the day, teacher tells children that they have a special guest coming for the next day- a shopkeeper. Teacher can give some details about the guest, what she/he does, what they sell, where the shop is located, and so on. Children are encouraged to come prepared the next day for some questions. Teacher can help them with some questions like:

- What do you have in your shop?
- Why do you sell only and not
- Do people come to your shop daily?
- Do you keep your shop open every day?

Recap of the letter and sound **s** - Teacher keeps a mix of different object/flash cards inside a mystery bag (with a greater number of **s** sound object cards) and places a basket with the **s** sound on it and another basket without **s** sound. Children take turns to pick one object from the bag, look at it, say the word out loud and place the object/flashcard in the correct basket (If the object on the flashcard has the **s** sound anywhere in the word – beginning, middle or end, the children place it in the **s** basket).

Once all the flash cards have been sorted into their baskets, the teacher can ask the children which basket they think has more flash cards, the **s** sound basket or the other basket. The teacher can count the number of flash cards along with the children in each basket to check which basket has more and which basket has less flashcards.



Dear Teacher! You can use vegetables or fruits that are easily available for the learning experience to discuss things that are heavy and things that are light. You may also bring the balance beam to class or make a sturdy balance beam for children to explore the different food items.



Dear Teacher! Inform the guest prior to the day and request them to bring some products for display. The guest needs to prepare to share his/her daily life, stories about different people or any special experience they must have had with the children. If the guest is not ready for it then you can share any story of a seller. The introduction can change as per the guest invited- if the guest is a vegetable seller or a carpenter, we might ask them about people selling vegetables in a basket, or about how beds, tables, windows, etc. are made.

Objectives

- * To practice singing the song with actions
- * To be aware of different types of shopkeepers in the market
- * To briefly understand how different items reach the market
- * To reflect on one's own experience and document it
- * To identify objects that start with **s** sound



Dear Teacher, writing at this stage does not mean conventional writing that we as adults do. Writing here means children try and use this medium of communication and develop the confidence to express themselves which in this will happen through drawing, scribbling and talking about it.



Materials Required

s sound worksheet



Circle Time

Children sing the song learnt the previous day with actions. A free-flowing discussion follows on the varied emotions that children felt throughout the week- what made them happy/sad/angry/upset, and so on. Teacher also discusses the different situations that arose when children were feeling different emotions. Children share what they like to eat when they are happy? Or what food makes them happy?

After the discussion, teacher asks the class about what has been planned for today? Children might respond saying 'We have a guest coming today!' Children and teacher discuss the different questions that they would like to ask the guest.



Learning Experience

Teacher introduces the guest to children. Children, one by one, ask questions to the shopkeeper- *What do you sell? What are these items called? Why do you sell? Where do you get these from? Do you weave/make them? How do you weave/make them? Do you sell them in the market? Which market? Do you travel all over Nagaland/ Kohima to sell them? How do you sell them? How do you use them? Can we wear/ smell it?*

The guest can give answers to their questions and allow the children to explore and experiment with the items she/he brought along. After the visit, teacher asks children to reflect on this experience, and draw/scribble about what they understood through the guest visit.

Children complete a worksheet on finding objects that start with the **s** sound and circle the **s** things they find.

WEEK 2 | WALK TO THE MARKET

DAY 1

STORYTELLING!

Objectives

- * To talk about daily life 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

Materials Required



Story- 'Little Idi goes to the market' or 'Wiliu sells some fruit in the market', pencils, crayons, sketch pens, blank sheets



Circle Time

Children sing the song 'Rolly Polly' with actions. Teacher asks children about their experiences of going to the market with questions such as: *When do you go to the market? Why? With whom? Do you like going to the market?* Teacher can also provide situations: *From where did you get your bag? Who bought it for you? Did you go along with them to buy these things? If you must buy vegetables or pencils, where do you go?*

Teacher asks children if they would like to listen to a story about a child who goes to the market and has a lot of fun!



Learning Experience

Storytelling!

Teacher chooses any one of the two stories for storytelling ('Little Idi goes to the market' or 'Wiliu sells some fruit in the market'). She/he brings children's attention to the different pictures. She/he narrates the story using different storytelling techniques like using sound effects, gestures, facial expressions, etc. Children are engaged in the storytelling session and share their own experiences of going to the market-

1. What happened to Idi in the market?
2. How was she feeling when she could not find her mother?
3. Have you faced anything like this before?
4. How is Wiliu feeling while assisting her mother to the market?
5. What would you like to sell if you go to the market?
6. How was Wiliu feeling when she dropped the fruits?

After the story, children draw how their market looks like- what shops are there, what is being sold. Children are free to draw in any way they want to. Teacher helps them in labelling some parts of the market by putting the words such as- shop, bag, shopkeeper, road, etc. on the blackboard for the children to copy. Children label their drawings by scribbling the words. It must be noted that they are not expected to write the word correctly.



Learning Experience

Children and teacher further discuss the previous day's story. Teacher asks questions related to safety measures to keep in mind when going to the market or any other public place: *Why was Idi/ Wiliu holding their mother's hand while going to the market? Why was she walking on the footpath? What should she do if she gets lost in the market? Did you notice how carefully she crossed the bridge? Why was there so much garbage thrown on the roadside?*

Points for teacher to keep in mind while talking to children:

- Questions should be based on the story narrated the previous day.
- Conscious effort should be made to relate questions to children's own lives.
- Examples can help clarify a question that is difficult to understand.
- Sometimes, it is ok to ask 1-2 questions only and discuss them deeply rather than jumping from one question to another.
- Every child should get the opportunity to speak.
- All children should be encouraged to speak, without forcing them or making them feel uncomfortable.

Children and teacher now create a model of the path from Idi's/Wiliu's home to their nearby market through the following steps:

- Clear the classroom space with the help of children and present all the necessary material.
- Help children recall everything that Idi/Wiliu crossed from home to market e.g., the buildings, the stream, the bridge, the different shops, etc.

Objectives

- * To visualize and develop a model (home to market) using different available materials
- * To locate directions and places in a model
- * To solve problems related to safety and become aware of safety measures to keep in mind while navigating a public space

Materials Required

Paper, sketch pens, stones to designate certain landmarks, crayons, doll/puppet, scarf/cloth, duster, pencils, crayons, chalk, worksheet



Circle Time

Children and teacher sing the song 'Rolly Polly' with actions. Children retell the story narrated the previous day in their own words. Teacher then narrates her/his own recent experience of going to the market where an interesting incident took place (this may be a fictitious incident also). For example, she/he tripped and fell, or it suddenly started to rain. Teacher asks: *What do you think I did next?* Teacher also asks children to narrate interesting experiences of their own. This sets the context for the day, which is to draw children's attention to safety measures to keep in mind when going to the market or any other public space.

- Discuss with children what material they can use for showing bridge, stream, different shops.
- Help children make the model using different materials e.g., a scarf to make the road, duster and chalk boxes to make the buildings, cups/blocks to make cars.
- Children label (draw/scribble) the different things on the way too- like road, trees, buildings, etc.

down the road, and suddenly, a dog jumps in front of the car! What do you think happens next?’

‘This man is unable to find his wallet in the market, what do you think he will do now? How will he buy some fruits?’ ‘The shopkeeper is concerned because there is no light in his shop! People are not able to see and buy anything, what can he do?’ What comes before the shop here? What comes after the bridge?’

Next, teacher asks some problem-solving questions to children like, *‘The car is speeding*

Worksheet

Children complete a worksheet on what comes before and after.

DAY 3

WHAT DO I SEE?

Objectives

- * To revise the safety rules discussed on day 2
- * To talk about a big picture of the market
- * To notice patterns in the big picture
- * To match picture cards of shapes, colours, and opposites
- * To introduce a letter sound and work on sound-letter recognition
- * To complete a maze worksheet (home to market)
- * To practice **a** sound pronunciation, practice writing of **a**



Materials Required

Big picture of Market, picture cards (colours, shapes, and opposites), worksheet,
Big picture reading – Walking to the Market- with **a** sound things, **a** sound picture cards, letter sound flash cards made with tactile materials for children to trace over with their fingers, pebbles, sticks



Circle Time

Children sing the song **‘Rolly Polly’** with actions. Teacher briefly discusses the different things they did on the previous day. They revise the safety rules they discussed the previous day. Teacher can put it on a chart and display it.



Learning Experience

Big picture reading: Walking to the market

Teacher pastes a big picture of a scene from home to market with lots of details e.g., traffic light, tall and short buildings, trees, garbage, fences, houses, baskets/bags carried by different people; and action e.g., a child looking for his parents, parents dropping their children to school, people getting off a bus. Children

notice the details and share their observations. Teacher asks questions such as: *Is the way from your home to the market the same or different? What are the different shapes and colours you see? How many...? What sound do you think the _____ makes?* Children also notice patterns in the picture e.g., leaves of the tree, tiles on the roof, and lines on the road.

Introduction to the **a** sound

Big picture reading : Walking to the Market (includes a lot of **a** sound things in the picture – For example: apple trees, ants walking, a seller selling mats, a seller selling hats, jam shop, two children walking – Anna and Adam who are drinking apple juice and eating apple pie, an arrow pointing to the bus stop, people carrying shopping bags.

Once children have looked at the big picture and the teacher and children narrate what's happening in the picture together, the teacher repeats some of the **a** words that they spotted in the picture. Like apples, ant, hat, bag, jam, stressing on the **a** sound (a-n-t, h-a-t). The teacher then asks the children if there is any common sound that they hear in all the words that she/he calls out. What is that sound? Teacher repeats the sound to the children and tells them that it is the **a** sound.

The teacher then writes the **a** sound letter on the board slowly showing children how to write with the correct formation. She/he explains to the children that the name of the letter is **a** and it makes the sound **a**.

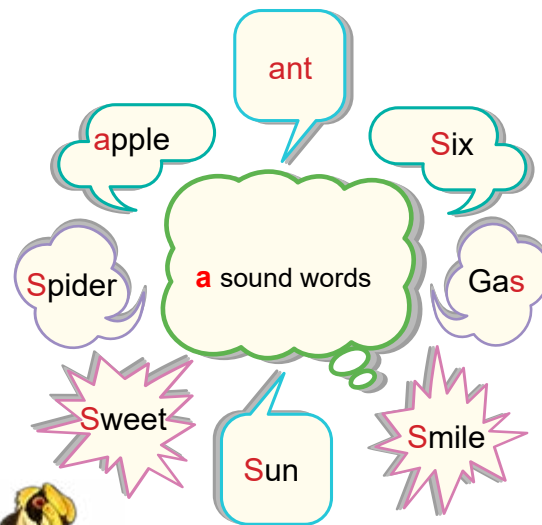
The teacher plays a quick 'Spot the **a**' word game with the children. She/he explains to them that they are going to call out 2 words. If both the words have the **a** sound in it, then they hop/ jump/ turn around once and if they don't have the **a** sound, they sit down.

The teacher then calls out 2 words at a time. For example:

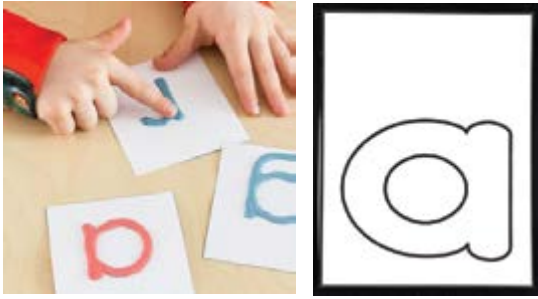
(ant, arrow) – (apple, carrot) - (mat, bag) (The teacher can ask the children where do they hear the **a** sound – beginning, middle or end).

Examples of some more **a** sound words- *astronaut, alligator, cat, hat, cap, jam, axe, can, pan.*

The teacher then asks children to think of their own words that start with the **a** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make an **a** word cloud that can be put up in the class for children to look at later. The teacher can also ask the children to draw pictures for the words that the children give next to the written word.



Dear Teacher, revise writing the **a** letter sound on different materials like dry mud and wet mud, tracing the sound, making the sound with different materials like pebbles, sticks, playdough with children whenever there is 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.



(Trace over the letter with crayons, markers, paints)
 (Letter sound flash cards, with sand paper/ felt paper to trace over the sound with finger)

Matching cards

Children match cards of different shapes and colours with the big picture. For example, they pick up a blue coloured card and match it to the blue sky or a picture containing a square and match it with the cartons kept outside a shop. Similarly, they also match opposites e.g., clean and dirty garbage bins, straight and curvy roads, big and small trees, open and shut shop windows, climbing up and down the stairs, young and old people, night and day, light and dark, etc.

Worksheet: Children find their way out in a worksheet of a maze from home to the market.

DAY 4

WHERE IS THE PATTERN?

Objectives

- * To sing and enjoy a rhyme on going to the market
- * To discuss format and uses of a list
- * To notice patterns in surroundings (including patterns in sounds)
- * To create new sound patterns
- * To make patterns on paper/using clay or sand
- * To revise **a** sound words and draw objects that start with **a**



Materials Required

Rhyme/song with a rhythmic pattern, pattern cards for matching, crayons, sketch pens, paper, sand, clay, Ant puppet/picture card with a pattern shirt (teacher can draw a shirt and make a pattern on it and stick it on the puppet or large size picture card)



Circle Time

Children and teacher sing the song “**Rolly Polly**” with a musical instrument. Teacher can vary the beats to create a rhythmic pattern. Children then share their experience of buying different things from the market in the past few days. Teacher lists down the items on the board. After this, she/he can ask children, “*If you must go to the market to buy a lot of things, what can you do so that you don’t forget anything? Have you ever seen your parents make a list before going to the market?*”



Learning Experience

Noticing patterns

Children notice patterns in their surroundings, e.g., a repeating pattern on a tablecloth, the doors and windows, weaves on a basket, and lines in the notebook. Teacher may bring certain items such as shawl, a picture to show different patterns to children.

Children then match pattern cards (two cards with the same pattern).

Recap of **a** sound with patterns

Teacher introduces children to an ant picture card/puppet called **Aron**. The teacher explains to the children that **Aron the ant** loves spotting patterns. The ant can also be wearing a pattern shirt or pattern hat. The teacher uses **Aron the ant** to show children his pattern clothing. Whenever **Aron the ant** spots patterns, he likes singing a pattern song. Teacher uses the puppet to sing the song (Pattern song by Patty Shukla)-



<https://www.youtube.com/watch?v=PxGECfyD49U>

I see patterns next to you, do you see the patterns too!

When I stop, tell me what it should be, what is the colour that you see?

*Green, Orange, Green, Orange, Green,
Orange, Green - what do you think is next?
(Orange)*

I see patterns next to you, do you see the patterns too?

When I stop, tell me what it should be, what is the colour that you see?

*Yellow, Red, Yellow, Red, Yellow, Red, Yellow –
what do you think is next? (Red)*

Teacher tells children that **Aron the ant** is feeling very hungry now. He wants to eat something but he eats only things starting with the **a** sound. The teacher can give children an example like

– *He loves eating j-a-m, jam. Can you think of anymore **a** words that we can give **Aron the ant** to eat?*

Teacher can give children square strips of paper so that children can draw the **a** thing that they want to feed the ant. Once they are done drawing, they can each take turns to feed their **a** drawing to **Aron the ant**.



*Dear Teacher, please note that the **a** objects children come up with can be anything. It does not have to be only food. It can even be funny things like an astronaut, arrow, mat, bag. The object that children draw just needs to have the **a** sound in it when they say the word out loud while feeding the ant. In case children find it challenging to think of things to draw, they could also only write the **a** sound on the paper and feed the sound to the ant.*

Teacher makes sounds using actions in a particular pattern e.g., snapping fingers and clapping, and asks children to repeat the sounds in the same pattern. Children make their own sound and action patterns using different combinations of sounds and actions e.g., stomping feet and clapping once. Children then draw different patterns using clay or on the sand or using sketch pens and paper.

Objectives

- * To complete given patterns using real objects, picture cards, and on paper
- * To create new patterns using real objects and on paper
- * To revise **a** sound

Materials Required



Real objects or picture cards of different objects for making simple, repeating patterns, vegetables, paints, and paper for the pattern-printing activity, **a** sound worksheet



Circle Time

Children sing the song '**Rolly Polly**' song and share what they recall from the story done on day 1. They revisit the big picture of market seen earlier and try to identify more things in the pictures. Teacher can ask questions like- *Why is the car there? Where is the person going?* Children can imagine and respond in any way they want.

Children also make patterns with vegetables like potato, ladyfinger, lemon, etc., and stamp their own patterns using paint and paper. They can even make patterns using their thumb- and fingerprints.

Teacher and children revise before and after by repeating what comes after what- the spoon comes after the fork; the leaf comes before the twig.



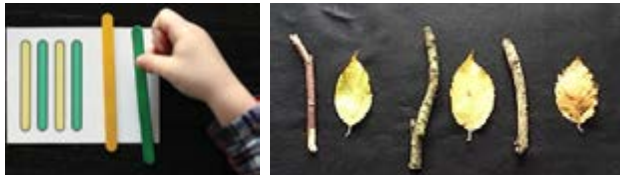
Learning Experience

Completing patterns

Teacher arranges real objects, e.g., pencils, erasers, blocks, ice-cream sticks of different colours, or picture cards of different objects in the form of a simple, repeating pattern. Children extend the existing pattern by themselves.



Reference images



Reference images

Worksheet

Children complete the pattern making worksheet. Children can do a recap the **a** sound. Look at the picture, say the word out loud and circle the correct beginning sound of the picture. Teacher can make a worksheet or put them on the blackboard.

Example-



WEEK 3 | FRUIT MARKET

DAY 1

FRUIT AND FRUIT TREES

Objectives

- * To enjoy singing a song with actions
- * To observe how a raw fruit changes colour when it becomes ripe
- * To discuss the different flashcards of fruits and fruit trees
- * To identify the fruit tree in the worksheet and draw the fruit that grows in it.



Materials Required

'Raw to ripe' picture cards, flashcards of different fruits and fruit trees, blank sheet, pencils, crayons, worksheet



Circle Time

Children sing the '**Fruit Salad**' song along with actions with their teacher.

*Watermelon, Watermelon,
Papaya, Papaya,
Apple, Apple, Apple,
Mango, Mango, Mango,
Fruit salad, fruit salad.*

Tune for the song



<https://www.youtube.com/watch?v=CWptla9vMfo>

Children discuss regarding the different fruits available in the market or on the tree that they have in their house, the fruits they have seen in their neighbourhood, favourite fruit, who brings fruits to their house and so on.



Learning Experience

Teacher gets a raw fruit from a nearby tree or brings it from home and shows it to children. Children hold the raw fruit in their hand and observe and share whether they have seen it, tasted it, whether it is hard/soft. A discussion takes place around raw fruits. *Can one eat it? Will the colour change once it is ready to eat?* Teacher brings out picture cards of mango at different stages of ripening. Children look at 'raw to ripe' picture cards and discuss how the fruits change as they turn ripe.

Raw to ripe worksheet

Teacher and children discuss the fruits drawn in the worksheet and then children colour some more, make some more fruits and show their stages from raw to ripe.

The raw fruit brought by the teacher can be placed in the class and children can observe everyday how the colour and texture of the fruit changes.

Children can also bring some raw fruits to the class next day.



Objectives

- * To discuss about different fruits available in the market
- * To understand how fruits come from farm to market
- * To sequence journey of fruits growing in fields to reaching the markets
- * To practice **t** sound pronunciation, practice writing of t



Materials required

Sequence cards of 'Farm to market', worksheet, picture cards that have things starting with letter **t**, picture story with **t** sound things, chart paper, markers, crayons, chalk, paints, colour pencils.



Circle Time

Children sing the song learnt on day 1. They also look at the raw fruit that is kept in one corner of the class and observe the colour change, if any and whether the fruit has changed its texture.



Learning Experience

Children discuss with teacher regarding the fruits found around their house, any fruits that are grown in their house or in their neighbourhood. Children and teacher discuss how fruit grow on trees/bushes. They can be plucked and can be brought to sell in a market. Teacher asks, '*How do fruits come to the market?*'

Teacher shows a sequence of flashcards to children which shows how fruits are grown in different fields and transported in trucks to reach the market. Children look at each card carefully, describe what they see and share whether they have seen something like this in their own homes.

Children are then divided into pairs and are given the flashcards to observe and sequence.

In case children struggle to do sequencing, they can start with two cards at first. Then move on to sequence the rest.

Next, children are given a worksheet where they observe the tree and its leaves and match it with the *fruit- mango with mango tree* and so on.

Introduction to the **t** sound

Once children have finished the worksheet, teacher talks about a **time** she/he had gone to a farm by train. The farm had so many **tomato** plants growing there. Next to the farm, there was a small pond that had **two** little **turtles** swimming in it. The farm had a **tent** with a **tiny** **table** so that people could rest and eat there when they got **tired** and hungry. The teacher then tells the children that she/he plucked a basket of fresh tomatoes and carried it back to their home with

them. Then they washed it and made yummy tomato soup and juice with the farm tomatoes. (This can be any other story illustrated on the board or a chart by the teacher as she/he tells the story with pictures of different **t** things)

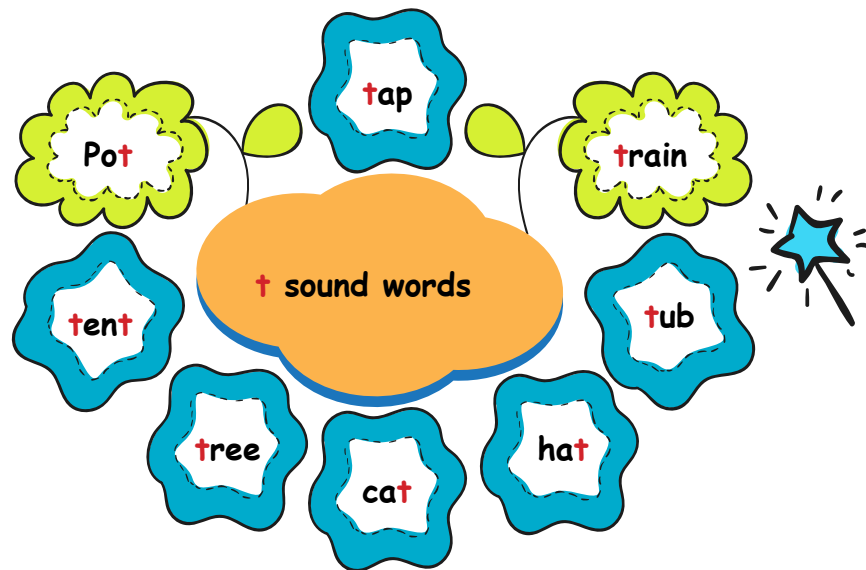
The teacher then repeats a few **t** words from her/his story, stressing on the **t** sound - like tomato, tent, train and asks the children what is the common sound that they hear in all the words? The teacher then writes the **t** letter on the board slowly showing children how to write the letter **t** keeping in mind the correct formation. She/he explains to the children that the name of the letter is **t** and it makes the sound **t**.

The teacher then tells the children that she/he is going to call out words or show them picture flash cards and the children have to share whether they hear the **t** sound in the beginning or at the end. Example – ten, tree, tub, cat, goat, tap, rat, tent, tiger, net, robot, pot, teddy, taxi, top, toe and so on.

Teacher then asks children to think of their own words that start with the **t** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **t** word cloud that can be put up in the class for children to look at later. The teacher can also ask the children to draw pictures for the word that the children give next to the written word.



*Dear Teacher, revise writing the **t** 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 and so on with children whenever there is 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.*



Objectives

- * To play the game of passing the fruit and identify it
- * To listen to the story and follow its different events
- * To draw and express about their favourite fruit



Materials Required

Assortment of locally available fruits, story book 'The story of Mango', paper, crayons, worksheet



Circle Time

Children sing the song learnt on day 1. Teacher recaps the previous day's experiences and asks children what they liked/disliked.

Teacher brings 2-3 varieties of fruit to the class. Teacher plays a game of '**passing the fruit**'. Children sit in a circle and the teacher plays some music and children pass the fruits around and as the music stops, the child who has the fruit can stand up and identify and name the fruit. This can be done with one fruit at a time, or all the fruits together. Child can also share whether they have eaten the fruit earlier, its taste, colour. Children observe the raw mango and see if they are any changes in the colour and texture.



Dear Teacher! In case children are not aware of mango or have not tasted the fruit, you may help them to express about any fruit of their choice.



Learning Experience

Children sit to listen to a story from their reading corner called '**The story of Mango**'. Teacher does a read aloud and engages children with the story. Children share whether they like eating mango and their own experiences of eating the fruit.

Children later draw and colour their favourite fruit and attempt to draw/scribble what they like about the fruit the most. The teacher can help children to elucidate their responses, like 'I like mango because it is sweet' and so on. They draw the tree with fruits growing on it.

Worksheet

Children complete the worksheet by identifying the odd one out.



Materials Required

Assortment of fruits which are locally available, clay/ play dough/ flour, paper, leaves, crayons, worksheet, **p** sound picture flashcards



Circle Time

Children sing the song from day 1. Children also discuss the story from day 3. What happens if the fruit in the story was different? Children and teacher choose another fruit and come up with the story of the fruit.

Some questions to think about:

1. If instead of mango, a watermelon falls, what do you think will happen?
2. Given a chance, which fruit would you like to eat the whole day?
3. What are some other ways you can think of to get the fruit from a tree?



Learning Experience

Teacher brings the basket of fruits again to the class and tells children they will learn to wash, peel, and cut the fruits. Children discuss with teacher about who cuts fruits in their home. *How are they cut?* Teacher discusses how fruits look different from inside, the seed, shape of fruit and texture.

'There are some peels we can eat, and some which we cannot'. 'Can you all tell me whether you eat a banana peel? What about an apple?' How a peel protects the soft pulpy fruit!

Objectives

- * To recall the story and think of the events, change it based on the questions asked.
- * To learn to wash, peel and cut fruit
- * To make clay models of fruits.
- * To draw the fruit corresponding to the skin of the fruit
- * To practice **p** sound pronunciation, practice writing of p

Teacher can show them how to cut a particular fruit. When they are peeling and cutting, children can also closely observe the skin, seeds, and the pulp of the fruits. Children observe the different types of peels of the fruit and compare them. Children taste the fruits and describe it in their own words- mango is sweet, sour, etc.

My Clay Fruits

Let's make our own fruits. Children now make a fruit of their choice using clay. Our fruits should also have peels. They decide the material they want to use to make the peel of the fruit. For example, some children may decide to use paper, colour it and wrap the fruit, some may use leaves. Teacher asks why children have chosen a particular fruit and how the peel will protect their fruit.

While cutting the fruit and discussing peel and pulp, it will be the perfect opportunity to introduce the next letter sound **p** to children. Teacher can say the words peel(p-e-e-l) and pulp(p-u-l-p) loudly while stretching it and ask children the first sound they hear when they say these words. Teacher will write the letter **p** on the board and start making a word cloud on the board. She/

he can take reference from the given worksheet and add the first few words by herself/himself and ask children to tell her/her more words that have the sound **p**.

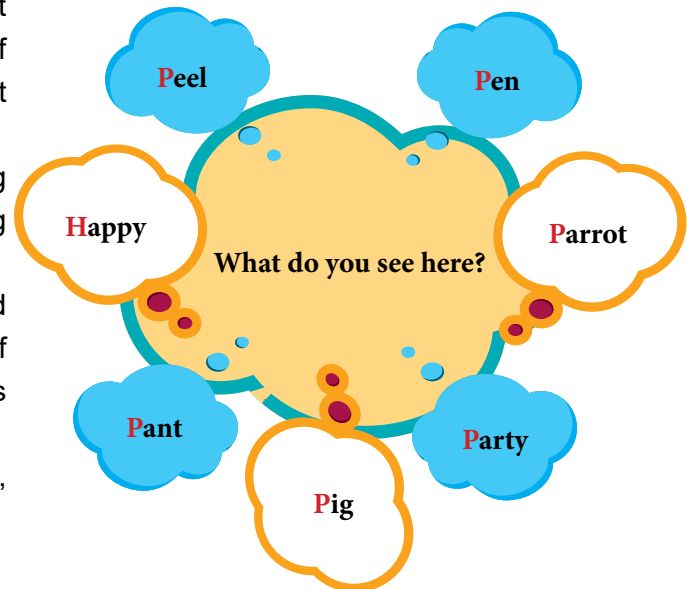
Write the words that children bring while reciting them loudly and stretching the words, focusing on the sound of letter **p**.

The teacher calls out a few **p** sound words and the children have to show a 'thumbs up' sign if they hear the **p** sound in the word and a thumbs down if they do not hear the **p** sound.

Pot, pin, top, paint, park, lamp, ship, pop, panda, cap, pencil, potato, apple, happy and so on.

Worksheet

Children are given a worksheet with pictures of peels of different fruits in one column. Children draw the fruit corresponding to it in the next column.



DAY 5

FRUIT MARKET

Objectives

- * To revise the different activities throughout the week
- * To make clay models of fruits or draw fruits
- * To pretend being farmers and selling fruit in market
- * To count fruit and buy and sell them
- * To revise **t** and **p** sounds



Materials Required

Clay/play dough/ flour, paper, newspapers/box/basket, sequence flashcards of 'Farm to market', pencils, crayons, worksheet



Circle Time

Children sing the song from day 1 with actions. They also observe the raw fruit brought by the teacher and notice the colour difference and texture.

Children also look at the sequence flashcards of 'Farm to market'. Teacher can focus on one aspect of the picture and discuss with children. Children and teacher discuss how farmers bring fruits from the farms to the market and sell there. Children discuss who are farmers and what they do. Children whose parents work in farms can share their experiences. If children have visited a farm/ fruit orchard before, they can talk about it.



Learning Experience

We are farmers

Children pretend to be farmers and visit a farmers' market to sell their fruits. Children bring up the fruits they made with clay/ play dough/ flour in the last class. They make more fruits to sell in the market using clay or draw on paper and cut it. They collect all the fruits in a box/basket or lay it out on newspapers on the ground. They decide what they will charge for each fruit.

Some children can first sell fruits and others can buy. Later the customers become sellers and other children buy from them. Teacher supports children to go around buying fruit from each other, asking the price of the fruit and pretend to give money and buy.

Children count the fruits they made, and how many they have sold and how many they have bought.

They can write the number next to their name on the list put up by the teacher on the board.

Name	Fruits bought	Fruits Sold

Reference Image

Recap of **t** and **p** sound worksheet

On one side in a column of the worksheet are pictures starting or ending with the **p** and **t** sound and on the other side in a column are the letter sounds **p** and **t** written. Children use a crayon or marker to match the picture to their correct letter sound.



t



p



t



p

WEEK 4 | MY FAVOURITE SHOP IN THE MARKET

DAY 1

MY FAVORITE SHOP

Objectives

- * To discuss the different shops near their home and which is their favourite one
- * To read a story and discuss the characters, identify the objects and discuss the situations
- * To classify fruits and vegetables



Materials Required

'A visit to the city market' storybook, worksheet, crayons, pencils



Circle Time

Children have a free-flowing conversation with teacher regarding the activities they did the previous week. Children sing the 'Rolly Polly' song with actions. Teacher discusses with children regarding the different shops they visit while going to the market. *What are the different things sold? Which is their favourite shop? How is the shopkeeper?* and so on.



Dear Teacher! Children will be visiting a shop the next day. Please organise the visit by talking to a shopkeeper beforehand. Help children to think of some questions they would like to ask the shopkeeper.



Learning Experience

Teacher brings a book from the reading corner 'A visit to the city market' and shows it to the children. She/he asks them about what they think the book is about. *Where are the two children going? (As seen on the cover).* Teacher shows the cover of the book and points towards the picture of children, saying 'Meet Kevi and Bano', 'They are going to the market, What do you think they will buy?'

Teacher flips the pages one by one and asks relevant questions- 'What did Kevi and Bano see in the market?' 'What is found in the market?' 'Is it available near your house?' 'What kind of shops did Kevi and Bano see in the market?' Children discuss if they were to make their own shop, what would they sell?

Worksheet

Children complete a worksheet on sorting fruits and vegetables. Teacher may say, 'Our shopkeeper friend has so many fruits and vegetables mixed! Can you help her/him sort these into two baskets?' Children are given a worksheet in which there is a mix of fruits and vegetables. They classify the fruits and vegetables and draw it in two baskets.

Children and teacher plan their visit to a nearby shop. Teacher informs children the shop they will be visiting the next day.

Objectives

- * To understand the safety measures of visiting the nearby shop
- * To develop questions to ask the shopkeeper
- * To explore the different things found in the shop



Learning Experience

Children make a trip to the nearby shop along with their teacher, keeping in mind the safety rules discussed. The shopkeeper tells children about the things that are there in the shop. Children are given the time to look around and observe the variety of things in the shop. Children then ask the shopkeeper questions about the products being sold at the shop. They may ask the prices of some products. They look at the prices of some of the products. The shopkeeper can show them the weighing scale measuring device and how products are weighed. Coming back to the class, children are given a checklist where they tick/check off the items that they noticed in the shop they just visited.



Materials Required

Video/pictures of a market, checklist



Circle Time

Children are excited to visit the market/a nearby shop. They revisit the safety rules that they had discussed before. The teacher also briefly discusses with children about the kind of questions they would like to ask to the shopkeeper.



Dear Teacher! In case there are no shops nearby, you can take children to visit a vegetable or fruits vendor, or show videos and pictures of a market.

Objectives

- * To recall the different items seen in the shop on the previous day
- * To complete the checklist worksheet
- * To make clay models/ or draw a picture of their dream shop
- * To revise **s, a, t, p** sounds



Materials Required

Blank sheets, clay, paint, items for decoration, (**s, a, t, p**) hopscotch



Circle Time

Children sing the song 'Rolly Polly' with actions. They share their experience of visiting the shop the previous day. They discuss what they saw in the shop and what are some things that they would want to see in a shop. Children can share any other experience from the visit as well.



Learning Experience

Children and teacher make a list of things they saw. Children and teacher discuss what are the things they would keep if they had a shop. They can share why they would want these items in the shop.

Let's make our dream shop

Children are given sheets of paper, paint, clay. They draw the shop first. Teachers can support them by asking questions- How big is your shop? Does it have a door? Where will you be? Where will the customers be?

They draw the items they would like to have in their dream shop. They can have as many items as they want to sell in the shop and colour/ decorate it. Children can label/ scribble the different items in the shop and fix a price for their products too!

Let's Play a Game!

Teacher tells children that we are going to play a game called 'Hopscotch'. Teacher draws a grid on the floor using chalk (like the one given in the reference image) and divide children into groups to play the game. Group 1 starts the game. Teacher says words with the letter sounds that they have already discussed in previous classes- **s, a, t, p**. Remember to stretch the words while you say them and focus on the sound that they must recognise. Once they recognise the sound, they must find the letter of that sound, and hop in the grid to stand on the letter. Teacher will repeat the same with all the groups. Teacher focuses on the letters that they have already worked on.

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

Reference Image

Objectives

- * To share with everyone about their dream shop and discuss the items sold
- * To identify the number on the flashcard and count and pick out items accordingly



Learning Experience

Teacher brings an assortment of items in different quantities easily available in a shop - apples, bananas, bread, biscuits, candies, pencils, paper or anything that can be easily collected. Children sit in a circle. Teacher shows them a set of flashcards with numbers from 1 to 10. Teacher picks out a number flashcard, say 3. She/he calls out the name of any child and asks the child to pick 3 pencils for example. The child picks out three items from the assortment of items. The teacher can play this game with different numbers, trying to give every child a chance. It can be made more complex by asking children to pick 3 pencils and 2 apples. Children count the total number of items they have.



Materials Required

Flashcards of numbers up till 10, assortment of 10 of each item, clay models, items for decoration



Circle Time

Children sing the song 'Rolly Polly' with actions. Children decide what they would call their shop. They discuss their drawings for their shops from the previous day. Teacher may ask questions like, 'What are you selling in your shop?', 'How much does it cost?', 'I would like to have x number of items, do you have?', 'Where would you keep the milk, store the fruit?' and so on.



Dear Teacher! If the children are new to numbers, then you may go up till 3, if they are quite well-versed, then you may go up till 10 items.

Objectives

- * To observe and discuss about big picture of market
- * To explore the balance beam and identify items which are heavy/light
- * To revise **s, a, t, p** sounds



Materials Required

Paper, pencils, crayons, balance beam, erasers, leaves, twigs, small stones, worksheet, crayons, colour pencils, DIY Balance beam



Circle Time

Children sing the song, 'Rolly Polly' done in week 1. They revisit the big picture of a market done in week 2 with focus on something specific from the picture and discuss and extend conversation.



Learning Experience

DIY Balance beam-



<https://youtu.be/rkM8wlheqZ8?si=Y-K-LYv1XTIuCGIK>

Teacher brings a simple balance beam to class. Children weigh the fruits they have made. They can also collect different items in their surroundings like erasers, small stones, leaves, crushed papers and crayons to weigh.

Teacher puts two items on each side of the beam and asks children to compare which is heavier? The one that goes down is heavier.

Children also come up in pairs and place two items on each side and explore which item is heavy and which is light.

Children can also make a balance beam using their hands. Placing things in their two hands and the hand that feels heavy goes down! They can also suggest other ways of making a balance beam and trying it out.

Children are then provided paper and crayons where they draw the items which are heavy and those which are light on the sheet.

Worksheet- Recap of the letter sounds (**s,a,t,p**).

Children look at the pictures of the objects on the worksheet, say the word out loud slowly, stressing on each sound and colour the first sound of the word they hear.

Similarly, children look at pictures of sounds introduced, say the word out loud and colour the last sound they hear.

Example:

Circle the beginning sounds

Circle the ending sounds

p s t

p s a

a p t

t a p

QUESTIONS TO GUIDE OBSERVATION

1. Are children able to recognise different items sold in the market?
2. Are children able to make their own choices regarding different materials they want to use to decorate?
3. Are children able to describe the route, with landmarks from home to market?
4. Are children able to use their imagination while making patterns?
5. Are children able to use pincer grip to draw, tear, cut, paste, etc.?
6. Are children able to ask questions, share their doubts while visiting the nearby shop? Or while making the model?
7. Are children able to express curiosity and eagerness during varied discussions-favourite shop, walk to the market, different fruits, different items found in a shopping bag, etc.?
8. Are children able to recall 3-5 objects and events from a picture or story, etc.?
9. Are children able follow simple and complex instructions of teacher?
10. Are children able to share their opinions and views on various matters?
11. Are children able to pretend play using imaginary objects?

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 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 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 practising skills, the preschool setting provides a guided, more structured space to build knowledge and practice 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. **Let's Measure-** Measuring through handspan technique, measuring through footsteps, revising concepts of right and left, what is near to children and what would they like to keep far away?
2. **Writing Messages-** Voting for favourite activity, writing a get-well soon card to Mr. Achoo, understanding inside and outside, making a hand phone, decoding messages.
3. **Keeping Our Class Clean-** Why do we need to keep things clean? tools used to keep things clean, Dustbin-Mr. Cleaner, cleanliness drive in school, what can animals eat?
4. **Classroom Makeover- My Science Laboratory:** Children as little scientists, making my own microscope, what can be mixed in water, spray painting, crawling colours, what can we see through a sieve?

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Handprints and footprints • Playing a game and identifying items which were near and far • Collecting materials to make a get-well soon card • Previous day events • Favourite things • Vote for one's choices • How to help a sick person • Importance of cleaning • Materials/ tools for cleaning • Food waste and non-food waste • Dustbins <p>Children are effective communicators</p> <ul style="list-style-type: none"> • Sharing likes and dislikes • Singing rhymes with actions • Discussing how near/far is the school from home • Voting for favourite fun-time activities • Discussing phones and answering/receiving phone calls • Discussing- how homes and surroundings are cleaned every day, where is waste thrown, what kind of waste is thrown in dustbins, different food wastes, earthworms, waste eaten by animals • Letter s, a, t, p, i, n, c 	<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Fine motor skills- drawing the outline of foot, drawing things that are near to them, colouring waste thrown in dustbins • Making own microscope • Spray painting • Making different sounds using their tongue, lips • Making different objects that help clean body parts • Making a dustbin, collecting and putting waste in it • Trying new forms of painting-spray, blow <p>Children are effective communicators</p> <ul style="list-style-type: none"> • Memory-sharing events from previous day • Listening- to a story and discussing, asking questions • Sharing with peers and teachers about things drawn/scribbled • Interacting with puppets and asking questions-Bugsy • Scribbling- messages in card, messages from peers, message to their parents • Singing songs and adding new words to it • Making conversations on the phone • Making rhyming words for mop, broom, pan • Repeating similar sounding words- s, a, t, p, i, n, c • Decoding messages and extending messages • Finger reading words

Concepts	Skills
<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Revise big and small using objects available in classroom • Learning to measure- handspan and footsteps technique • Area of the foot • Left hand-right hand • Taking a tour of preschool and discussing near and far • Inside and outside • Checklists • Understanding how different cleaning tools are used for different surfaces • Colour mixing and observing different colours • Exploring sieve and discussing whether they have used it • Earthworms- different sizes, what they do • Microscope • Dissolvable objects 	<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Predicting/Imagining different scenarios with their feet and predict what can be done • Counting/Learning to count using footsteps • Measuring and estimating using handspan and footsteps • Measuring area of the foot • Comparing objects related to near and far, big and small, inside and outside • Counting votes for favourite fun-time activities • Identifying materials which are inside/outside • Separating food and non-food waste • Sequencing images/objects from small to big • Matching • Decoding images and the message • Identifying the use of cleaning tools-mop, broom, cloth, dustpan • Identifying the purpose of different cleaning tools • Analysing and drawing different family members of earthworms • Sorting waste that can or cannot be eaten by animals • Sieving materials and identify things that can be sieved • Mixing things in water and observing things that dissolve and that which do not dissolve • Mixing colours to make new colours

Dispositions	Emotional experiences
<p>Curiosity</p> <ul style="list-style-type: none"> • Observing objects through a microscope • Observing how colours transfer • Different items that can pass through a sieve • Imagining different scenarios with their own feet- wet feet, stinky feet, dry feet, etc. • Taking a tour of school to discuss near and far • Items which can be mixed in water and those which cannot <p>Trust and playfulness</p> <ul style="list-style-type: none"> • Working in pairs to make their own phones • Becoming little scientists and performing different experiments <p>Perseverance</p> <ul style="list-style-type: none"> • Measuring objects using handspan and footsteps technique <p>Confidence</p> <ul style="list-style-type: none"> • Playing a game of matching handprints and footprints <p>Responsibility</p> <ul style="list-style-type: none"> • Going for a cleanliness drive <p>Empathy and cooperativeness</p> <ul style="list-style-type: none"> • Sharing messages written for peers and family • Measuring height of peers using handspan technique • Knowing what waste animals can eat • Showing concern for someone's health <p>Imagination and creativity</p> <ul style="list-style-type: none"> • Decorating a classroom wall • Making dustbins • Mixing and creating new colours 	<p>Feelings</p> <ul style="list-style-type: none"> • Love and care while sharing messages • Having fun while playing fun-time activities • Conflicts while doing experiences in groups • Happiness about keeping some things close; Fear- about things they like to keep far <p>Ownership and belongingness</p> <ul style="list-style-type: none"> • Things which are near to children and things they would like to keep far • Voting for favourite fun time activities <p>Wonder and amazement</p> <ul style="list-style-type: none"> • Mixing colours and observing the change • Learning about earthworms and what they do <p>Achievement and satisfaction</p> <ul style="list-style-type: none"> • Making own microscope • Making own dustbins for class • Decorating the classroom walls with paintings <p><i>What other emotional experiences did the children have during this theme</i></p>

WEEK 1 | LET'S MEASURE

DAY 1

HOW CAN I MEASURE?



Objectives

- * To discuss the use of left and right hand
- * To revise the concept of big and small using classroom objects and their hands
- * To learn how to measure using the hand span technique
- * To count and measure items using hand span technique



Learning Experience

Children look at their hands and see if it is of the same size or different. Is their right hand bigger or smaller than the left hand? Children compare the hands and share the one which is bigger and the one which is smaller. Children also look at different objects in the class and compare them. Teacher asks children how they can tell what is big and what is small. Can we find out how big or small objects are? How?



Materials Required

Pencil, eraser, books, toys, colour pencils, colour paints, paper.



Circle Time

Children and teacher sing the song '**Hokey pokey**' with actions



<https://www.youtube.com/watch?v=vpharBeg9XA>

Teacher asks children to show their right hand and left hand. She/he then asks them to do different actions with specific hand- Raise your right hand up, wave 'hello' with the left hand, make a 'peace' sign with your right hand and so on.

What do children use their left and right hand for?

Can we compare the size of our body parts with different objects? Is something bigger than your hand, feet, head? Children can compare the objects with their body parts. Let's use our hands to see how big/small objects are! Teacher explains how we can use our handspan to measure different objects. (*Handspan-extending our hand from thumb to little finger*).

Children discuss different objects such as books, table, pencil, colour, blocks that they would like to measure using handspan technique. Children may also measure each other- they lie down, measure each other's face and hands. Children count how many handspans cover the object (some objects may be two and a little bit more, a little less than three, not even one.). It can be an approximate number. Is it the same for their right and left hand?

Next, each child is given a blank sheet of paper and some paint. Children dip their hand in paint and make hand impression on the paper. Teacher asks children what they would like

to make out of their hand impressions? After discussing, one of the things that children can do is make flowerpots, as shown in the reference image below. Children choose the colour of the flowers and dip their fingers in different colours as per their choice.



Reference Image

Teacher can ask children to measure things at home using their handspan.

DAY 2

COUNTING FOOTSTEPS

Objectives

- * To share whether they used the handspan technique in their home
- * To discuss what they do using their feet and imagine different scenarios with their feet
- * To draw an outline of a foot and learn to count the length using footsteps
- * To complete a worksheet on measuring the area of the foot with objects



Materials Required

Paper, crayons, worksheet, mat, stones, coins, other items that children collect from outside to measure the area of the foot



Learning Experience

Children discuss how they come to school. Some might say they walk, and teacher asks them what are the other things they do with their feet and legs? *I can run with my legs, I can jump up high*, and so on.

Some questions that teacher may ask are

1. What happens when your feet get dirty? What do you do? What do you do when they get wet in the rain?
2. How about when you put on shoes? Do your feet feel tight?
3. What if you had more than two feet? What would you do? How would you walk?
4. What about only one foot? How would you walk? Have you seen someone with one foot?



Circle Time

Children and teacher sing the song '**Hokey pokey**' with actions. They revise the experiences from day 1 and discuss whether they tried using the handspan technique to measure the objects in their own homes. Teacher asks what they measured at home and how big it was?

Teacher asks children to show their right foot and left foot. She/he then asks them to do different actions with specific foot-

Raise your right foot up, make circles with left foot, jump on right foot and so on.

Teacher divides the children in pairs and gives them papers and crayons. Children draw an outline of their friend's feet and discuss whose feet are big and small. They draw both the right and the left foot and discuss if they are the same or different.

We can also count using our feet! Teacher asks children how we can count using our feet. Children count the length of the mat or other objects in the class using footsteps.

Children then go outside and pick some small stones. They place the stones inside the foot drawing and count the number of stones needed to cover the foot. Teacher mentions that we are measuring the 'AREA' of the foot. Similarly, they measure the area of the foot with other objects and record the count in a worksheet. On one side they draw/paste the objects and the other side they write the total count of objects required to cover the foot.

Teacher can ask children to measure things at home using their footsteps.

DAY 3

FOOT BOOK!

Objectives

- * To share events from previous day and discuss which was their favourite
- * To sing the left-hand and right-hand song
- * To listen to the story and discuss different questions
- * To recognize the right and left side of the hand and foot and play a game of matching the handprint and footprints



Materials Required

Video of story, flashcards, paper, crayons



Circle Time

Children share their favourite events from previous day and discuss if they have measured things at home with their footsteps.

Children and teacher sing the 'Hokey pokey' song with the focus on right and left. They also compare their heights to see how tall their friends are, using handspan technique.



Learning Experience

Children listen to a story 'The foot book' by Dr Seuss.



THE FOOT BOOK Dr Seuss Read Aloud - YouTube.

Teacher engages children with different types of questions around feet, as done on the previous day.

1. What if your feet were up and your hands were down? How would you walk?
2. How many feet do dogs/cats/pigs have? Where are their hands?
3. What happens when you hurt your foot? Who takes care?
4. How many toes do you have in each foot? Can you count?

Let's play hopscotch

Teacher draws images of hand and feet on the ground (both right and left) as shown in the reference image. It can be made on the

classroom floor using chalk or with paint on paper/chart paper and then pasting on the floor.



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

Teacher first demonstrates how children will jump on each outline placing their hands and/or feet. Teacher announces hands and children put hands. Teacher can then say right hand. Children match which drawing matches their right hand. Teacher may say hands and foot and children match hands and foot and place it on the pattern. Teacher can make the patterns more complex once all children have been able to follow the patterns- *right hand and right foot*.

They can also make the outline of hands and scribble right hand, left hand looking at the flashcard. Teacher asks them to make the letter R and L with it.

RIGHT HAND

LEFT HAND

Teacher can show right and left hand, right foot, and left foot flashcards for children to scribble.



Reference Image for drawing for the hopscotch game

DAY 4

NEAR AND FAR



Circle Time

Objectives

- * To discuss how near/far is the school from their home
- * To take a tour of the preschool/school and discuss near and far
- * To compare objects based on how near or far the objects are from them
- * To complete a worksheet on near and far
- * To practice **i** sound pronunciation, practise writing of **i**

Children and teacher sing the song from day 1 with actions. Teacher shows the flashcards again. If teacher raises the right-hand flashcard (without saying it out loud), children raise their right hand. Children share how they come to school-by foot or car/taxi/bus. Teacher shares how she/he travels to school and a discussion takes place about who lives near to the school and who lives far away.

Next, children and teacher discuss how some friends are near to them and some are far- they share who are their closest friends in class and who are not so close yet.

They can watch the video '**Going to school on a boat**'.



https://www.youtube.com/watch?v=w_ntMhqNBkk&list=PL71C0AC6953CE9E3A&index=3



Materials required

i sound story picture card, objects/ picture cards with **i** sound, chart paper, crayons, colour pencils, markers



Learning Experience

Children take a tour of the school along with their teacher. Teacher asks them to notice how near/far the toilet is from their class? How near/far is their sibling's classroom from theirs? How near/far is the kitchen from their class and so on. Is the kitchen nearer or the toilet? Is the toilet nearer, or the principal's office? Children can choose two areas and compare to see which is near and which is far.

Children play a game of bringing things which are kept near and far from inside and outside the class. Teacher asks children to bring two items. For example, a pencil and leaves. Which item was near to them, and which item was far away. This is repeated by asking children to bring two more items and compare them. Children find each item and share which was near and which was far.

Near and far worksheet

Later, children complete a worksheet on near and far.

Introduction to the **i** letter sound



Story Reference Image

Teacher shows children the story picture or sticks it on the board so it can be seen by everyone. Looking at the picture, she/he tells the children a story about a very special pig who is pink in colour. The pig loved playing in the big farm where it used to live. It loved eating pumpkins and taking a drink of water from his special bowl. One day, a few children came to visit the pink pig and left an ink bottle on the farm where the pig used to play. The pig looking at the ink bottle, decided to play with it. It soon rolled all over the fallen ink and had ink splashes all over its body. It was no longer just a pink pig anymore it was now an inky pink pig! (Teacher points at the pig and shows the children the ink splashed on the pig).

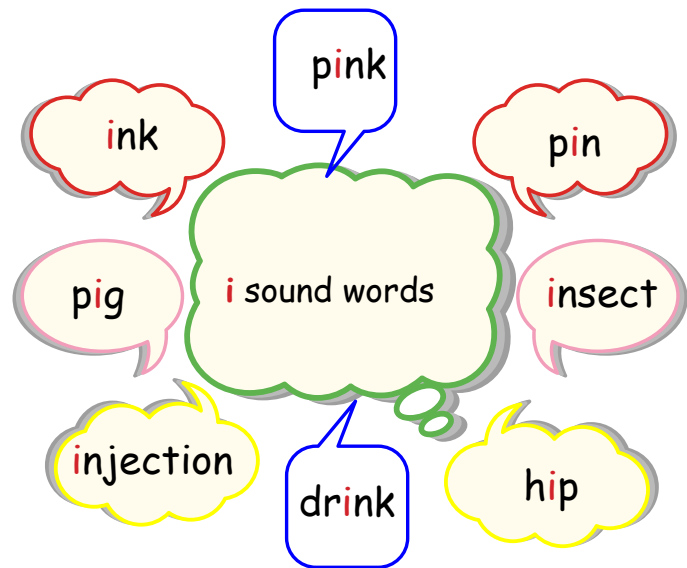
Teacher then tells children that she/he is going to give them the sounds of a word and let's see if the children can put the sounds together to find the word that the teacher is talking about. It has the sound **i** in the word. She/he puts out her/his finger and stresses on each sound - i - n - k, let's say it a little fast - i-n-k - ink. Teacher asks the children if they guessed the word she/he was sounding out? It's the ink in the bottle. She/he can ask them where did they hear the **i** sound (beginning, middle or end) and sound the word again counting each letter sound on her/his finger i-n-k.

Let's try guessing some more words - d-r-i-n-k (the teacher counts each sound on her/his finger) as they sound out the word. Let's try that a little faster, d-r-i-n-k. Can you guess which word I am thinking of? (drink) Where was the **i** sound in the word drink? (In the middle). What about in the word p-i-n, where do you hear the **i** sound?

The teacher can continue to play the game with a few more **i** sound words like insect, dig, dip, six, big, and so on.

Teacher then writes the **i** sound on the board slowly showing children how to write the sound and the letter **i**. She/he explains to the children that the name of the letter is **i** and it makes the sound **i**.

Teacher then asks children to think of their own words that start with the **i** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **i** word cloud that can be put up in the class for children to look at later. The teacher can also ask the children to draw pictures for the word that the children give next to the written words.



Dear Teacher, please note that sometimes children may give you words that starts with the letter **i** like ice, ice-cream, iron, and so on but they do not start with the **i** sound. Explain to children that we are listening to the sounds of the words. Repeat the words the children have said and ask them to listen carefully to the first sound for example, i-c-e (stressing on each sound), i-r-o-n and ask them what is the first sound they hear, is it **i** or **i**. It is important to stretch out the sound and look at how your lips move for that sound so that they can recognize the letter and the sound when they are thinking of words.

Objectives

- * To talk about things that are near to them and things they would like to keep far
- * To draw/scribble the things near to them and keep it inside an envelope
- * To share with their peers and teacher about the different things drawn
- * To revise the **i** sound



Materials Required

Small square paper cut-outs, envelopes, pencils, crayons, bag, objects/ picture cards that have the **i** sound



Circle Time

Children and teacher do the action song from day 1. They also revise the right-left flashcards. Children discuss the previous day and share how near/far is their home from school. Children also discuss different areas like train station/bus stop/market/doctor's clinic and how near or far is it from their home.



Learning Experience

Teacher asks children what are the things that you would like to keep near you? Teacher shares how she/he would like to keep certain things close- like a picture of family/wallet/favourite book/ family members and so on. Children can also share the things they want to keep near- parents, grandparents, their favourite toy, and so on, and far- monsters/ ghosts/anything that they fear!

Let's draw things we want to keep near- Children draw and scribble the name of the things that they want to keep near to them in small square cut-outs of paper. And each child takes turn to share about their work.

How do we keep them safe? Children can give suggestions. Teacher suggests children to make envelopes to keep them safe. Children make simple envelopes and put the drawings in it. Teacher shares how one can write messages to their friends/family and keep it safe in an envelope. Children may add more messages, drawing in it now or later.

Recap of the **i** sound.

Mystery bag game

Teacher keeps a few **i** sound objects or picture cards in a bag before the class – pin, pig, ink bottle, insect, pill, igloo, bin, ring.

Teacher first demonstrates picking an object slowly, looking at it inside the bag without the children seeing the object or card and giving children clues to guess what the object is.

Example – It is pointy and sharp. Sometimes when we get sick a nurse gives us that for us to get better. What could it be? – Injection. Where do you hear the **i** sound? (Beginning, middle or at the end) OR Children could even act out an action to help their friends guess the word. Example – acting like digging the ground for the word dig, flying and making a sound like zzzzzzz for the word insect and so on.

Teacher gives children turns to pick up an object or flashcard from the mystery bag and give their friends clues or they act out the word to guess the **i** object and the position of the **i** sound in the word.

WEEK 2 | WRITING MESSAGES

DAY 1

LET'S VOTE



Circle Time

Children and teacher sing the song with actions:

What am I rushing towards?

What am I rushing for?

Slow down, Slow down and savour (enjoy)

Poem by Wendy Luella Perkins



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

Teacher shows some pictures and asks them to identify what is happening in each picture. Children share their observations and discuss what they enjoy most about each of the corners.



(Reference Images are of different activities related to the learning corners. Teacher may choose other pictures or draw their own)

Objectives

- * To discuss about their favourite fun-time activities
- * To vote (draw/scribble) for their favourite fun-time activities
- * To count the votes for each fun-time activity and choose which activity has maximum votes
- * To complete a worksheet and count which item is liked by maximum number of children

Materials Required

Pencil, crayons, chart paper, materials from the four learning corners,

Pictures of experiences-

- Drawing and painting
- Music and movement
- Physical play
- Role play



Dear Teacher! You may introduce the idea of an attendance chart in this subtheme, where children write/scribble their names on the chart as they enter the class. This chart can be used every day to take attendance of children and will help them to recognize 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 Vino is very kind' and so on.



Learning Experience

Let's vote my favourite activity

Based on the discussion during circle time, children vote for their favourite fun-time activity for the day. If they had to choose one activity/ corner for the day, what would they choose? Teacher places image of each activity with the label in the four corners with space for children to write their names. Children go around with their pencils, read aloud the corner, and draw/ scribble their names on only one corner.

Once all children have made their choice, they count which activity got the highest number of votes for the day! Teacher shares that they will do that activity by the end of the day

'Let's vote for my favourite thing' worksheet

Children are given a worksheet with different options- under fruits there is an apple and a mango, under flowers, there are two local flowers, children circle the one they like the most. Once

all children have finished, they count which item has got the maximum votes.

By the end of the day, children and teacher engage in the corner which had the highest votes. For example, if music and movement got the highest votes, then children and teacher can engage in singing and dancing activity.



Dear Teacher! The purpose of this experience is to enable children to make choices and vote for their choices. Through this experience, children are also participating in each other's choices. Please ensure, all choices are accepted. Also, saying no to an experience is also a choice. If a child is not at all interested in doing something, you may ask or suggest the child to do something else.

DAY 2

GET WELL SOON!

Objectives

- * To interact with the puppet and ask questions
- * To think of ways that can help a sick person
- * To collect materials for a get well soon card
- * To draw/scribble messages in the card and share it with the class
- * To practice n sound pronunciation, practice writing of n



Materials required

Puppet Mr. Achoo, coloured paper, crayons, sketch pens, materials available from outside- leaves, small stones, twigs, mystery box, objects/ picture cards with the n sound



Circle Time

Children sing the song from day 1. They discussed the previous day and share what they enjoyed doing the most.

Children vote for the activity of the day- they draw/scribble their names against the activity which they would like to do.



Learning Experience

Teacher brings a puppet and calls it 'Mr. Achoo' (sound of a sneeze). She/he shares how Mr. Achoo is unwell since the past few days. What happens when you get sick? Who takes care of you? Do you go to the doctor when you are unwell? Teacher draws attention to how Achoo's nose has turned red, and he needs some medicine. Children share whether they took any medicine when they were unwell or had some herbs which helped to cure to them. *'I would like to give something to my friend, what do you think I can give?'* says the teacher. Children share their ideas and teacher notes them down on a chart paper or the board. Teacher asks children *"How will it help Achoo if we do what the child suggests?"* For example, if a child suggests that Achoo wear warm clothes. Teacher may ask, *"How will that help Achoo?"*

Let's also make a get well soon card for Mr. Achoo. Teacher then brings a carton box/shoe box and tells children that they can drop their cards into this box. She/he will share the cards with Mr. Achoo!

Children bring their own material from outside and choose the material from class- stationery items like crayons, sketch pens, paint, decoration items, coloured paper and so on.

Children draw/scribble their messages on the card and teacher can go to them and scribe/write the scribbles as they dictate. Children share what they have written with their teacher and other children.

Introduction to the **n** sound

Teacher gets a box with **n** sound objects or picture cards inside it (This box could be called 'The Mystery Sound Box' which the teacher can use again later to introduce other sounds as well).

She/he tells children that they have a very special mystery box with them today and they wonder what's inside the box?

Teacher peeks inside the box and takes out one object or flashcard. Example – a net. She/he says each sound slowly, stressing on each sound (**n** - e - t). Teacher keeps the object on the floor or sticks the picture card on the board where everyone can see it.

Teacher repeats the process a few more times (2-3 times), taking out objects/ picture cards and showing it to the children to guess the picture and say the word out slowly, stressing on the **n** sound. (Every object or picture card that is taken out of the box is kept out next to the other objects or stuck on the board.)

Example of **n** words – nest, nut, nail, nose, nurse, nine, noodles, and so on.

Once the teacher has taken out 3-4 **n** sound objects/ picture cards the teacher tells the children that all these objects start with the same first sound. *I wonder what that sound is?* The teacher can repeat the words again, stressing on the **n** sound.

Example – **net, nut, nest**

The teacher says the **n** sound out showing children the correct pronunciation of the sound and the children repeat it. She/he asks the children to now say the **n** sound very softly, let's say it loudly now, let's say it to the roof, let's say it to the ground, let's turn to a friend and say the **n** sound to a friend.

The teacher then writes the **n** letter on the board slowly showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **n** and it makes the sound **n**.

Later, children do the activity of the day which got the most votes. If children mostly voted for physical play, teacher can look up physical games from pages 1 through 16 of the book '*Indigenous Toys and Games of Nagaland*' and

select a game and play with the children, for example, 'The wolf game' (Page 18), 'Cock fight' (Page 19), 'Leg tag game' (Page 20), 'Tug of war' (Page 24)

DAY 3

INSIDE AND OUTSIDE

Objectives

- * To learn the concept of inside and outside
- * To identify items/materials which are inside the class and those which are outside
- * To look for materials on a checklist
- * To complete a worksheet on drawing items inside and outside the class



Materials Required

Pencil, crayons, sketch pens, story books, stones, leaves, twigs, etc., checklist, worksheet



Circle Time

Children and teacher sing the song from day 1. They discuss about the previous day and share what they enjoyed doing the most.

Children vote for the activity of the day- they draw/scribble their names against the activity which they would like to do.



Learning Experience

Children discuss things which are inside the classroom-table, books, toys, stationery items and things that they see outside the class-principal's office, tree, road, cars, etc.

Questions like-

1. What will happen if we keep things that are outside the classroom, inside? Like tree, grass.
2. What will happen if we keep things that are inside the classroom, outside?

Teacher announces that they will do a scavenger hunt! Children will explore things and identify which are kept inside/outside. Teacher divides children in groups and gives a checklist- *story book, stones, leaves, toys, bag, tree etc.* Children hunt for these items and mark in the checklist which things were inside the classroom, and which were outside. To make the game more interesting, teacher keeps some items like books and pencils outside the class and children search for it. All groups must work together to complete the items on their list.

If children are ready, then teacher can also add numbers to the checklist- 3 books, 2 pencils and so on.

Children then complete a worksheet of drawing things which are inside/outside the classroom. Children try to guess the first letter by the sound of the item. *Le- leaves, Pe- pencil.* They write the letter in front of/below the drawn item with the help of the teacher.

Later, children do the activity of the day which got the most votes. The game '*Pushing game*' can also be played to help the children understand the concept of 'inside and outside' better. It can be looked up in the book '*Indigenous Toys and Games of Nagaland*', page number 5.

Objectives

- * To discuss about phone calls and whether they have spoken to anyone on the phone
- * To work in pairs and make their own device
- * To share conversations, they have with their partner
- * To practise **n** sound pronunciation, practise writing of n



Materials Required

Paper, pencils, colour pencils, crayons, markers, erasers, chart paper, paper cups, strings/ropes, cello tape



Circle Time

Children and teacher sing the song from day 1. Today, teacher focuses on how our lips move when we sing. For example, when we sing 'What am I' our lips make a circle and then press at each other.

Children vote for the activity of the day- they draw/scribble their names against the activity which they would like to do.



Learning Experience

Children and teacher further discuss how we can hear each other, how the sounds from their mouth travel through the air and reach our friends' ears. What if our friends/family are not near us? How can we speak to them if they are far? Do you have family members/friends that live far? Children may say phones besides other things. Let's talk to our friends using phones.

Children may use their pencil box/any toy and pretend talking on the phone.

Let's make a different kind of a phone today. Teacher divides children in pairs and gives each pair 2 paper cups and a string. Children speak into the paper cups to see what happens to the sound. Does it become big or loud?

She/he demonstrates how to put the string through the cup. Children make the hole and pass the string. How do we ensure that the string doesn't come out? Children give suggestions- put tape, make a knot. Children try different ways to make it.

Children in pairs decide what they will call their device and use it to talk to each other. What will you talk about?

Children share the conversation they had with each other.

Another variation of the pretend telephone, 'Matchbox telephone toy', can be found in page 67, of the book 'Indigenous Toys and Games of Nagaland'.

Recap of n sound

Teacher plays a quick **n** sound game using the phone that the children made earlier in class.

Teacher divides children in pairs. (This could be the same pairs that made the phones together.)

The teacher asks each child to think of a word with **n**. Once they think of a word, they say the word softly in their friend's ear through the phone and their friend has to say the word that they hear out loud. Each child takes turns to speak on the phone and listen. Once both the children have shared their word the teacher gives them sheets of paper to draw the word that their friend shared and write the **n** sound next to their drawing.

Teacher can keep a chart out for children to stick their **n** word drawings on the chart paper and hangs it up in the class.

Children then do the activity of the day which got the most votes.



Reference Images

DAY 5

LET'S DECODE

Objectives

- * To identify the images in sequence and decode the message
- * To revise **n** sound

Materials Required

Picture cards, paper, pencils, colour pencils, crayons, worksheet



Circle Time

Children and teacher sing the song from day 1. Today, teacher focusses on how our tongue moves when as we sing. For example, when we sing 'slow down, slow down' what happens to our tongue.

Children vote for the activity of the day- they draw/scribble their names against the activity which they would like to do.



Learning Experience

Teacher shares with children that today they have received some messages from their animal friends, but she/he is finding it difficult to understand the message as there are only images. Shall we try to understand what the message is? Teacher shows each image and children try to decode it.

Once all the pictures are discussed, teacher divides children in groups of 4-5. Each group is given an image containing three pictures. They make what happens next as the fourth picture on a piece of paper (individually).

For example



For example- There is an apple. The parrot is looking at the apple. The parrot eats the apple. The fourth picture of the parrot flying away.

Children complete a worksheet where they circle the things that start with the **n** sound and end with the **n** sound.

Teacher models one example with the children and then children work on their worksheet individually.

For example



The children will circle *nest* and *pan* and not kangaroo as it does not start or end with the **n** sound.

Later, children do the activity of the day which got the most votes.

To draw/scribble messages to their parents

WEEK 3 | KEEPING OUR CLASS CLEAN

DAY 1

Bugsy

Objectives

- * To sing a song with actions
- * To discuss how their homes and surroundings are cleaned everyday
- * To engage with germ monitor-Bugsy
- * To talk about things which will help us clean different body parts
- * To finger read sentences with the help of teacher
- * To practice **c** sound pronunciation, practise writing of **c**



Materials required

Rhyme, puppet Bugsy, worksheet, cleaning items like- comb, nail cutter, soap, toothbrush, cloth rag, objects/ picture cards with **c** sound.



Circle Time

Children learn a new song '**Bits of paper**' with actions, sing to the tune of '**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!

Children and teacher discuss how their homes are cleaned every day and what could be the reason behind it. Who cleans the house? Why only some members do the cleaning? Can all members participate in cleaning of the house? How? Children also talk about how they can keep their classroom clean and why it is important.



Learning Experience

Teacher brings a puppet called 'Bugsy' and shows it to children. Children discuss what Bugsy does- it is a germ monitor! Bugsy is here to remind children to keep themselves clean- washing hands before and after eating food, keeping their belongings in place, taking bath regularly, brushing teeth and so on. Next, teacher tells children that Bugsy is going to tell a story of a girl named Bunty and her friend Bubbly, the soap!



<https://storyweaver.org.in/stories/202-bunty-and-bubbly?mode=read>

Children decide to keep Bugsy with them for the whole week!

Children read the story and discuss how Bugsy and his friends help to keep germs and dirt away! What else do we use to keep ourselves away from germs? A comb, nail cutter, soap, toothbrush and so on.

Children conduct a magic pepper and soap experiment.



<https://youtube.com/watch?v=iV9YzDF5EOM&feature=share>

Later, children complete a worksheet on matching different cleaning items with the body part that it cleans. For example, comb with hair, toothbrush with teeth, soap with body/hands, nail cutter with nails, etc.

With the help of the teacher, children finger read the sentence under each item.

Teacher demonstrates reading a sentence using her pointy reading finger. This is a good opportunity for the teacher to also bring to children's attention that when we read, we read text from left to right.

With the help of the teacher, children use their pointy reading finger to read the sentence under each item.

I brush my teeth with.. toothbrush.

I comb my hair with.. comb.

I clean my table with.. cloth.

I cut my nails with.. nail-cutter.

Teacher help children read the sentences and focus on the words that make the sound **c**
Comb, Cut, Cloth, Cutter, Clean

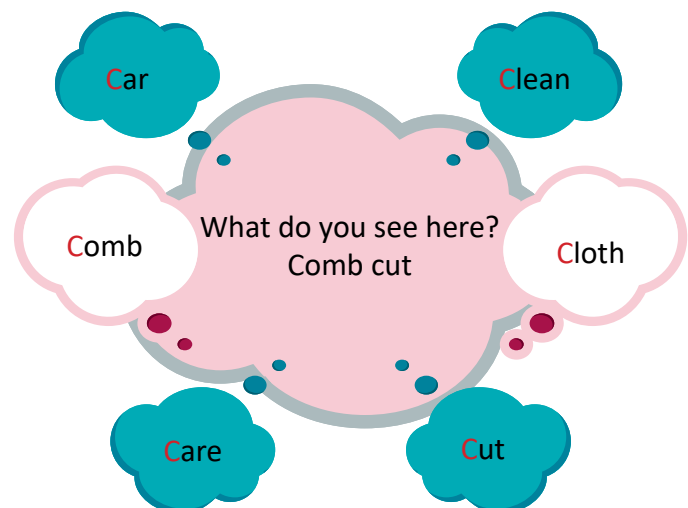
Teacher repeats the words and places the picture cards of the words **clean**, **cut**, **cloth**, **cutter** and **comb** on the board stressing on the **c**. Teacher tells the children that all the words start with the same first sound. *I wonder what is the first sound that we hear in all these words?* Teacher introduces children to the curly **c** sound. We call it the curly **c** sound because another letter makes the same sound as well which we will learn a little later.

Children plays a game where the teacher calls out a few words, if children hear the curly **c** sound in the word, they jump forward and if they don't hear the sound, they jump backwards. Curly **c** words –cap, cut, carrot, clap, car, cat, cup, caterpillar, crab and so on.

Teacher can also sound the CVC words and ask children to guess the word. Example: **c** -a -p (the teacher stresses on each sound and first reads it slowly and then sings it out, bringing the sounds together to read the word- caaaap – cap)

Teacher says the **c** sound out showing children the correct pronunciation of the sound and the children repeat it. She/he asks the children to now say the **c** sound very softly, let's say it loudly now, let's say it to the roof, let's say it to the ground, let's turn to a friend and say the **c** sound to a friend. She/he then writes the **c** letter on the board slowly showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **c** and it makes the sound **c**.

Teacher then asks children to think of their own words that start with the **c** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **c** word cloud that can be put up in the class for children to look at later. The teacher can also ask the children to draw pictures for the word that the children give next to the written word.



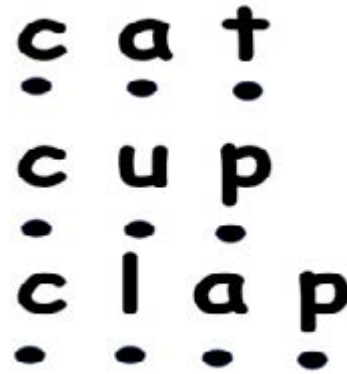


Dear Teacher, children may not be able to read without help yet. They will follow you as you read word by word by placing finger on the words. The objective is that they recognise the pattern of the sentence.

Please note that children may sometimes also share words that start with the **k** sound like king, kite, kangaroo, key. If they do share **k** words, explain to them that they are right but the **k** in these words is another **k**, it is the kicking **k** and we write it in a different way. We will be learning the kicking **k** soon.



Reference Image of Buggy-the germ monitor



Reference Image

[The dots under each sound helps children see that each dot is for one sound.

The teacher can also tell the children that the dots are buttons and each time we press the button we need to say the sound.]

Objectives

- * To discuss where waste is thrown
- * To share what kind of waste is thrown in dustbins
- * To make a dustbin
- * To collect different waste products and put in the dustbin

Materials Required



Picture/ real object-dustbin, carton boxes/paper bags/paper cups, paper, crayons, pencil



Circle Time

Children sing the song '**Bits of paper**' with actions. After the song, teacher asks them '*Where do you throw bits of paper?*' '*In the kitchen, where does the waste go?*'

Teacher shows some pictures of dustbins to children or bring in the class/school dustbin and they discuss its use and the different things which are thrown into a dustbin. '*Why do we need a dustbin?*' '*How does it help us?*'



Learning Experience

Teacher brings Buggy back. '*Today Buggy is busy cleaning our school. Let's help him. How can we do that?*' '*Let's make small dustbins for the class. What do we need to make a dustbin?*' Children suggest ideas and collect things from inside and outside the class that will help them

make dustbins. They name their dustbins. They scribble the name on a paper and paste it on the dustbin. Children may also decorate the dustbin. (Dustbins can be made with boxes, paper bag, wrappers, paper cups)

What kind of things can be put in the dustbin?

Children make suggestions and teacher makes a list on the board of things that are waste and need to be thrown into the dustbin. They also discuss how certain waste items can be used again like water bottle, polythene bag, food wastes (for animals). Certain items can be put in a small dustbin. Certain items will need a big dustbin. Once this is done, they can go around the classroom and the school area looking for things to throw in the dustbin. They come back to class and share what they have collected.

Children can make the dustbin and collect waste in pairs or in small groups.

Children revise the **c** letter words done the previous day.

Teacher asks children to look at the different wastes in their homes that can go into the dustbin and share with the class tomorrow.



Reference Image



Materials Required

Cleaning materials like broom, mop, cloth, small twigs, thread/rope, paper.



Circle Time

Children sing the song from day 1. Children discuss different kinds of waste that goes into the dustbins in their homes. Is any waste item re-used again?



Learning Experience

Teacher brings a mop, broom, dustpan, and an old cloth to the class. Children share whether they have seen this earlier and what it is used for.

Teacher plays a simple game where she/he picks up any cleaning tool and children do the action. For example, as teacher shows a broom, children do the action of using a broom and sweeping away the dust and so on.

Some questions that teacher can discuss with children are

1. What are some of the things that can be cleaned by a mop/cloth and broom?
2. What could a mop/cloth/broom not clean?
3. What are some other things that may be used to clean the house?
4. Where do all the things that are cleaned from the house go? What happens to all the waste?

Objectives

- * To identify different cleaning tools- mop, broom, cloth, dustpan
- * To discuss questions related to cleaning and cleaning tools
- * To make their own cleaning device
- * To choose the material for making the cleaning device and give reason for it
- * To think of rhyming words which can be nonsensical too for words like broom, mop, pan



Dear Teacher, we are not looking for right answers. Children should be encouraged to use their imagination and share what they feel.

Let's make our own brooms! *What material can we use that will help us in making a broom?* Children are encouraged to give reasons for their choice of material. Children then go outside and collect materials to make their own small broom. Teacher may also bring some material if it is not available in school (grass, strips of cloth, leaves). Teacher helps them to tie the twigs together, this can be their own cleaning device!

Rhyming words

Children think of words that rhyme with the words- broom, mop and pan. They may come up with nonsensical words. This is okay as focus is on children catching the sound to be repeated in the words. They scribble the words on a sheet of paper. Encourage children to look for letters they have already discussed in the previous classes and write it alongside the word.

Objectives

- * To discuss different kinds of food waste and where it is thrown
- * To talk about earthworms and what do they do
- * To make earthworm family of different sizes and label them
- * To use fingerprints/ thumbprints to make earthworms
- * To revise **c** sound



Learning Experience

Teacher brings some food waste from the school kitchen and show it to children such as vegetable/ fruit peels, eggshells, bones. Children can touch and smell the items and discuss the shape, size, smell, texture of the items. *What happens if they are kept for long period? What will happen if we bury them in soil?*

Our friend “Earthworm” lives in the soil and enjoys eating all the waste products that we throw after we have finished eating. Would you like to see an earthworm? Teacher may bring an earthworm in a jar or show a picture card of the earth worm.

Materials Required



Food waste from the school kitchen, picture/video of earthworm, paper, paint/colour pencils/crayons, worksheet

Children discusses the shape, size and texture of the earthworm. *How does it feel to touch an earthworm?* Earthworm wriggle in the soil (Teacher can show a video). *Can we all do wriggly movements like the earthworm? Have they seen one before? Let's make an earthworm.*



Circle Time

Children sings the song ‘**Bits of paper**’ with actions. They discuss about the waste items which are found in the kitchen or are left over after we eat our food, such as bones, eggshells, vegetable peels, seeds of fruits, etc. *What happens to them? Do you know who eats them?* Children may say birds, animals, worms, etc.

Children can do the action of birds, animals and worms eating the waste.

Earthworm worksheet

Children completes a worksheet on making an earthworm family in the soil. Who are the family members? Children decide the different family members of the earthworm they want to draw. They can use thumbprint, or different fingerprints to draw the different size body of the earth worm. Children can also draw things growing above the soil.

Children scribbles words like mummy, daddy, next to the earthworm.

Teacher asks children if they can look for an earthworm or any other worm near their home.

Children labels the earthworm family with first sounds and a few other sounds that they hear when they say the word mummy, daddy.

Recap of the curly **c** sound

Worksheet

Colour the pictures that begin with the curly **c** sound.

Teacher asks children to count how many curly **c** objects they can find (The teacher and children can count the objects together). If children can think of another **c** word object, they could draw and add the picture to the sheet or behind the sheet and write the **c** sound next to the picture.



Reference Image

DAY 5

WHAT CAN ANIMALS EAT?

Objectives

- * To identify big and small objects and arrange them according to their size
- * To understand which wastes can and cannot be eaten by animals
- * To complete a worksheet on sorting of food and non-food items



Materials Required

Pencils, crayons, wrappers, milk packets, plastic bottles, paper, food waste-orange peels, onion peels or anything from school kitchen, magnifying glass



Circle Time

Children sing the song 'Bits of paper' with actions. Children discuss with teacher about previous day and share whether they spotted any earthworms near their homes.

Teacher brings some common objects like pencil, eraser, toys, and other easily available material in the classroom. Children compare big and small through these objects. Children arrange the items from big to small and practise seriation with three objects. If they can put three objects in order with ease, they can try arranging 4-5 objects.

(Seriation is the process of organising objects in ascending or descending order.)



Learning Experience

Children and teacher discuss food waste found in the school kitchen as well as their home. Teacher brings assortment of waste packets-wrappers, plastic bottles, milk packets, paper, food waste such as banana peels, onion peels, etc. to the class.

Children observe the waste carefully and identify the names of the objects.

Teacher then asks a question 'Out of all these waste materials, what do you think can be eaten by animals/birds/worms?' Children discuss with teacher about food and non-food waste and how food wastes can be consumed by animals, but non-food wastes cannot be consumed.

What will happen if animals consume things like plastic? How can we help them in eating only food waste?

Children discuss how the wastes that can be eaten and the wastes that cannot be eaten by animals can go into separate bins.

Children closely look at some of the food wastes like fruit and vegetable peel and describe the structure. *What is there on a banana peel, or an eggshell?* Children look at these real objects like the details of the peel, and draw on paper. Teacher encourages children to carefully look at the peel (even with a magnifying glass) and draw the detail on the paper.

Food waste worksheet

Children complete a worksheet where a mix of waste materials is shown. Children colour the waste which can be eaten by animals in green and non-food items in blue and identify the items too.

WEEK 4 | CLASSROOM MAKEOVER- MY SCIENCE LABORATORY

DAY 1

WHAT CAN I SEE?

Objectives

- * To share favourite experiences from previous weeks
- * To be 'little scientists' and make their own microscope
- * To mark their observations of looking at objects through microscope



Circle Time

Children sings the 'I can see' song with actions.

I can see left, I can see right

Hello to you, hello to you,

I can see ground, I can see sky

Fly off little bird

Goodbye, goodbye.



I Can See | Junior KG Rhymes & Songs for Children
I Animated | Little Mee Rhymes - YouTube



Materials Required

Plastic cups, scissors, some water, rubber/elastic bands, items available outside-leaves, wigs, small stones, flower petals, transparent and coloured cellophane paper

Children shares what they can see in the class. What they like the most about their classroom. *Is there anything they would like to change? What if our class turns into a fun place where we try to see different things? What would you like to try?*



Learning Experience

Teacher shows a transparent cellophane paper and a coloured transparent sheet. Children look through it and share what they see. Are things big/small or of a different colour?

What happens when we put water on the cellophane and then look through it? Would we see anything different? Let's try.

Teacher divides the children in pairs and gives each pair a plastic cup, a square cut out of cellophane paper and a rubber band. Teacher asks children if they had difficulty looking at the details of the peels the previous day.

Let's make a device that makes little things appear big so that we can easily see them. It is called a microscope.



<https://youtube.com/watch?v=MmaDmmltmtA&feature=share>

Teacher demonstrates how to make a microscope and children try it.

Children bring different things like small leaves, stones, bits of paper, flower petals from outside. They observe the items and describe them to the teacher.

Children revise the letter sounds done on previous days.

DAY 2

MIXING THINGS IN WATER!

Objectives

- * To share whether they saw different items from a microscope
- * To identify the items in bowls and understand what can dissolve in water and what cannot
- * To mark the items which can be classified as can be mixed in water and that which cannot, in a worksheet
- * To revise letter sounds done so far (**s, a, t, p, i, n, c**)



Materials Required

Plastic glass, bowls, salt, sugar, oil, paper, crayoans, sand, dirt/mud, worksheet, spoons, picture cards of letter sounds (**s, a, t, p, i, n, c**)



Circle Time

Children sings the 'I can see' song with actions. Children revises the left and right actions done in Week 1 of the theme. They add to the rhyme and sing with different body action- 'I can walk', 'I can smell'. Each child can suggest an action that children do with their left and right hands and feet.



Learning Experience

Children and teacher discuss how we drink plain water, but we also add things to water at times. *What do we add? Lemon, salt, sugar? What happens when we put sugar in water? Do we see sugar when we stir and mix it in water? It disappears! Does the colour of water change? What does it taste like? Where does the sugar go? It mixes (dissolves) in water. Are there other things that disappear in water? What would you like to mix in water?*

Teacher brings a plastic cup filled with water and asks children of different things that they would like to mix it in water. Teacher can put their replies on the board.

Teacher has different items in bowls and children identify them- salt, sugar, oil, sand, paper, mud/dirt, chalk dust, sawdust. Children may also add one or two things that they would like to mix in water. Each child comes and mixes 1-2 ingredients and shares what happens to the ingredient. *Does it dissolve or not? How does the water change?* If it is edible children can drink and share what it tastes like. Children can be given a paper with two separate columns, to classify the items experimented, those that can or cannot be mixed/ dissolved in water and scribble/ draw them.

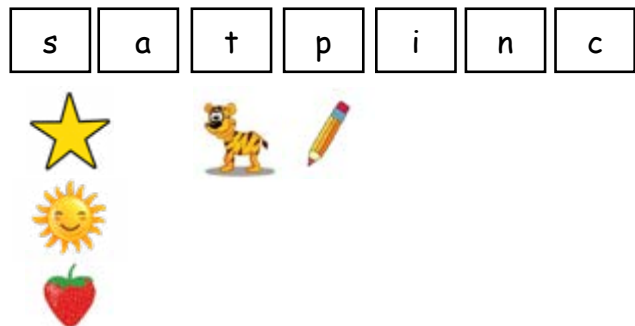
Children can go home and try mixing a few things to see if they dissolve in water. They share their observations the next day.

Recap of letter sounds learnt so far (s, a, t, p, i, n, c)

Teacher shows the children picture cards of the letter sounds so far and children say the sound of the letter.

The teacher places the picture cards of the letter sounds on the floor next to each other or on a table and passes a bag around with picture cards of objects starting with the letter sounds learnt so far (s, a, t, p, i, n, c).

Once all the children have got a picture flashcard, the teacher calls one or two children at a time to show the picture to their friends, say the word out loud and place their picture card under the sound that the picture starts with-



After every child has taken turn, teacher asks the children, *which sound has the most pictures under it? Which sound has the least number of pictures?*

Objectives

- * To mix colours and observe how it results in new different colours
- * To observe and experiment how colours are absorbed by paper towels, and how it transfers colour from coloured water to plain water



Materials Required

Food colour powder/liquid (red, yellow and blue), water colours, transparent plastic cup, water, paper towels, worksheet



Circle Time

Children sing the '**I can see**' song with actions. Children share if they have tried to mix things with water at home and what did they find? Teacher and children play the '*Follow the instruction*' game. "Cover your right eye with left hand", "put your right hand on your head" and so on.



Learning Experience

Children and teacher look around and share what they see in the classroom that is red, blue and yellow in colour. They discuss what happens when they mix colours. *What will happen if we put colour in water? Will it mix and disappear? Let's see.*

Children are divided into groups and each group gets three transparent plastic cups filled with water (half-filled).

Children mix a colour in water and share what they see. What happens if they add more? What if they add another colour?

Teacher gives each child a small piece of paper towel/toilet paper/tissue paper and shows them how to dip it half in water and immediately take it out. What happens? The paper absorbs the coloured water. Let's see if it can transfer colour into another glass. Teacher takes a glass of coloured water and dip one part of a longer piece of paper towel in coloured water and other part into plain water. What do we see? Colour travels through the paper towel and colours the plain water. Children in small groups can try to do this. It can be done with different colours as well.



Reference Image

Mixing colours worksheet

Children are given worksheets where they colour and show any two colours on one side and mix the two colours it in the other column to come up with the new colour. Children scribble/write the name of the colours below.

For the next day, teacher informs children to bring an old toothbrush or paint brush.

Objectives

- * To discuss how to decorate the classroom wall/ classroom
- * To learn a new technique of spray painting and make different paintings using colours
- * To estimate the number of paintings required for the wall and use the handspan technique to measure each painting
- * To revise letter sounds done so far (**s, a, t, p, i, n, c**)



Materials Required

Paints/ water colours, paper, leaves, cut out of flowers, toothbrush/ paintbrush



Circle Time

Children sing the 'I can see' song with actions. Children and teacher discuss how to decorate the classroom and make it look more beautiful. Teacher takes ideas of children and asks questions around it. Decorating the walls/ windows or any other area can be discussed further. What would you like to do to decorate the classroom wall? Or how would the children like to decorate the class?



Learning Experience

Paintings for my classroom wall

Can we make some paintings and put it on our classroom wall? Teacher shares that they can make paintings by using a toothbrush or paintbrush!

Children learn a new technique of painting called 'spray painting', where they dip the toothbrush/ paintbrush in different colours and spray it on paper by running the thumb or fingers along the paint covered bristles, flicking paint. They make different designs by placing some paper cut-outs, leaves or any other material over a plain paper, dip the toothbrush in paint and splatter the bristles of the toothbrush over the surface. Children can also mix colours (learnt the previous day) and make brush/spray painting.

After making the paintings, children measure the size of their painting using the handspan technique. They can write their names on the bottom corner of their painting.

How do we put it up on the wall? Children and teacher discuss a few ideas and the most feasible idea is taken up.

(You may put chart papers on the wall and let children paste their painting on the chart paper or a thread can be tied on the wall and children pin the painting on it; ensure that the decorated wall stays for longer.)

Children go around the decorated wall looking at each other's paintings.

Let's play a game! (Recap of letter sounds learnt so far)

Teacher asks children whether they remember the game 'hopscotch' that they played with letter sounds last time. Teacher will draw grids on the floor, fill it up with letter sounds learnt so far, using chalk and divide children into groups to play the game. Then teacher will ask group 1 to start the game. Teacher will say words with the letter sounds that they have already discussed in class – **s, a, t, p, i, n, c** (Focusing on the middle and last sounds).

Example: pan (jump on the last sound you hear), sip (jump on the middle sound you hear), clap (jump on the last sound you hear) and so on.

Remember to stretch the words while you say them and focus on the sound that they must recognise. Once they recognise the sound, they must find the letter of that sound, and hop in the grid to stand on the letter that was named. Teacher will repeat the same with all the groups.



Dear Teacher! In case some children have not been able to bring toothbrush/paintbrush, you may keep some extra ready, or you may give them some paint and leaves and ask them to dip in coloured water and splash on paper. An alternative to using toothbrush/paintbrush can be using some straws, where children mix some colours on paper and blow air on the colours to make different patterns!

Please ask children to bring a sieve/strainer from their homes (it can be a regular kitchen sieve used for tea sieving) the next day.



s	p	t	c
t	a	i	n
n	i	s	a
p	c	a	n
c	a	p	i

Reference Image

Objectives

- * To share their thoughts about previous day's learning experience
- * To explore a sieve and see what it does
- * To observe different items which pass through a sieve and mark it in a worksheet



Learning Experience

A sieve can separate things that have been mixed. Teacher mix things in water and uses sieve to separate them. She/he mixes things in sand and uses a sieve to separate them. Children can mix things in water and sand one by one and use the sieve to separate. What remains in the sieve? What comes out of it?

But there are also certain things that cannot be separated. Things that dissolve in water. Children try to pass sugar dissolved water and coloured water through sieve and see what happens. If the items are very small, they may not be separated from sand. Teacher can mix salt in sand and show children. What happens?



Materials Required

Sieve/ strainer (different sizes, if available), sand, salt, mud, rice, sugar, food colour powder, tea leaf powder, water, twig/pencil, cello tape, worksheet



Circle Time

Children sings the '**I can see**' song with actions. Children show the sieves/strainer they have brought from home. Teacher shows her/his sieve. They discuss what the sieve is used for. *What happens when we put tea leaf powder through it? Children also discuss the shape of the sieve and the different parts. It has a body and a handle. Why is there a net in the body of the sieve?*



Dear Teacher! If possible, you can bring two/three sieves of different size to explore with children.

Let's sieve worksheet

Children are divided into groups if there are not enough number of sieves. Each child is given a worksheet with list of items. Children and teacher look at each item one by one. They then draw the item in one column. They put yes next to things that pass through the sieve and no to things that don't. Children can add 2 more items that are not in the worksheet. Children read aloud the name of the things with the help of the teacher.

Children decide to make their own sieve using paper and pencil!

Teacher gives each child a paper cut in square or circle shape. Children make small holes in the paper, with the help of teacher. Children can make a handle using a twig or pencil and join/ stick it to the sieve with the help of the teacher. After completing, children can play around and explore the sieve.

QUESTIONS FOR OBSERVATION

1. Are children able to understand and use the handspan and footsteps technique to measure?
2. Are children able to share events from previous day's learning experiences and discuss what they liked/did not like?
3. Are children able to engage with the stories and ask questions and share their own ideas?
4. Are children able to follow instructions to play a game?
5. Are children able to describe whether the school is near or far from their home?
6. Are children able to share things which are near to them and things which they would like to keep far?
7. Are children able to choose and vote for their favourite fun-time activities?
8. Are children able to draw/scribble messages? (For Mr. Achoo, peers and parents)
9. Are children able to identify things which are inside and outside?
10. Are children able to discuss about talking on a phone and sharing messages?
11. Are children able to identify and decode the messages?
12. Are children able to engage themselves in a cleanliness drive?
13. Are children able to identify different cleaning tools and their use on surfaces?
14. Are children able to identify and differentiate the kinds of waste seen in dustbins?
15. Are children able to listen to the steps to make a microscope and observe how it works?
16. Are children able to mark their observations and make suggestions for the classroom makeover?
17. Are children able to share what they see while doing different experiments?

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 were the most challenging learning experiences or objectives 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 conservation 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. **Farm Animals-** Different animals seen in farms, riddles about farm animals, farm animals and their shelters, how do cows give milk and friendly dogs.
2. **Welcome to the World of Insects and Birds-** Spiders and making their webs, spotting other insects, making a bird's nest, call of different birds, our beautiful hornbill.
3. **Our Flower Friends** - Different kinds of flowers in forests, how do plants grow? parts of a flower, how do plants move? patterns in different plants and flowers.
4. **Trees in Fields and Forests-** Different kinds of trees in forests and fields, how do leaves change colour during different seasons? How does a seed grow into a plant? Objects that fall from different heights, making my own forest using materials available outside and within the class.

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Nature walk- observing flowers and leaves • Looking for spiders and their webs • Bringing materials from outside to make their own forest • Enacting movement of plants in different weather situations 	<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Fine motor skills- making spider webs, making a forest using materials, making a bird nest, drawing, scribbling, tearing • Gross motor skills- going for nature walk, looking for spider webs, observing birds and their nests
<p>Children become effective communicators</p> <ul style="list-style-type: none"> • Listening to stories • Singing songs • Picture talk • Animals and their sounds • Sounds in different pitches • Discussing experiences and sharing thoughts • k, h and e sounds 	<p>Children become effective communicators</p> <ul style="list-style-type: none"> • Identifying- picture cards • Making own forest and its habitat • Enacting as different birds and making sounds in different pitches • Memory-sharing events from previous day, week • Listening- to a story and discuss • Sharing with peers and teachers • Scribbling-messages for saving trees, making a forest • Writing messages in a greeting card, • Identifying and pronouncing sounds, words starting from the sound
<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Habitat-animals, plants, birds and insects living in their habitat • Inside and outside • Position words- how to grow a plant • More or less- tree with more/less leaves • Shapes • Complete a jigsaw puzzle • Patterns • Seasons and the changes • Farm animals and pets • Animal homes • Cow- udder, milking the cow • Push and pull • Materials for making home • Pigs- shelter 	<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Sequencing-events in a story • Seriation- from big to small/small to big • Counting- pigs, eggs, petals, leaves • Position words- sequence of growing a plant • Identifying- images in picture cards and flashcards • Observing and making patterns in leaves, flowers, birds

Concepts	Skills
<ul style="list-style-type: none"> • Number positions-1st, 2nd, 3rd • Parts of insects • Seeds • Parts of flower- stem, petal, leaves, root • Nests, call of birds • Hornbill describing features- long, wide, black • Making colour from natural flowers • Forest- different kinds of trees, features of the trees, variety • Autumn season- leaves fall 	<ul style="list-style-type: none"> • Problem solving- to riddles and saying the name of animals • Discussing-how to save plants, make a forest • Observing and experimenting- how natural colours are made from flowers, growing plants by planting seeds • Experiencing- milking of cows, sounds made by animals • Comparing- sizes of leaves, patterns in leaves • Constructing different kinds of homes for- pigs, birds, spider webs • Categorising homes, animals, trees • Associating different features together- hornbill, trees • Identifying parts of the plant, missing parts • Analyse how things fall based on height, sound, weight • Investigating material for making homes

Dispositions	Emotional experience
<p>Curiosity</p> <ul style="list-style-type: none"> • Habitat of spiders and birds • Flowers and leaves and their patterns • Collecting materials- to make a bird's nest, forest • Seasons and seasonal changes <p>Trust and playfulness</p> <ul style="list-style-type: none"> • Working in groups to make their own forest • Enacting sounds of different animals • Enacting as movement of plants in different weather situations <p>Perseverance</p> <ul style="list-style-type: none"> • Collecting materials to make their own forest <p>Confidence</p> <ul style="list-style-type: none"> • Making own forest, nest for birds <p>Responsibility</p> <ul style="list-style-type: none"> • Towards plants and trees • Habitat of animals/birds/insects <p>Empathy and cooperativeness</p> <ul style="list-style-type: none"> • Towards their own environment-animals/ birds/insects/trees living in the environment • Creating shelter for animals <p>Imagination and creativity</p> <ul style="list-style-type: none"> • Making own forest • Making a nest for birds • Making natural colours from flowers • Making a shelter for animals 	<p>Feelings</p> <ul style="list-style-type: none"> • Love and care while sharing ideas • Conflicts while doing experiences in groups • Understanding things that are in my control/ out of my control <p>Ownership and belongingness</p> <ul style="list-style-type: none"> • Making a forest, habitat of animals and birds, spider webs, nest <p>Wonder and amazement</p> <ul style="list-style-type: none"> • Making colours using natural flowers • Making spider webs • Collecting materials to make a forest <p>Achievement and satisfaction</p> <ul style="list-style-type: none"> • Growing and taking care of plants • Making own forest by collecting materials <p><i>What other emotional experiences did the children have during this theme?</i></p>

WEEK 1 | FARM ANIMALS

DAY 1

ANIMAL RIDDLES

Objectives

- * To sing the song with actions and add names of new animals found in a farm
- * To discuss about different animals seen in farms and fields
- * To listen to riddles about farm animals and guess their names
- * To draw animals and the different things they give/do
- * To compare and categorise animals that can be kept in farms

Materials required

Big picture of farm animals, paper, pencil, colour pens and pencils, crayons, worksheet.



Circle Time

Children sing the song 'Old McDonald had a farm'



https://www.youtube.com/watch?v=_6HzoUcx3eo

They add the animals as per their choice and make different sounds. Children share where they have seen these animals. What do these animals do?

What else can you ask about children's experiences with these animals?



Learning Experience

Teacher shows a big picture of a farm with different animals like pigs, hens, cows, dog, etc. Children talk about the animals they see in the picture. Teacher says that they will play a game where she/he will give some clues about animals, and they guess the name of the animal. For example, 'I can be brown/ black and white, I give milk, I like to eat grass, you can make curd and sweets with my milk, who am I?' Children guess the name of the animal. This continues with all other animals found in a farm- pigs, hens, horses, goats, ducks, etc.

Children try and make their own riddles where they give hint about an animal.

Where would the animal live? Where do cows live? What about hens? Children share where animals live. *Do they keep any animal at home?* Some animals also live on farms that are large grounds for many animals to live together. These animals are reared on a farm as they give us many things. *Which animals would you keep in your farm?*

Let's draw animals

Children choose to draw one of the animals that was part of the riddles. They also draw the hints that were given for the animal. For example, with cow, they also draw milk, sweets, grass, etc.

Worksheet

Children circle the animals that they would like to keep in their farm. A child may say that she/he would like to keep a tiger. Teacher encourages to give reasons behind it and encourages them to think further.

Objectives

- * To listen to a story about cows and count the cows on each page
- * To discuss about different aspects about a cow
- * To share one's own experiences with a cow
- * To experience milking a cow in class
- * To use words 'push' and 'pull' in discussion
- * To identify kicking **k** sound words and practice pronunciation and writing the **k** letter



Materials Required

Storybook-Cows, big picture of farm animals, paper, pencil, crayons, picture card of cow/ cut out of cow, gloves, mix of milk and water, bowls, /k/ sound picture cards.



Circle Time

Children sing the song from day 1 and add animals as per their choice. What else can we discuss with children about farm animals? What they eat? Farm animals and their young ones? They read the story 'Cows' by Nandini Majumdar. Have they seen cows on road or in the village? Where do they live? What food does it eat? Children can imitate the walk and sound of the cow.



Learning Experience

Teacher brings a milk packet and shows it to children. What is drawn on a milk packet? Why is a cow there? If milk packets are not available teacher can bring milk or picture card of milk. Do they drink milk? What can be made using milk? Tea, butter, cheese, sweets, porridge, etc.

Let's milk the cow- Children discuss about how cow gives milk. The body part of the cow that gives milk is called Udder. Teacher brings gloves and fills them with a mix of milk and water. She/he makes a small hole in the fingers with a needle and let children pull the finger of the gloves. A small play can be enacted where children one by one become the milk seller and milk the cow. They then sell the cow milk to other children. They can use the currency made before to sell and buy.

Words 'push' and 'pull' can be introduced. What else do you push and pull? Children can give examples from their own experience- push a friend on a swing, pull when playing tug of war, push/pull the door, etc.

Introduction to the kicking **k** sound

Teacher brings the 'Mystery Sound Box' out and asks children what sound do you think we will be learning today? (Keep a few kicking **k** sound picture flashcards or objects in the box).

Teacher slowly peeks inside the box and takes out the first object/ flashcard and shows the children the picture. What is this/ who is this? Example: Flashcards of a key, kite, king, kitten, kettle.

The teacher says the word out slowly, stressing on the kicking **k** sound and sticks each flash



Teacher then tells the children that she/he is going to place 3 pictures on the board and they have to find the picture that does not start with the kicking **k**.

Example:



card on the board (teacher takes out 3-4 picture cards).

Once 3-4 flashcards are stuck on the board, teacher tells children that all the pictures start with the same sound. I wonder what sound is that?

Example: Key, kite, kitten

She/ he repeats the sound and tells children that this is the kicking **k** sound (Teacher shows children how to say the sound slowly). She/he then ask the children to say the sound very softly, now let's say it loudly. Teacher asks the children if any other letter sound, they learnt recently has the same sound (curly **c**).

She/he explains to the children that both the curly **c** and kicking **k** sound have the same sound but we write it differently.

Teacher then writes the kicking **k** sound letter on the board slowly showing children how to write the sound and the letter **k**. She/he explains to the children that the name of the letter is **k** and it makes the sound **k** like the first sound we hear when we say the word **k**ick



Reference image of kicking **k** letter formation

Children get turns to find the picture that does not start with the kicking **k** sound (cup).



*Dear Teacher, you could draw these images on a chart paper and hang it in class so that children can refer to the chart when they are confused if a word has the curly **c** or kicking **k** sound.*

Objectives

- * To discuss about different homes found around their neighbourhood
- * To investigate about different materials used to build homes like bricks, stones, cement, sand, straws, etc.
- * To draw and express how their homes look like from outside and decide what material they will use
- * To categorise things that are found inside and outside homes



Learning Experience

Teacher brings different items with which homes are made- straw, branches, wood, brick, stone, cement. She/he asks children if they have seen these before. Where are they used? Whether they have seen cement or sand being mixed or a pile of wood or bricks near a construction site. How can we make houses from these materials? Bricks are stacked one on top of the other with cement while branches and straws are tied together. Are all materials strong? Children feel the texture and the weight of the objects and share their observations. What material will they use to build the house and why?

Teacher shows picture cards of different kinds of home that people have in Nagaland. Children can point out the details of the house from the outside and the things around it and inside it.

Children make a drawing of their own home from the outside. They draw how the home looks from outside. What are the things around it. Children can also go home and add details to their drawings. They can find out from their parents what their house is made of. Children can also make things that they would like to add to the house.

'What's inside and outside the house' worksheet: Children colour the things found inside the house with red colour and the things found outside are coloured green.



Materials Required

Straw, tree branches, bamboo sticks/ twigs/wood, sand, bricks, picture cards of inside and outside homes, paper, crayons, worksheet.



Circle Time

Children sing the song '**Old Mc Donald had a farm**'. Children and teacher discuss about animal homes of different kinds. How do they look like? Who else could be in the home of animals? Are they the same as our homes? Do our homes all look the same? How are they different?



Dear Teacher, children should be encouraged to share the different kinds of houses they have seen. It is important to highlight the differences in the houses, also stressing how each house is significant for people who live in it. Some houses may need repair or may be much smaller. Children can begin to think of questions like- do all children live in same size of houses? Why?



Materials Required

Stick puppet/ picture card of a pig, cut outs of pig, paper, crayons, **c** and **k** picture cards/objects, baskets/boxes



Circle Time

Children sing the song from day 1 with actions. Teacher makes the sound of a pig, "Oink! Oink!" What sound is this? Who has come to our class today? Teacher introduces a pig stick puppet or a picture card. What is a pig doing in our class? Where does it live? Teacher makes sounds of other animals and children try to guess the sound.



Learning Experience

Teacher shows children a picture of a farm. Children discuss the animals in the picture and their homes. Children imagine what animals would do in their homes, they ask questions about it and teacher puts it on a chart.

Teacher asks about pigs and how they like to roll in mud. Do children have pigs at home? Where do they stay?

Teacher provides children with paper pig cut outs or children can draw their own pigs. Children get mud from outside and mix it with water. Then they make hand imprints with mud, making muddy pigs.



Reference Image



Objectives

- * To guess the sounds of different animals
- * To discuss about how and where pigs live
- * To make a muddy pig
- * To plan and make house for a pig
- * To distinguish between **k** and **c** sounds

'Counting pig' worksheet

Children complete the counting pig worksheet.

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

Sorting **c** and **k** picture cards/objects. Teacher puts a mix of curly **c** and kicking **k** objects or picture cards in a basket/box. She/ he places two more empty boxes or baskets, with the letter **c** in one basket and letter **k** on the other basket. Children take turns to pick a card, say the word out loud and place the card in the correct **c** or **k** basket.



Reference Image

Once children finish sorting all the picture cards/ objects, teacher gives each child half a sheet of paper. Children fold the paper into half and write **c** on one side and **k** on the other side. They draw two or more things that start with the curly **c** and kicking **k** and label their drawings with the first sounds or a few sounds.



Reference Image

Objectives

- * To recall the experiences from previous days
- * To listen to the riddle and guess the name of the animal
- * To listen to a short incident about an injured dog and share own experience of helping an animal
- * To understand the different features of a dog
- * To make animal that they would like to keep as pet
- * To solve a maze
- * To revise **k** sound words



Learning Experience

Teacher shares a short incident with children:

On my way from the market yesterday, I saw a dog who had hurt his leg! He had a bad scratch and was bleeding! I rushed to the pharmacy to get some medicine and clean his wound. I gave him some biscuits and after a while, he was feeling so much better! (Teacher can also share any other incident regarding helping a dog.)

Children share their thoughts regarding this incident, and whether they have ever helped any animal or bird.



Materials Required

Clay/ play dough, worksheet, **k** sound picture cards/ objects



Circle Time

Children sing the song from day 1.

Children talk about the experiences of the week. They share what they enjoyed doing the most and if they would like to change anything from the experiences. Children talk about their favourite animal. Where does it live? Would children like to share anything special about their favourite animal?

Teacher asks a riddle again: *I have four legs, I wag my tail when I see you, I say, Woof! Woof! I run after you, who am I?* Children guess the name of the animal and discuss whether they have a pet dog at home. Or seen one outside? What does it like to do?

Teacher does a short exercise where she/ he writes on the board, while giving one/two examples:

Dogs have: four legs, one tail... and children add to it.

Dogs can: Bark, run fast, protect your home... and children add to it.

Dogs are: Friendly, loyal...and children add to it.

Teacher asks children if they would like to have pet animal/ animals in their house. What will you do? What will you name them? Children make a dog or any other animal they would like to keep as pet using clay/play dough.

'Help Max find its way home' worksheet

Children complete a maze worksheet where they help the dog find its way home.

Children revise the **k** sound words again.

WEEK 2 | WELCOME TO THE WORLD OF INSECTS AND BIRDS

DAY 1

SPIDERS AND WEBS

Objectives

- * To sing a song with actions
- * To discuss about spiders and their habitat
- * To observe spider webs and draw them
- * To listen to a story and follow its sequence
- * To make spiders and webs using different materials



Materials Required

Paper, crayons, cotton, thread, story, picture of a spider web, paper plates, threads



Circle Time

Reference Image

Children learn a new song 'Incy Wincy Spider' with actions.

*Incy Wincy spider went up the water spout,
Down came the rain and washed poor Incy out.
Out came the sun and dried up all the rain,
So Incy Wincy spider went up the spout again.*



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

Children discuss about spiders and whether they have seen one in school or in their neighbourhood. Some children might fear spiders and share why they find spiders scary. Teacher discusses spiders and their habitat. Where do spiders live? How do they climb up trees and walls?



Learning Experience

Children go around the class and outside to look for spider webs. They carry paper and crayons with them. As soon as children spot a spider and its web, they observe and draw the spider and share it with their peers. As children come back to class, teacher recites a story-

The Very Hungry Spider (Sillywood Tales) - An animated children's story book - YouTube.



<https://www.youtube.com/watch?v=YeNioRkm29w>

Some questions that can be put up are

- How do spiders make their webs?
- Why do you think flies and fleas get stuck in the web?
- What else can spiders eat apart from flies and other small insects?
- What are some rhyming words in the story?
- What were the names of the insects other than spiders?

Children further add to their drawing. They can make the spider who owns the web. What else did they see? What would the spider like to eat? Can we make that too?

In case children are not able to observe and draw spider webs, teacher can show a picture of spider web and help children make spider web with thread. Teacher provides paper plates with holes on the edges and long thread. Children pass the thread through the holes in a criss-cross manner and create a spider web. Children discuss and decide where they would like to put up the webs. Is the web on a tree/plant/wall?

Objectives

- * To listen to the story from day 1 and recall what they remember
- * To identify different insects in the park and notice their features
- * To identify missing parts of insects
- * To identify **e** sound in words
- * To practice pronunciation of **e** sound and writing of **e**



Learning Experience

Children can again go around the class and school campus to look for insects. Do they see a trail of ants? Where is it going? Children can follow it. Is there a grasshopper? Any insect we do not know the name of? What do they look like? Teacher enables children to describe the insects they saw. Teacher also shows picture card of a park with different insects. Can they point out the insects? How do they look like? Teacher helps children to notice features of the insects- legs, antennae, body, colour, size. Children discuss where do these insects live? What do they eat?

Materials Required

Picture card of park, worksheet, story from day 1, elephant picture card or puppet



'Parts of insect' worksheet

Children complete a worksheet where they identify the missing part of insects and draw it.

Introduction to the **e** sound

Teacher introduces children to a very special guest who has come to meet all of them today. She/he brings out an elephant puppet. Teacher introduces the puppet to children and tells them that the puppet's name is **E**lly the **e**lephant. Teacher uses the puppet to talk. Elly the elephant says hi to everyone and tells them that she is very **e**xcited to meet everyone. She asks the children; *Do you know what my favourite colour is?* The elephant tells the children that she is going to say the letter sounds of her favourite colour and the children must put the sounds together to guess the word. *My favourite colour is r-e-d. Let's try and say it a little slower, r-e-d – red! Yes, my favourite colour is red.* Teacher can help the



Circle Time

Children sing the song done on day 1. They share whether they saw any spider web in their home.

Children also listen to the story done on day 1 and share their ideas of what else can spiders eat? What else is interesting about spiders? What are the other insects children have seen? Can they spot insects in the class/outside class?

puppet point at the bow to show the children that Elly the elephant is even wearing a red bow. She then tells them that she was playing football with her t-e-n (Let us put the sounds together to say the word – t-e-n – ten) friends yesterday and got hurt on her l-e-g. Let's say the sounds slowly and put them together, l-e-g – leg. *Oh! Now I am feeling very hungry. Do you know what I feel like eating? It is my favourite. Let's see if you can guess it. I like eating e-gg – egg. Yes friends, egg is my favourite!* Teacher then tells the children that it is time for Elly the elephant to go to her house to eat something and take a nap on her b-e-d - bed. Elly can say bye to the children.

Teacher repeats the words that Elly the elephant shared like *red, leg, bed*. She/he tells children that all the words have the same middle sound. What is the middle sound that you hear? (e) She/ he repeats the sound and shows children how to say the sound slowly. She/he then asks the children to say the sound very softly, now let us say it loudly.

Teacher then writes the e sound letter on the

board slowly showing children how to write the sound with the correct formation. She/he explains to children that the name of the letter is e and it makes the sound e like the first sound we hear when we say the word egg or elephant.



Reference Image

Teacher then asks children to think of their own words that start with the e sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make an e word cloud that can be put up in the class for children to look at later. Teacher can also ask the children to draw pictures for the word that the children give next to the written word.



Reference Image of Elly the elephant

DAY 3

LET'S MAKE A BIRD'S NEST

Objectives

- * To discuss about birds in and around their home and outside
- * To observe and point different features of the birds and nest in the picture
- * To collect various materials from the environment to create a bird nest
- * To construct a bird's nest and think of various aspects related to it
- * To make different number of eggs based on the question in worksheet



Materials Required

Twigs, dry leaves, feathers, fabric scraps, pebbles, newspaper, weeds, paper, colour pencils, crayons, play dough/ flour, worksheet, park picture card



Circle Time

Children sing the song from day 1. Teacher brings the park picture again. Do children see any birds in the park? What about the nest? What does it look like?

Children share if they have ever seen a bird's nest, on a tree branch or roof corner. Teacher then asks children if they have ever thought about what materials birds use to make their nests, encouraging them to think creatively and share their ideas. Why birds use these materials instead of bricks, cement, and wood, like humans? What more can children discuss about bird's nest?



Learning Experience

Let's make a bird nest

Children go outside and collect mixed materials for making a bird nest of their own. This can include twigs, dry leaves, feathers, fabric scraps, pebbles, and weeds/small plants.

They make nests of different sizes and discuss how different birds make different nests.

Some questions that can be discussed with children

- How much time did you take to build your nest?
- Do you think birds take the same time to build their nests? Why? How do birds build nests without hands? How will a bird build a nest if there are no twigs/sticks in the area?
- Do nests have a roof? What happens when it is too sunny or rainy?

After children make the nests, they make eggs of different birds- how would the egg of an ostrich look like? What about sparrow? Children and teachers can decide how they would like to make the eggs.

'How many eggs' worksheet

Children complete a worksheet where they make different number of eggs based on the number shown i.e., if '2' is written, children draw two eggs.

DAY 4

IF I WERE A BIRD!

Objectives

- * To learn and sing a new song with actions
- * To share their own experiences of birds and where they live, what they eat, etc.
- * To listen to the different sounds that birds make and repeat them
- * To understand how the bird sound changes based on situations and feelings
- * To revise **e** sound words and identify which part of the word makes the sound



Materials Required

Worksheet, paper, water colours/ paints.



Circle Time

Children sing the song

*If I were a bird, I would sing a song.
I would fly in the sky all day long.*

Children and teacher add more actions to the second line and repeat the song again. For example-

I would eat worms all day long/I would build a nest all day long.

Children discuss the birds they see near their homes. Even if children do not know the name of the birds, they can share what they look like? What sound they make? Its colour.



Learning Experience

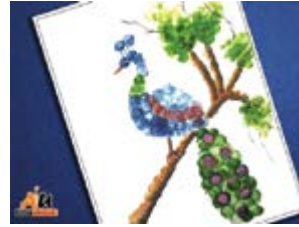
Teacher discusses how different birds make different sounds. She/he can sing the call of different birds and children repeat it. Children are then divided into three or four groups and each act as a bird. They make the bird sound and call each other.

Teacher can give situations like; birds are happy and excited to meet their friend. Can we try happy call? Similarly sad call, angry call.

Children can also share why the birds are sad or angry. Children can now provide situations and decide what kind of call they would like to make.

'Thumb peacock' worksheet

Children are given a worksheet where they use thumb impressions to draw the feathers and wings of peacock, using any colour of their choice! They can also make another bird of their choice using thumb prints.



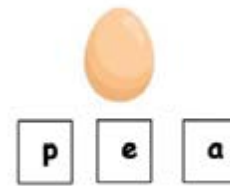
Reference Image

Recap of e sound

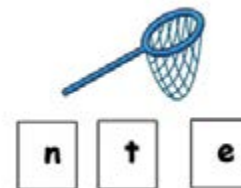
e sound Worksheet

Circling the beginning and middle e sounds. Teacher tells the children to look at the pictures, say the word out slowly, carefully listening to the sounds. She/he demonstrates one example for the children and then children work on their worksheets independently.

Circle the beginning sound



Circle the middle sound



Reference Image

Objectives

- * To listen to the story and imagine the features of a hornbill
- * To draw how a hornbill bird would look like based on the features heard in the story
- * To focus on word descriptors about hornbill- wide wings, big beak, etc.
- * To look at picture cards of hornbill and assess their own drawing
- * To share other objects or beings having the same kind of features- for example a one-horned rhino, long tail- peacock and so on
- * To revise **e** sound words



Learning Experience

Teacher shares another story about a young boy, who was very sad. He was treated poorly by everyone. One day he decided to turn into a hornbill. His body turned black, mouth turned into a yellow beak, the nose became a big horn on top of the yellow beak. His hands turned into feathers and legs into a long tail. He opened his wings wide and flew up in the trees, away from everyone. He flew through the thick jungles and big mountains. Soon he started missing his home and wanted to come back. But he also loved flying in the forests. So, he decided to visit his home every year and then go back to the forest. He was now a happy hornbill!

Children discuss the different features of the bird discussed in the story- black body, yellow beak, wide wings, long tail.



Materials Required

Picture card of park, storybook, paper, crayons, pencil

Let's try to make what this bird will look like.

Teacher reminds children of the features of the bird. They can be put on the board and repeated a few times.

Children draw the bird with the given features. They can also add more features of the bird. What will be the call of your hornbill?

Children look at their drawings and the hornbill picture and assess if they would like to add/modify their drawing. The drawings need not be similar. There can be a variety of hornbills.

Later, children share other things around them that are long, yellow, black, big, wide. Teacher can point to the words on the board and focus on how they sound.

Children revise the **e** sound again.



Circle Time

Children and teacher sing the song from day 1. Children look for the hornbill in the park picture. What do they see? How is the beak of the hornbill different from the other bird? They share whether that have spotted one near their home or neighbourhood.

They read the story '**A baby hornbill learns to fly**' by Dilip Kumar Barua and discuss about it.

WEEK 3 | OUR FLOWER FRIENDS

DAY 1

FLOWERS IN FORESTS



Materials Required

Real flowers, leaves, square cut-outs of paper, glue, crayons, bowls, water



Circle Time

Children learn a new song **'What do plants need?'**

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

What do plants need? (2x)

To grow tall? (2x)

Plants need soil,

Water, air, and sun,

Watch them grow! (2x)

Children discuss about plants that grow near their house. What does it look like? Is it taller than you? Does it grow on its own? What do plants need to grow?



Learning Experience

Children go out for a short nature walk with teacher and observe different flowers in bloom. They notice the colours, smell, size, and recall how they had posted a flower card earlier to their loved ones, using real flowers (Refer to Week 3 Day 3 of Neighbourhood theme). Children also use the handspan measurement technique to measure the height of different flowers and bushes.

Objectives

- * To sing a new song and share own ideas about what plants need to grow
- * To observe and discuss different flowers blooming during their nature walk
- * To recognize specific features, texture, colour of the flowers
- * To share which flower is their favourite and make greeting cards with it
- * To write/scribble thoughts for someone special

Children look at trees and plants from below, looking up from the bottom side. What do you see? How do the leaves and flowers look from the bottom?

They bring back the fallen down flowers/leaves into the class.

Once children get back to class, they share which one is their favourite flower and why. Would children like to make greeting card with their favourite flower for someone special? Teacher distributes cut outs of paper that can be folded. Children draw the flower they like the most during their nature walk. What would they like to call it? Teacher encourages children to add details to the flower. What about the leaves? They can add other details too, like trees/bushes surrounding the flower, birds flying in the sky and so on.

Children then scribble a few lines inside the card for the person they intend to give it to.

Before leaving for the day, children soak some real flowers in water in separate bowls. Flowers are soaked based on colours- such as yellow-coloured flowers in one, red in another, etc. You will do a natural colours activity the next day. In case flowers are not found during the walk, teacher can make prior arrangements.



Dear Teacher! During the nature walk, ensure that children do not pluck flowers. Discuss with them why plucking flowers or leaves is not a good practise (how if we pluck flowers; no seeds would form, flowers are beautiful gifts of nature and if we pluck it off its plant, everyone would not be able to enjoy its beauty). They can instead pick flowers or leaves fallen on the ground. If there is a special occasion, then the flower greeting card can be made for that purpose as well. Keep the greeting cards safe as it will be used the next day.

DAY 2

PARTS OF A FLOWER

Objectives

- * To learn about different parts of a flower
- * To identify roots in plants
- * To analyse how lower part of plants look compared to the upper part
- * To identify the parts and revise which parts are inside and outside
- * To observe how natural colours can be made using flowers and explore it
- * To identify **h** sound in words
- * To pronounce and practice writing of **h** sound letter



Circle Time

Children sing the song from day 1 with actions. They share their experiences from previous day and other things they saw on the nature walk. What could be the focus of today's conversation? Teacher can discuss something specific that happened or was observed during nature walk.



Learning Experience

Teacher brings the flowers they collected yesterday. Children carefully look at the different parts of the flower. They share if they know of the different parts of the plant- stem, root, leaf and petals. Children look at their own greeting cards made on day 1 and share the parts they can see- petal, leaf, stem. Is there a part of the plant that is not visible? Teacher brings a potted plant and shows children the part of the plant that is under the soil- roots. Teacher also revises the concept of inside and outside- roots are inside the soil



Materials Required

Picture card of flower with different parts, potted plant, real flowers soaked in water from day 1, paint brushes, paper, objects/picture cards of **h** sound, crayons, chalk, markers.

and leaves, flowers and stem are outside and so on.

Children use the magnifying glass to carefully look at the roots of the plant and share their observations.

Children add roots to the greeting card by observing the plant that teacher brought to class. What do roots do? They help the plant drink water from the ground.

Teacher talks about how natural colours can be made from flowers! Children bring the flowers that were soaked on day 1 and observe the colours made. They take out their paint brush and dip it in natural colours, creating different patterns and exploring colour mixing too! They can colour their greeting cards.



Dear Teacher, please bring small plants with roots to class the next day so that children can plant them in soil. These plants can be weeds (grass plants) easily growing on the roadsides or in gardens.

Introduction to the **h** sound

Teacher talks about a few things that she/he saw when she went on a nature walk once with a friend. Since it was a sunny day, she/he wore a **h**at. On the nature walk she/he saw a little bunny **h**opping around in the grass near a **h**ouse. As she/he walked a little further, they saw so many colourful flowers. A favourite flower that she/he saw was the **h**ibiscus flower. They saw lots of bees buzzing near the flowers and when she/he looked up on a tall tree, they saw a big beehive where the bees were making **h**oney. They also saw so many beautiful **h**ornbills eating fruits from the trees and flying up in the sky.

Teacher repeats a few of the words that she/he narrated from the nature walk. Example: *hat, hop, house, honey, hornbill*. Teacher asks children, *Is there something common in all these words? They all start with the same first sound. I wonder what the first sound in all these words are? (h)*

Teacher introduces children to the **h** sound. She/he repeats the sound and shows children how to say the sound slowly. The teacher then asks the children to say the sound very softly, now let's say it loudly, let's say it to the ground, let's say it to a friend.

Teacher then writes the **h** sound letter on the board slowly showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **h** and it makes the sound **h** like the first sound we hear when we say the word **h**op or **h**en.

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

Teacher then tells children that she/he is going to call out a few words. If they hear the **h** sound in the word then they **h**op a step forward and if they don't hear the **h** sound they **h**op a step backwards.

Examples of **h** words – hot, hat, horse, hen, hand, hammer, hornbill, hippo, beehive, hill, hippo and so on.

While the teacher is calling out a few words, she/he can also say the sounds of the words and let children put the words together to say the word out loud.

Example: **h**-a-t (hat), **h**-a-n-d (hand)

Objectives

- * To share thoughts and feelings regarding previous day
- * To discuss the role of roots in keeping plants still
- * To listen to story and discuss how plants move
- * To plant small weeds and discuss their role in ensuring growth of the plant
- * To make a checklist of things required to be done to take care of plants
- * To revise **h** sound and make things that start with **h**

Children can act as if they had roots. How will they move if strong winds blew? If some bees buzzed and tickled their ears? If strong rains came?

Children discuss how plants need space to grow. What can we do to ensure we have more plants and trees? Children discuss their ideas and share it with teacher. Teacher makes a note of all ideas and puts it on a chart paper. Teacher brings some plants with roots (it can be weeds) to class and children are given small cups and soil to plant the weeds. Teacher helps children in placing the roots in the soil, carefully planting the weed, and watering them. If there are not enough plants, then children can do this in groups.



Materials Required

Story, chart paper, pencils, sketch pens, disposable paper cups, soil, plants, water, objects/ picture cards of **h** sound.



Circle Time

Children sing the song from day 1. They share their thoughts and feelings about previous day and share whether they spotted more flower plants near their home. If they observed roots specifically? Teacher asks children if plants move. Do they have legs like us? What keeps them still? Is it roots?

What plants need checklist

Children and teacher discuss what they can do every day to ensure that the plant grows well. They make a checklist on a chart and ensure they do it every day. For example, keeping the plant in sunlight, watering them, moving the soil.

Teacher then asks children to think of their own words that start with the **h** sound. As children start sharing words with the sound, teacher should write the words down on the board or on a chart paper and make a **h** word cloud or list that can be put up in the class for children to look at later. Teacher can also ask the children to draw pictures of things on paper, that have the **h** sound and children can label their drawing with a few sounds.



Learning Experience

Children listen to a story 'Plants can't sit still' by Rebecca E. Hirsch



(2) Plants Can't Sit Still - YouTube

Objectives

- * To discuss and share on flowers or plants
- * To observe the plants planted on day 3 and observe any changes
- * To learn the concept of position words and practise it using steps of planting the weed
- * To complete a picture puzzle regarding parts of plant



Materials Required

Picture puzzle cards (teacher can draw the potted plant and cut into 6 square pieces for children to put together), plants planted on day 3, worksheet, objects/picture cards of **h** sound.



Circle Time

Children discuss the experiences of the previous day and share what they liked most. They sing the song from day 1 and discuss the story from previous day. What can be discussed from the story? What interesting facts of plants would children be interested in talking about? Teacher takes up some ideas/questions that children have shared regarding plants.



Learning Experience

Children observe the plants they had planted in soil the previous day. Is there any difference in the soil? Is it dry? What about the colour, texture of the plant? They put water if needed.

Children recall the sequence of steps of planting the weed plant. Teacher enables children to use 1st, 2nd and 3rd while recalling the steps. Teacher can draw the steps on the board and use position words to explain each step.

Children can also sequence the potted plants in the class as 1st, 2nd and 3rd. Teacher asks children to point to the 3rd plant, 1st plant and so on.

'Let's solve a plant' puzzle

Children are divided into groups and given puzzle cards of a plant. Children complete parts of a plant- roots, stem, leaves, flower/branches/ fruits. Children label the parts of the plant.

'Which flower is placed in the 1st, 2nd and 3rd' worksheet: Children identify the position of the flower and colour it.

Children revise the **h** sounds again.

Objectives

- * To recall the experiences of previous days and share which one was interesting to do
- * To observe and notice any changes in the plants planted on day 3
- * To notice different patterns on leaves and flowers and draw their own on paper
- * To identify the missing part of flowers in worksheet and draw it
- * To make paper flower and put together a class bouquet



Learning Experience

Teacher brings different types of fresh leaves and flowers. Children look at the leaves using a magnifying glass and notice different patterns on it.

They try to draw the outline of the leaves and then draw the pattern of the leaf again using freehand drawing technique.

Worksheet on petal making

Teacher gives a worksheet with two flower plants without petals. Children suggest different ways of making petals and leaves. Whether they want to make big or small petals. They can make one flower with big and one with small petals. How many petals each flower has? Why are the petals different in number? Children also add leaves to the flower by looking at patterns they observed in the leaves.

Let's make a flower bouquet

Teacher gives circle cut outs to children and tissue paper/coloured paper. Children tear the paper into small pieces and paste on the circle. They add a different colour paper piece in the centre. The circle is attached to an ice-cream stick. Children can also make leaves and stick to it. Once all flowers are made, they are wrapped together, and classroom bouquet is ready! Where would children like to keep it?



Materials Required

Plants planted on day 3, checklist chart, real flowers and leaves, magnifying glass, paper, pencil, crayons, paper circle cut outs, worksheet, tissue paper/coloured paper, glue stick, stapler, cello tape, ice cream sticks/twigs



Circle Time

Children recap the experiences of all previous four days and share which one was their favourite. What they found about flowers/ plants that was interesting? They also sing the song from day 1 with actions. Children observe their plants and try to notice changes if any. Is there anything that they need to do?



Reference Image

WEEK 4 | TREES IN FIELDS AND FORESTS

DAY 1

TREES AND THEIR LEAVES



Materials Required

Picture card of park, storybooks with different trees, worksheet, leaves, paper, crayons



Circle Time

Children talk about the previous week and share what they enjoyed doing the most. Teacher shows some flowers or leaves of trees growing locally. Children revise the different parts of the flower. She/he shows the picture card of the park done in the previous week and ask children to share their observations about the tree. What about the trees near their house. Children describe trees near in their neighbourhood. Where do trees come from? Some plants grow up to form big trees.

Children learn a new song ‘**Leaves on the trees**’ and song with actions:

The leaves on the trees are turning green, turning green, turning green (x2)

Grow, grow, grow!

The flowers on the trees are pretty, pretty, pretty (x2)

Busy, busy bee

The leaves on the trees are falling down, falling down, falling down (x2)

Yellow, green, and brown



The Leaves On The Tree Are Falling Down - Songs For Kids - YouTube

Objectives

- * To sing the song with actions
- * To identify different trees and share features of the trees around
- * To notice the size, patterns and colours of trees
- * To make trees by deciding their specific features and relating to certain trees
- * To seriate leaves from big to small, small to big



Learning Experience

Children go outside and observe trees in the vicinity. Do they know the names of the trees? They collect some leaves of different trees. They notice the colours, patterns, size and share whether there are similar leaves near their home/ neighbourhood. In case there is no tree nearby, children can look at trees that may be there in the story books or in the picture card of the park used in the previous week. Children describe what they see. Is there a banana tree, a mango tree? What else can children find out from the drawing? Teacher asks children if they have any questions about the trees they observed. Children share and teacher makes a list of the questions.

Children notice the sizes of the trees. Are all trees of the same size? What about the leaf cover? Some have so many more leaves. There are different kinds of trees- some with more and some with less, some with long leaves, some with short, some with thick and some thin cover of leaves.

Let's make trees

Children decide what kind of tree they would like to make. They decide on some features and draw the tree keeping the features in mind.

Teacher adds – Oh! you have made long leaves like a banana tree, your tree has many leaves like a mango tree, your tree is a thick tree like a banyan tree.

Let's seriate

Teacher then demonstrates how to seriate/ arrange leaves brought by children from big to small or small to big and let children also try and seriate.

'Seriating small to big' worksheet

Children draw the items from small to big. For example, they draw a small leaf, then a bigger leaf, then an even bigger leaf.



Dear Teacher! When children attempt seriation of leaves from big to small, it would be good to do so with not more than 5 items.

Ask children to observe trees near their house. What kind of leaves have fallen on the ground? Is it a big tree or a small tree?

DAY 2

LEAVES ARE FALLING

Objectives

- * To sing the song from day 1 with actions
- * To discuss about how leaves fall/change colour during different seasons
- * To make leaves on the trees, reducing the number of leaves
- * To arrange the trees based on number of leaves on trees
- * To understand the concept of more/less



Circle Time

Children sing the song from day 1 with actions and talk about different trees they saw on their way home. Teacher encourages children to give more details about the trees they have seen. They can also look at the story books to see if any tree resembles the tree in their neighbourhood.

Materials Required

Picture cards of different seasons, paper, crayons, water colour paints



Learning Experience

Teacher shows children a picture of a tree without any leaves. What has happened here? Do children have any questions related to this? Children ask questions and teacher notes them down on the board/chart.

Some more questions can be added by teacher in case the children don't bring them up.

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?
5. Besides leaves and flowers, what else falls from the trees?

Children observe the leaves that were collected the other day. Are some leaves drier than others? Have they turned yellow or brown? Children discuss how leaves turn from green-yellow-brown and fall from the tree. Teacher shares about how as the weather changes and winter is about to come, the leaves on some trees start to fall. It is Autumn season.

'Let's draw autumn tree leaves' worksheet

Children are given a paper, divided into four parts, with the outline of four trees which has no leaves. Children use their thumbs to make small

green leaves on tree 1. *We are approaching autumn season, leaves begin to fall.* Children make lesser leaves on tree 2, even lesser on tree 3 and barely any on tree 4. Children count the leaves on the trees and put the number down. Children can paste yellow leaves on the ground to show fallen leaves.

Children revise seriation of more to less through the four paper cards. They also give them positions 1st, 2nd, 3rd and 4th based on the sequence.

DAY 3

THE TINY SEED

Objectives

- * To discuss the experience of previous day and share thoughts
- * To read the story and discuss what happens to the tiny seed
- * To look at two picture cards of forest and discuss
- * To complete the worksheet on identifying the difference between two images



Learning Experience

Teacher reads a story 'The Tiny Seed'



The Tiny Seed – A read aloud Eric Carle book with music in HD fullscreen - YouTube.



Materials Required

Story, picture cards, worksheet



Circle Time

Children sing the song from day 1 with actions. They talk about the current season and share whether there are more leaves on the trees or on the ground. Have they observed any trees with no leaves? What are the other questions that children asked about leaves? They can be discussed here.

What happens when we plant more seeds? Will there be more trees or less trees? Children discuss other aspects of the story. What is a place with many trees called. It's a forest.

Teacher shows two picture cards of forests- one with lush green trees and the other, without any trees and many trees cut down.

Children identify the difference between the two pictures. What happens if there are no trees? Where will the birds make their nests? What about caterpillars and earthworms who eat leaves? And so on.

Children discuss all that happens in and around a tree. Who all live in the tree? Sit on the tree or under the tree?

Children draw a picture of the tree and add details of what is there on the tree and under the tree.

Teacher helps them focus on words “**on** and **under**”. Children discuss other things using ‘on and under’. On and under the bed, on and under the bridge and so on.

‘Identify the difference’ worksheet

Teacher gives a worksheet where children identify and circle the difference between two pictures.



Dear Teacher, please collect things that have fallen from the trees nearby and bring to class the next day. It could be small fruits, buds, leaves, flowers, seeds, small twigs. Also ask children to collect fallen things around trees near their homes and bring the next day.

DAY 4

MAKING MY FOREST

Objectives

- * To revise experiences from day 3 and share thoughts
- * To understand how things fall from different heights and the sound they make
- * To observe the effect of objects when they fall based on categories like height and weight
- * To collect materials from outside and drawings made earlier to make their own forest
- * To revise the letter sounds done so far (**s, a, t, p, i, n, c, k, e, h**)



Circle Time

Children revise the story from day 3 and talk about the journey of the tiny seed. Children and teacher discuss the different things they have brought from home (things that fall from the tree).



Learning Experience

Children can drop these things one by one and from different heights (sitting, half sitting, standing, standing on the stool). They observe how the different items fall. Do the flower and fruit fall the same way? How do leaves fall? How do things fall from different heights. What sounds do they make? Children act and show the movement of the things when they fall.

They can also try other experiments with the different things to see what happens. Do the items sink or float? Does any object bounce back on dropping? What else can be done? Children measure the different objects and arrange them



Materials Required

Materials brought from home, materials collected from outside- leaves, stones, twigs, flowers, etc., letter sound flashcards and picture cards of sounds

using 2-3 categories- Height(big/small), weight (light/heavy). They can decide what other categories they want to choose. They use 1st, 2nd and 3rd and sequence the objects.

Children and teacher discuss the pictures from the previous day. How can a forest be built? They discuss the sequence- sowing many seeds will lead to many plants that will grow to become many trees and many trees will make a forest. How many trees would we need? Can we make a forest for the class?

Children decide to make their own forest in the class using materials available outside and drawings made in class.

Children go out and collect different materials to make their forest on day 5- leaves, flowers, twigs, soil, etc. They will collect and keep materials which will be used the next day.

Recap of the letter sounds done so far (s, a, t, p, i, n, c, k, e, h)

Teacher divides children into 2 groups. One group of children get a letter sound flashcard and one group of children get a picture card for the different sounds done so far.

When teacher calls out a sound, children look at their card and find the other children who have the matching sound and picture card of objects that start with the same first sound.

Example: If teacher calls out the sound **h**, all the children who have the same letter sound come together and the children who have pictures that start with the **h** sound like house, hat, hen come join the children who have the letter sound **h** and form a group.

Once all the letter sounds have been called out and children have all formed their groups, the children count how many of them are in their group and find out which group has the greatest number of children and which group has the least number of children.

Objectives

- * To recall and share the experiences from all four weeks of 'Fields and Forests' theme
- * To draw/scribble own ideas to make a forest
- * To bring the materials and work in groups to make a forest



Learning Experience

Teacher hands over a paper and crayons and asks children to draw/scribble their idea of a forest and label the different things- birds, animals, insects, etc.



Materials Required

Materials from outside- leaves, stones, twigs, flowers, etc., other items like paper, crayons, coloured paper, paint, glue, sand, sketch pens.

Children are divided into groups of 4-5, provided with chart paper/ cardboard base and they work together to make their model forest- they can use paper to draw and colour other elements. Children scribble messages on how to save trees, plant more trees, etc. with the help of the teacher. Teacher shares that by the end of the day, the classroom will be open for other people to come and observe their works too!



Circle Time

Children discuss their experiences done in the past three weeks. Which was their favourite? Which one was challenging and so on. They sing the songs and revise the stories too. Children bring the materials collected on day 4 and discuss how they would like to make the forest. What are the different trees they want? Will the tree have flowers too? What about some animals/insects and birds?

As they keep things ready, children share why forests are important and what can be done to save them.

Other teachers in the school, parents and older children are invited to look at the forest made by children.

QUESTIONS FOR OBSERVATION

1. Are children able to discuss about spiders and their habitat?
2. Are children able to follow the events of a story and understand its sequence?
3. Are children able to collect different materials from outside to make a nest for birds and a forest?
4. Are children able to sing songs and make sounds of different farm animals?
5. Are children able to share experiences and discuss about which one did they like, and which was challenging?
6. Are children able to work in groups and complete the jigsaw puzzle?
7. Are children able to observe different flowers in their environment and learn to make natural colours?
8. Are children able to understand position words through stages of plant growth?
9. Are children able to notice different patterns on leaves and flowers?
10. Are children able to understand that leaves fall due to changes in seasons?
11. Are children able to understand how things fall from a height and make different sounds?
12. Are children able to work in groups to make a forest?

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 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 6: HILLS AND MOUNTAINS

Introduction

The previous theme explored the habitat of forests and fields where children delved into learning about 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 new experiences that are challenging.

The subthemes of the Hills and Mountains theme are

1. **House on the Hill-** Discussing house on hills, objects rolling and sliding, things required going uphill and downhill, planning, making and decorating a tent
2. **Mountain Peaks-** Different kinds of peaks, top and bottom of mountains, Dzükou valley, Tragopan bird and its features
3. **Bamboo in Hills and Mountains-** Exploring different kinds of bamboo around, drawing and scribbling with bamboo, making a bamboo recipe for Panda the bear, going on a nature walk
4. **Rocks and Soil-** Digging for rocks in the surroundings, wishing rocks, making mud painting, making music with rocks and identifying rock outlines and matching them

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Things that roll down a hill using objects in classroom • Items required to make a tent • Going camping • Things to keep self-warm • Tent scenarios • Different body part rhythms • Things that make me feel lonely/cheer me up • Make music in collaboration 	<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Fine motor skills- making a journey stick, clay to make a mountain, drawing, painting, making waterfall using bamboo • Gross motor skills- touching different parts of body, music and movement, climbing and moving down • Making music and movement- with different body parts, rocks
<p>Children become effective communicators</p> <ul style="list-style-type: none"> • Discussion- weather changes up and down the hill, Dzükou valley, waterfall • Understanding rhythm, blowing air to create new rhythm • Developing vocabulary • Action songs • Listening to stories • Big picture description • Tent material, recipe labels • r, m, d sounds and letters 	<p>Children become effective communicators</p> <ul style="list-style-type: none"> • Role play- camping • Describing features of tragopan, panda, bamboo, bear • Scribbling and labelling, making a recipe out of bamboo shoot • Asking questions- about hills, mountains, leopard, bear • Discuss houses on hills, clothes that keep us warm
<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Up and down/top, bottom and middle • Weather changes-what can keep them warm, wind • Tall and short • Curved, pointy, flat mountain tops • Wind and how wind blows • Near and far • Dzükou valley features • Shapes that are easy to slide • Uphill, downhill • Height of mountains and hills 	<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Seriation-based on size • Comparing and categorising -taller than and shorter than, rolling, sliding • Measuring using hand span • Matching-objects and their silhouettes • Observing, predicting and experimenting and recording- the size of rocks, rocks rolling and sliding, uphill, downhill • Logical reasoning • Classification • Planning, listing material- tent making • Solving a maze

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Houses on hills • Materials used to make tent • Mountain tops, peaks, snow caps • Snow leopard, panda, bear, tragopan bird • Bamboo plant- features, use, food • Things made from bamboo- waterfall, wind chime, brush pen, bamboo shoot recipe • Falling water • Excavation of buried objects • Rocks- texture, size, shape, wishing rock • Mud, mud paint • Sound discrimination, rock music 	

DISPOSITIONS	EMOTIONAL EXPERIENCE
<p>Curiosity</p> <ul style="list-style-type: none"> • Different kinds of journey sticks required by different animals <p>Trust and playfulness</p> <ul style="list-style-type: none"> • Making a waterfall • Wishing rock-how it fulfils wishes of people <p>Perseverance</p> <ul style="list-style-type: none"> • Digging for different rocks and what is found along with it <p>Confidence</p> <ul style="list-style-type: none"> • Camping day • Making a wind chime <p>Responsibility</p> <ul style="list-style-type: none"> • Following safety norms of going up the hill <p>Empathy and cooperativeness</p> <ul style="list-style-type: none"> • Story about how the mountain feels lonely 	<p>Feelings</p> <ul style="list-style-type: none"> • Lonely and upset- how do children express it • Waiting for ones turn • Joy while making music <p>Ownership and belongingness</p> <ul style="list-style-type: none"> • Making a tent <p>Wonder and amazement</p> <ul style="list-style-type: none"> • Mud painting- different colours and textures • Making a recipe for Boo using bamboo <p>Achievement and satisfaction</p> <ul style="list-style-type: none"> • Hiking up the hill <p><i>What other emotional experiences did children have during this theme?</i></p>

WEEK 1 | HOUSE ON THE HILL

DAY 1

I SEE A HOUSE ON THE HILL!



Circle Time

Children learn a new song, 'I love the mountains.'



I Love The Mountains | Super Simple Songs | Kids Music - YouTube.

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

Children share if they have seen hills or mountains before. Have they climbed a hill or heard of any stories? Teacher shows a picture/video of Dzükou valley to children



Children share whether they have been to the valley and what they saw. Teacher brings a puppet to class and says, "My friend Keneibu has come from Dzükou valley today! She is very excited to share about it". Do children have any questions to ask Keneibu about hills in the Dzükou valley? Children ask questions to

Objectives

- * To discuss about hills and mountains in the surroundings
- * To ask questions about hills in the Dzükou valley
- * To look at a big picture card and share how big/small are the houses in hills
- * To experiment with different shapes and see which one slides down easily/smoothly
- * To identify different shaped objects and compare how they roll down
- * To record how different material roll down a slide



Materials Required

Big picture, blocks from block corner, slide in play area/ wooden sticks/planks, shapes like- ball, cone, square box, worksheet

Keneibu and teacher writes them on the board/ chart paper. Keneibu can talk about how her house is in the valley which is surrounded by hills. She also shares about the birds, flowers, insects, roads and animals seen in the valley, the weather and how it changes as one goes to the top.



Teacher and children discuss what could “roll” down the hill. How will things roll down the hill? Teacher then takes children outside to the play area. Children gather around the slide and take different materials with them- a ball, a cone, a square box, a rectangular shaped box in different sizes. Teacher introduces the word *slope* and *slide*. Children test one by one how each object goes down the slide.

Some questions that can be asked

1. Do all objects slide down the same way?
2. What objects roll/ slide down the slope?
3. Why does the ball roll down quickly as compared to square box/cone?
4. What are some other objects that you would like to try?

A discussion around how a ball has no edges, hence it rolls down.

It is connected to how hills also have a slope and circular objects roll down smoothly, as compared to other shapes.

What are the other circular objects that will roll down smoothly?

What about flat surface? How would you roll down a hill? Children try to roll on the ground. Teacher points out how they round themselves like a ball to roll.

Children collect different shapes of objects - circle, triangle, rectangle, square and other shapes. They roll the objects down the slope and observe them.

Objects that roll smoothly worksheet

Children look at different shapes and identify the objects related to the shapes. They roll it down the slope and note if it rolls down smoothly. They try to read the name of the objects and focus on the sounds the objects make.



Reference Image



Dear Teacher! In case there is no space for a playground or a slide available, you can create one in the class using some broad wooden sticks/ planks and make a makeshift ramp.

Objectives

- * To discuss the concept of up and down by directly engaging with it using a staircase
- * To think of different things that can help climbing uphill
- * To find materials and make a journey stick
- * To identify and draw things that are uphill and things that are downhill
- * To think about how things get transported up the hill



Learning Experience

Teacher and children play a game. When teacher says 'uphill', children go up the stairs or climb a table, and when teacher says 'downhill', children go down the staircase or jump down the table. Teacher asks, "Was it more difficult to go up or come down?"

Children share their thoughts. Teacher shows *up* and *down* flashcards and writes the words on the board. She/he plays a game when she/he points to the flashcard or the board. If it is "up", children stand up and if it is "down", children sit down. Another word that can be introduced is "side". What will children do?



Materials Required

Journey stick, worksheet, pencil, crayons



Circle Time

Children sing the song from day 1. Children share what else they love. They can add to the song and sing again. What else can Keneibu tell children about Dzükou valley? Teacher can share stories related to the valley. What could be up the hills? What could be down the hills? How else can you discuss about up and down with children?



Dear Teacher! If children live in a hilly area, children can share their stories of hill climbing. You can take them to a hill and children can practice uphill and downhill.

Let's hike up the hill

Children discuss how it was difficult to climb up? If we were to climb up the hill, what will happen? What can they use while going up the hill to make the hike easier? What about a 'journey stick'? What kind of a stick will be needed? Do we need a big stick or small one will do?

Children go outside and find a stick/branch of their choice-they get back and decorate it. They can also create one using paper, cardboard.

Some questions that teacher can ask-

- What kind of a stick will be required if a huge elephant is going up the hill? What about a small mouse?
- What if a hornbill is tired of flying and is looking for a journey stick? Children share their thoughts and describe what kind of journey sticks will be used.

Uphill and downhill worksheet

Children complete a worksheet where they imagine, observe, draw and label what are the things we find down the hill and what are the things we find when we go up the hill.

Objectives

- * To discuss the weather changes when they go uphill/downhill
- * To discuss the houses that is on the hills
- * To think of things, they would need to keep warm
- * To draw and scribble the items that needs to be protected from cold
- * To identify **r** sound words and practice pronunciation and writing the **r** sound



Materials Required

Weather wheel, paper, crayons, pencil, big picture of houses on the hill, **r** picture cards/objects, chart paper, markers



Circle Time

Children sing song from day 1. They discuss all that they did previous day and share whether they enjoyed going up and down. Children discuss about how the weather has been in the last 2-3 days. Teacher asks children to look at the weather wheel in the classroom and discuss what weather it is today. Has it been the same as yesterday or did it change? Does the weather change in a day or from place to place? Are there any questions related to weather in the Dzükou valley?



Learning Experience

Teacher again shows the Dzükou valley picture. Children look at the picture and share what they see. Teacher can ask some questions:

1. Do you see any houses on the hills?
2. How big are the houses that you see?
3. Were you able to see these houses from inside? What is there outside these houses?
4. What do you think people who live here do every day?
5. What kind of material will be needed to build the house? (Teacher refers to the discussion on houses done earlier)

Let's draw a house on the hill

Children discuss how when they go up the hill, it becomes colder, and wind gets cold too. As they come down, the weather changes and wind become warm.

Children and teacher discuss what are the things we do when we feel cold? What we need and how we get it? Children draw a house on the hill, and they add things to the house that they would need to keep themselves warm. Children label the names of the items they have drawn.

Introduction to the letter **r** and **r** sound

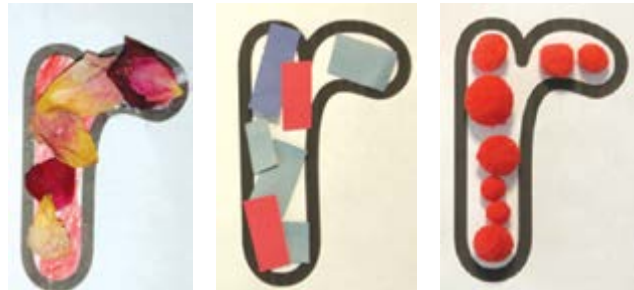
Teacher narrates a story to children about a little girl named Rokono and boy whose name was Rovi who loved climbing hills and mountains. Rokono and Rovi loved playing, eating and reading together but the thing that they enjoyed doing the most was climbing on top of the hills near their house. One day Rokono and Rovi

decided to climb up their favourite hill near their house and play a rolling down the hill race with each other. Before they began climbing the little hill, Rovi packed 4 rice cakes for both Rokono and himself in a red box and put it in his bag pack. As Rokono and Rovi started climbing up the hill, they saw two little rabbits hopping on the grass and playing with each other. As they climbed a little higher, they found a small patch of grass where so many red roses were growing. They stopped to look at the roses and smell the beautiful, sweet smell of the roses. Soon they reached the top of the hill and just when they reached the top, you know what happened? It started to rain. Rokono and Rovi ran under a big tree to take cover from the rain. In a few minutes, the rain stopped, and you know what they saw across the hill? A big colourful rainbow. They both sat down on top of the hill and watched the beautiful rainbow while enjoying eating their rice cakes.

After teacher narrates the story, she/he repeats some of the **r** sound words from the story like reading, rolling, rainbow, rabbit, **R**okono, **R**obin, (stressing on the **r** sound) and asks children, what is the sound that is common in all these words? (**r**)

Teacher then writes the **r** letter and **r** sound on the board slowly showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **r** and it makes the sound **r** like the first sound we hear when we say the word rain or rabbit. Teacher asks children to repeat saying the sound along with her/him. Let's say softly, let's say it loudly, let's say it to the roof, let's say it to the ground and now let's whisper the **r** sound.

Teacher then asks children to think of their own words that start with the **r** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **r** word cloud that can be put up in the class for children to look at later. Children can draw pictures of things that start with the **r** sound.



Reference Image

Objectives

- * To share what they liked from previous day's experience
- * To discuss how things look from far
- * To discuss in groups regarding what materials will be used to make a tent
- * To engage with questions regarding different scenarios related to tent
- * To think of material required for camping
- * To draw and label the materials required
- * To revise **r** sound words by recognising the sound

Materials Required



Paper, crayons, materials and furniture available in class and outside, **r** sound recap worksheet



Circle Time

Children sing the song from day 1. Children discuss what they did on the previous day and share what they enjoyed doing the most. If children live in a hilly area, they can discuss if their house is on the hill. How do houses look from the bottom of the hill and how do they look as we climb up the hill?

If children live in plains, they can discuss how house look from the end of the road. Do they look smaller when we look from far? What are the other things that are far away?

Would children like to live on a hill in the Dzükou valley?



Learning Experience

Children continue to discuss what people do when they go on top of a hill. Where do they stay the night? Do they make tents and camp on the hill?

Shall we make a tent in our class? Children discuss ideas about what they can use to make a tent with, how will the tent stay without falling apart. What material would they like to take for camping?

Things for camping worksheet

Children draw and label things that they would need for camping. They also draw things they would need to make a tent.



Teacher provides material like sheets, stoles, and children can make tents in groups of 4-5. Teacher helps children in looking for objects that will help them in making tents.

The day is spent in making a tent, where they engage with questions such as:

1. What would happen if it starts raining very heavily? How will the tent protect you?
2. What if there are very strong winds blowing up the hill? What material would you use to make the tent?

Children can continue to do role play in their tent houses. They add more to the list of things they think that they will need for going camping.



Dear Teacher, if there are certain things from their list that children can bring from their homes, they can bring it the next day.

Recap of letter **r** and **r** sound

Teacher plays a quick **r** sound game with children.

She/he tells children, I am going to call out words, if you hear the **r** sound in the word, jump one step back and if you do not hear the **r** sound, jump one step in front.

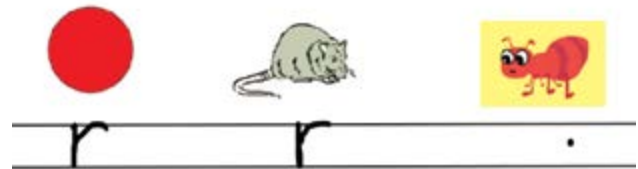
r sound words – roll, rice, red, rat, rabbit, purse, carrot, rocket, rose, rainbow, rain, ring, run, roof, race, doctor.

As children are playing the game, teacher can ask the children where they hear the **r** sound – beginning, middle or at the end.

r sound recap worksheet

Children look at the pictures on the sheet, if it starts with the **r** sound, they write the sound below the picture. If it does not start with the **/r/** sound they leave it blank.

Example -



DAY 5

CAMPING DAY!

Objectives

- * To share which was their favourite experience from previous days
- * To build role-play around different scenarios related to tent
- * To solve a maze
- * To complete making the tent and decorate it



Materials Required

Decorative items for tent, tent from day 4, worksheet



Circle Time

Children sing the song from day 1. They share which experience from previous days was their favourite and why. Teacher asks children to pick any book that they have been enjoying. Children share what they have liked about the book, what the book is about and what are the main characters of the book. Can they recognise any familiar words?



Learning Experience

It is camping day today! Children do a role play on going camping. Teacher supports children in taking different roles and get ready for camping. Children and teacher discuss the kind of roles and responsibilities they would need to take. Children in groups can be given different responsibilities-cooking, caretaking, keeping things in place, etc.

Children further add things to their tents which they have got from their house. Children can sing songs; walk uphill and downhill, pretend to cook food inside the tent. What happens if it suddenly begins to rain, or it gets cold, or they hear an animal sound? Teacher can discuss with children, certain situations that might happen during camping. Children share their thoughts and build role play around them.

1. What if someone gets lost? What can we do to not get lost?
2. What if our food is finished? How do we get food?

Lost friend Worksheet

Children help some friends who have lost their way to the camp by doing the worksheet.

WEEK 2 | MOUNTAIN PEAKS

DAY 1

HOW TALL ARE THE MOUNTAINS

Objectives

- * To engage with the rhythm using body parts and adds on to it
- * To discuss the height of hills and mountains
- * To use the hand span technique to measure the height of peers
- * To compare the height of peers using vocabulary like taller than/shorter than



Materials Required

Song from week 1, Picture card from week 1, worksheet, pencil, crayons, reference image of mount Saramati



Learning Experience

Teacher brings back the picture card from week 1 and asks, 'How tall do you think these hills are?' 'Can we measure them using our hand span?' 'How many hand spans will you have to count to measure the hills?' There are hills that are even taller than this. These are called mountains. Mountains are often covered with snow. How tall could mountains be? Teacher shows a picture of Mount Saramati in Nagaland. Children discuss the height of the mountains and compare it with their own. If possible, they can go outside the class and observe the height of hills or the height of tall buildings.



Circle Time

Children sing the song from week 1 '**I love the mountains.**' They share their experience of organising a camping day in class and talk about what they liked the most. What part did they not like? Teacher can take up any conflicts that may have happened during camping. Children play a game where teacher demonstrates a quick rhythm using parts of the body. For example- tap your head once, and then your knees twice, children follow. This continues with every child getting a chance to add on to the rhythm- tap your head once, tap your knees twice, blink your eyes quickly, and hop twice and so on. Teacher goes around the circle, giving each child one go. If there is a storybook on tall and short, Children and teacher can do a joint reading.

Let's measure the mountains

Teachers make two scales on a chart and paste it on the wall. She/he draws vertically, mountains on one side of the chart and hills on other side. Children measure their height and count the

number of mountains or hills they reach. Teacher gives children strips of paper where they write their names and the number of mountains and number of hills they reached. For example, a child could be 5 mountains tall and 8 hills tall. They then paste the strips on the chart. All the strips of children are put on the chart. Children look at the chart and observe how tall their friends are, friends who are taller than them and shorter than them. Teacher introduces the words 'taller than' and 'shorter than' Children share what objects in the class are taller to them and what objects in the class they are shorter to them.



Dear Teacher, here children are learning about comparison of heights and not exact measurements in centimetres or inches. Young children are still developing the concept of measurement and may find this part difficult. Also, children may want to compare each other's heights. Please take care that they don't make fun of each other's height.

Tall and short Worksheet

Children count the blocks and write the number as per the size of the animal.

Children can go home and measure height of their family members.



Mountain scale Reference Image



Reference Image

DAY 2

TOP AND BOTTOM

Objectives

- * To discuss the experience from previous day
- * To recognise things on top and bottom and use it in different contexts
- * To use clay and make different hill tops
- * To label the different hill tops
- * To identify **m** sound words and practice pronunciation and writing the letter **m**

Materials Required



Clay, flashcards, paper, crayons, mystery sound box, **m** sound picture cards/ objects



Circle Time

Children sing the song from the previous day. They play a game- What's on top? What's at the bottom? Teacher can ask about different things- what's on top of the table, on top of the cupboard in the class, bottom of the river, what is on top of the mountain? What is at the bottom? and so on.



Teacher shows the pictures of hills and mountains again. How is the top different from the bottom of the hill? Teacher shares how some hills and mountains are pointy, and some are curved. Children and teacher can use their hands to make different hills and mountain tops-pointed triangular, curved, rectangular, and other forms like square, zigzag mountain tops.

Let's make different hills

Children make the different types of hills using clay. They also make other things that they would like to put on the top of the hill and the bottom of the hill.

Children label the hills based on the shape they have made. Teacher supports children in writing letter sounds they are familiar with.

Introduction of letter m and m sound

Teacher brings out the 'Mystery Sound Box' and tells children, *I wonder what sounds are hiding inside the box today.* Teacher peeks inside the box or calls a child to pick up a picture card from the box and stick it on the board.

Example – a picture card of the mountains.

Teacher asks children, *'Which is the first sound you hear when we say the word mountain?'* Teacher stresses on the **m** sound and repeats the **m** sound along with the children.

Teacher calls a few more children to pick up **m** sound picture cards from the box and stick it on the board (3-4 picture cards)

Example – mountains, monkey, mango, man
Teacher asks children, *What is the first sound you hear when we say all the 4 words out loud?*

*Do all the pictures have the same first sound?
What is that sound?*

Teacher then writes the letter **m** and say the **m** sound on the board slowly showing children how to write the sound with the correct formation (Teacher can tell children that the **m** sound has 2 mountains and **n** has only one mountain). She/he explains to the children that the name of the letter is **m** and it makes the sound **m** like the first sound we hear when we say the word **mother**, **man**, and **mango**. She/he writes the sound again and writes the sound in the air and asks children to write along with her/him in the air (If teacher is facing the children to write the sound in the air, she/he writes the sound in the opposite direction as it would be a mirror image).

Teacher asks children to repeat saying the sound along with her/him. Let's say softly, let's say it loudly, turn to a friend on the right and say the **m** sound, now let's whisper the **m** sound.

Teacher asks children to think of their own words that start with the **m** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **m** word cloud that can be put up in the class for children to look at later. The teacher can also ask children to draw pictures of things that start with the **m** sound.



Objectives

- * To discuss things that are in the middle
- * To decide how mountain peak will be made
- * To make snow-capped mountain
- * To count spots on leopard and circle them in groups of five
- * To make words rhyming with peak



Materials Required

Pictures of snow leopard, worksheet, pencil, eraser, colours, cotton



Circle Time

Children discuss the experiences from previous day. Teacher shows the picture card again and asks children if they can identify the middle this time. Teacher plays a game with children called 'What is in the middle of...'

What is the middle of the body? What is in the middle of the road? Mango?

Children can also ask questions one by one that other children answer.



Learning Experience

Children discuss the different hills they made. Teacher focuses on the pointy hills. The top of pointy hills and mountains are called peaks. Can children think of other objects with pointy peaks- birthday caps, Christmas trees? What else? Children discuss what could stay on top of the peak? Several of the peaks have snow all year

round. Do children have any questions about snow-capped peaks?

Let's make snow-capped peak

Children draw a mountain on paper and make snow on top. Children decide on the material they want to use to make the snow. The snow in the middle and bottom is lesser than the top. They can also use blow painting to show snow that has fallen on the middle and bottom of the mountain.

While children are making their mountain peaks, teacher asks children to think of words that sound similar to peak. Teacher can prompt children and tell them that the word peak ends with the sounds **k**. Can we think of any more words that end with the same sounds? Example- beak, teak, leak, creak..... These words can be non-sensical words as well. Children can also name their peaks.

What else is in the middle of the mountain? There are forests in which animals and birds live. Children and teacher discuss the different animals that are found in the mountains. Teacher introduces children to Snow Leopards. Snow Leopards are big cats that love cold snowy mountains. They look at the picture of the Snow Leopard and discuss its different features.

Count the spots worksheet

Children count 5 spots on the leopard and circle them. They make more circles with 5 spots. How many circles (of 5 spots) have they got? Are there any leftovers?

Objectives

- * To discuss the experiences from previous days
- * To talk about bear and their different features
- * To make their own leopard and bear masks using the materials provided
- * To create their own stories about leopards and bears and share it with peers



Materials Required

Picture of bear, paper plates, paint, coloured paper, paper, crayons



Learning Experience

Teacher asks if they would like to be an animal in the mountains. How will they walk? What will they eat? What will their routine be?



Circle Time

Children sing the song from day 1. Questions related to animals in the mountains are discussed. What are the other animals that live in the mountains? Have they heard of bears? Teacher shows a picture card of a bear and children discuss the different features of the bear. How do they walk? What sounds do they make? Do children have any more questions about the bear?



Fuzzy Brown Bear Craft

Animal masks

Children choose to make a leopard or a bear mask. They use paper plates to make the masks. They act like leopards and bears and walk around in the mountains doing what they had discussed earlier.

Let's share stories

Our friend Keneibu has told us so many stories. Now it's time for us to tell stories. Children make stories about leopards and bears and act it out for Keneibu and others. If there is time, children can draw the story on paper and scribble about it. Teacher can support by writing the stories as children dictate them. Children then share their stories with the group.





Materials Required

Story, picture card of tragopan, jigsaw puzzle, paper, crayons, **m** sound picture cards/objects, worksheet, crayons, colour pencils, pencils, erasers



Circle Time

Children sing the song from day 1 with actions. Children share their thoughts about day 3. Today our friend Keneibu from Dzükou valley is back in the class to talk about birds that live near her house. Do children have any questions about birds in the hills? Children also recall and share the different birds they have discussed so far.



Learning Experience

Teacher tells a story of '**The Mountain that Loved a Bird**' in her/his own words.



<https://youtu.be/3uqrCVXzq94?si=nUxU1OXONpOYIs3b>

Teacher asks, what bird do you think was there in the story? Children discuss all that happens in the story. Teacher helps them in sequencing the different events.

Objectives

- * To share their thoughts about day 3
- * To listen to story and engage with the characters
- * To discuss tragopan bird and its features
- * To express whether children feel lonely/upset and what helps them feel better
- * To revise **m** sound words and draw things that starts with **m** sound

Let's draw our feelings

How was the mountain feeling in the story? Why was it so lonely? Teacher asks. 'Do you also feel alone at times?' 'Do you feel that at times no one is listening to you?' asks teacher. What do you do then? How does it feel? Children can share their experiences and feelings. Teacher encourages them to describe their feelings. Children draw a situation/ thing that make them feel alone or upset. What cheers them up? Children add things/people/events that cheer them up when they are lonely. Children label and scribble about these things. Teacher supports children by writing their thoughts next to the drawing as they dictate them.

As they share their thoughts, teacher helps them with some strategies which will help them cope up with these emotions. For example, taking deep breaths, drawing/expressing, talking to parents/siblings and so on.

How about the bird in the story? What was the bird doing? What kind of birds do we find in the mountains? Teacher shows a picture of Tragopan. Teacher asks whether they have seen

the bird earlier. They discuss its feathers, beak, eye colour and claws. Would they like to ask any questions about the bird?

Tragopan puzzle

Teacher gives a jigsaw puzzle where they complete the picture of tragopan.

Recap of the letter m and m sound

Teacher plays a quick game of beginning, middle and end **m** sound. Teacher calls out words and ask children where they hear the **m** sound – in the beginning, middle or end. Teacher can also trick children by giving a word that does not have the **m** sound at all.

Example of **m** sound words – monkey, mango, milk, mountain, map, moon, mouse, monkey, mask, mug, camel, lamb, mouth, hammer, jam, drum, worm, mushroom, summer

Teacher then draws a mountain on the board and asks children; imagine you were going up the mountain, what are some things that has **m** sound which you would like to see. As children share their ideas, teacher can draw a model and label the **m** things children would want to see while climbing the mountain.

m sound worksheet

Teacher groups children into pairs and gives them back the snow- capped mountain they made or a mountain worksheet. Children draw and label (with first sound or with a few sounds) the **m** things they would like to see along the way while climbing the mountain (Example – mango tree, monkeys, wet mud, moon and so on).

Example



Reference Image



Tragopan Reference Image



Dear Teacher! The story of 'The mountain that loved a bird' is quite long with a lot of sentences. You will have to read and prepare the story in advance and narrate it to children using different materials like puppet/picture card/drawing on board, etc.

WEEK 3 | BAMBOO IN HILLS AND MOUNTAINS

DAY 1

BAMBOO DAY!



Materials Required

Picture cards of bamboo, bamboo sticks of different sizes, strings, space outdoors which has sand/mud, pencils, pens, twigs, paints, worksheet



Circle Time

Children share the different experiences from previous week's activities and discuss which one was their favourite. Children do some sound exercises with the word "Bamboo". They make different sounds as they say the word. They stretch the different parts of the word. Baaaamboo, bammmmbboo, bambooooo. Teacher also engages them in a bamboo song.



<https://www.youtube.com/watch?v=vAGvg9YMpY8>

Children share if they have seen bamboo. Where have they seen it? Teacher shows children a bamboo stick and children can share their thoughts on it. What could it be used for?

If bamboo is easily available in school or in the nearby vicinity, children can also go out and explore bamboo plants. What is the texture of a bamboo? How is it different from other trees? What about bamboo leaves? Teacher can also use bamboo picture card to talk about the plant. Children and teacher can also read book "Bulbul's bamboo" by Mita Bordoloi if available.

Objectives

- * To discuss about bamboo in their surroundings
- * To discuss about bamboo plant and compare it to other trees in the surrounding
- * To use bamboo to draw/scribble their thoughts
- * To create different things using bamboo sticks



Learning Experience

Bamboo pencils and brushes

Teacher asks if we could try using a bamboo stick instead of pencils and colours today. Teacher provides bamboo sticks to children. Children go outside and make different designs using bamboo and scribbling their thoughts- on sand or mud.

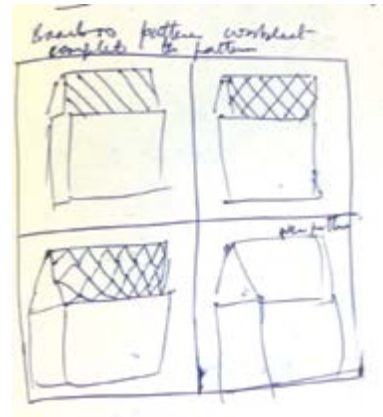
Different varieties of bamboo are given-thick and thin, big and small. Children share their observation on how drawing and scribbling changes with different kinds of bamboo sticks. Children can suggest other things that can be made from the bamboo sticks. What about bamboo paintbrushes?

Children find different material to stick to the bamboo to make paintbrushes- grass, leaf, and straw. Children try to paint using different brushes. How are the strokes different? Children and teacher discuss thin and thick strokes.

Bamboo pattern Worksheet

Children look at the patterns on the roof and make the same pattern in the rest of the house. In the fourth house, they make a pattern of their choice. Later, they can paint it with their paintbrushes.

Teacher discusses how bamboo is used in different ways to make roof and walls of a house.



Reference Image

Dear Teacher, ask children to go home and find out if they have bamboo near their home or things made from bamboo in their home. If possible, they can get a bamboo thing/object to class the next day.

DAY 2

BAMBOO WATERFALL

Objectives

- * To revise the story of 'the mountain that loved the bird'
- * To discuss about waterfall and how water flows
- * To experiment with falling water
- * To visualise how they want to make the waterfall and draw it on paper
- * To make a waterfall using bamboo
- * To make a waterfall using bamboo
- * To identify **d** sound words and practice pronouncing and writing the **d** sound letter



Circle Time

Children and teacher do some sound exercises using the "bamboo song". They repeat parts of the words bam bam, boo boo, bam bam boo, bam bam boo, bam bam boo. They use the two words to make new patterns. Children recall thick and thin related to the paintbrushes they made the previous day. Can they find things that are thick and things that are thin around them? Teacher brings things made from bamboo or shows picture cards of a few bamboos made things. Children also show things that they have got from home. Children discuss the variety of shape and sizes that bamboo comes in.



Materials Required

Bamboo, story, bowl, water, Panda puppet, **d** sound picture flashcards, chart paper, crayons, colour pencils, markers



Learning Experience

Children and teacher recall the story of ‘**The mountain that loved the bird**’ from the previous week. Teacher focuses on the river that flowed through the mountain. How does the river flow in the mountain? Children can act as rivers flowing through the mountain. What happens when they are at the edge of the mountain? The river flows down and becomes a waterfall!

Children talk about whether they have seen a waterfall flowing from the mountains. Where else have you seen something like a waterfall? Teacher shows the picture of a waterfall in the big picture. Teacher engages with questions such as ‘where do you think the water is coming from?’ ‘Why does it flow down?’ ‘What is happening to the water once it falls?’ and so on.

Waterfall experiment

Children experiment by pouring water from a mug into the bucket one by one. What happens when the water falls from a greater height, what about when it is at a lower height? What if there is an obstacle in the flow? How else can children experiment with water falling?

Let’s make a waterfall

Children make a waterfall using bamboo. Children are divided into groups and given a bamboo stick. First, they draw the design on how they would make the waterfall. They label the different aspects. Children then make their waterfall. Teacher supports them in suggesting material, giving hints, asking questions to think further.

What else can children use to make waterfall if bamboo is not available? Children and teacher can think of anything round and hollow.



Reference Image

Introduction to the letter **d** and **d** sound

Teacher introduces children to a Panda puppet called **Dobby** (The name can be any common name with the **d** sound). Teacher talks like the puppet and introduces the Panda to all children – Hello! My name is Dobby. My favourite colour is **d**ark blue. What is your favourite colour? Teacher can talk like the Panda and ask 2-3 children. You know, while I was coming to meet you all today, I saw a pond on the way and the pond had so many **d**ucks who kept saying Quack! Quack! Quack! My best friend, **D**exter the **d**og was also going to come with me to meet you all but then he got a little fever so he had to go see the **d**octor. The next time I come to meet you all, I’ll bring **D**exter the **d**og along too and we will play the **d**rums for you all. We are very good at playing the drums. When we play it, it makes the **d, d, d** sound.

Teacher asks children, **Can we say the d sound?**

The puppet Panda tells children that he has to go now to meet his friend but he will come back soon. He says good bye and he leaves.

Teacher asks children, ‘What was the sound Dobby said the drum makes when he plays it - **d, d, d**? Let’s say the sound softly, let’s say it loudly, and let’s whisper it.

Teacher then writes the letter **d** on the board slowly showing children how to write the sound letter with the correct formation. She/he explains to the children that the name of the letter is **d** and it makes the sound **d** like the first sound we hear when we say the word **dog** or **drum**.

Teacher asks children, 'Were there any other **d** words from the story that Dobby the Panda told us about'? Teacher asks children to think of their

own words that start with the **d** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **d** word cloud that can be put up in the class for children to look at later. Teacher can also ask children to draw pictures of things that have the **d** sound and label their pictures with the first sound of the word or a few sounds, listening carefully to the sounds in the word while writing it down.

DAY 3

COOKING WITH BAMBOO

Objectives

- * To discuss about bamboo and how it is used for cooking
- * To interact with the puppet and make a recipe for a meal with bamboo
- * To use different ingredients, utensils, spices while making the meal
- * To share the sequence of the recipe
- * To count bamboo shoot and assess whether they are more or less than usual bamboo meal of Dobby



Materials Required

Puppet Dobby, picture card of bamboo, flashcards/objects of different fruits, vegetables and spices, utensils from school kitchen or using box/bowl to mix, worksheet



Learning Experience

Teacher brings puppet Panda Dobby to class. She/he can wear a face mask of Panda and comes to class. She/he shares that this is our friend Dobby. He has come from far away and is very hungry. He loves bamboo in his food and requests all children to make something for him. But first, do children have any questions to ask Dobby? Dobby will be very happy to answer their questions



Circle Time

Children sing the song from day 1. They try to make words that rhyme with bamboo and try to create a bamboo song of their own. The rhyming words can be nonsensical like tamboo, lamboo, and so on. Children share whether they have seen their parents use bamboo-shoot while cooking. Teacher shows a picture card of bamboo and tells children that the inside part of bamboo is used for cooking. Teacher can also bring bamboo shoot dish to class.

Let's feed Dobby

Children are divided into groups and they discuss a recipe for cooking a meal for Dobby with bamboo in it. They first make a list of all the ingredients that will go into the recipe.

Let's make a list

Children draw the different ingredients and label them.

Let's buy

Teacher sets up a pretend shop and children practice buying of ingredients. Teacher can keep flashcard of different fruits and vegetable that children can buy. They choose the material and the utensils they would like to use to make the meal.

Let's cook

Children pretend to cook in their cooking station/ kitchen. Once children finish making the meal, they come up with it and share the steps of recipe with everyone.

Dobby loves the food and asks if children could also draw the final meal in the paper where they drew their ingredients so that he remembers how the dish looked like. Children draw the dish on the paper with ingredients.

Dobby eats bamboo worksheet

Children draw the bamboo shoots for the count given in one column on each day. They also write whether Dobby ate 'more' or 'less' in comparison to his usual meal.



Dear Teacher, ask children to go home and find out about the food items that is cooked with bamboo shoot. They can learn a new recipe and share with class tomorrow.

DAY 4

WIND CHIMES

Objectives

- * To discuss about wind, strong winds blowing, light wind and how different objects and living things move when wind blows
- * To explore how blowing air from bamboo sticks creates different sounds and rhythms
- * To collect materials of their choice to make a wind chime
- * To measure using handspan the lengths of different bamboo sticks and use it to make and decorate their wind chime
- * To assess number of sticks needed to make wind chime
- * To revise the **d** sound words and identify whether the sound come in beginning, middle or end



Materials Required

Bamboo sticks of varied lengths, items for decoration like coloured paper, beads, coloured stones, paint, string, materials available outside like leaves, flowers, worksheet



Circle Time

Children talk about their experience from previous day. They sing the bamboo song. Children share about the recipes they have learnt from their home. They ask each other questions about it. Teacher asks children about the weather. Is the wind blowing today? Children discuss how wind blows. Can they make the sound of the wind? What happens when there is a strong wind? What about when it is about to rain? How do trees move? Children act out different situations- when the wind is strong and when it is light, when they go up the hill. Some children can be trees, others can be flowers, leaves, and paper, and some can be animals like cats and dogs and so on. Children share their own experience of real events when it was a windy day or when there was heavy wind blowing.

Teacher can also read the story book “**The Cricket Who Could Not Sing**” or any other book that talks about ‘wind’.



Learning Experience

Do things make sound when winds blow? Children share the different things that make sound- doors, windows, clothes.

Can we create sound with wind in our mouth? Does wind live in our mouth? Children cup their hands together and bring it close to their mouth and breathe out in it. Do they hear the sound, can they feel the warm air in their hand? Let's use air in our mouth to make sound!

Bamboo sounds

Children take some bamboo sticks and blow wind from their mouth. What happens when they blow air at one bamboo stick, and it moves

and touches other bamboo stick? They explore the sticks, make different sounds, and create rhythms and patterns.

Wind chimes time

Teacher shares that they will make wind chimes in class! What does a wind chime do? How do we listen to sounds from wind chimes? Wind chimes produce music with the help of wind. When wind touches the parts of the wind chime, music is created. Teacher shows a picture of wind chime. Children bring materials like coloured paper, beads, leaves, flowers, threads, etc. to decorate their wind chimes.

Teacher can prepare and bring to class different lengths of dried, seasoned bamboo. Children pick out bamboo of different lengths, measure it using handspan technique, use paint to colour their windchimes, decorate it using paper and materials available outside, tie it together with a string, etc. They can arrange the stick in a particular order- same length, from small to big or big to small or any other pattern to make their wind chime. They count the number of sticks they use.

They can play the wind chime with their hands or blow on the bamboo sticks and see what happens. They can also take it outside to see how wind makes the bamboo sticks move and how it creates music.



Recap of the letter d and d sound

Teacher asks children, what the sound we learnt this week was. Let's say the sound really softly, like a whisper. Let's whisper it to the floor, let's whisper the sound to a friend on the left.

Teacher plays a quick **d** sound game

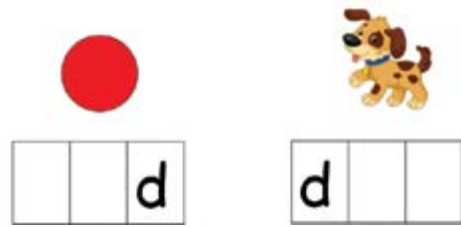
Teacher calls out words, if the word has the **d** sound children give a thumb up, if it does not have the **d** sound, children give a thumbs down. While playing the game, teacher can also ask children if they hear the **d** sound in the beginning, middle or end of the word.

Examples of **d** words – donkey, dragon, daddy, dog, dig, dragonfly, duck, doctor, mud, bed, doll, red, dress, drink, wood, card, food

d sound worksheet

Children look at the picture, say the word out loud, think about whether the **d** sound is in the beginning, middle or end and write the **d** sound letter in the correct box.

Example



Reference Images

If the **d** sound is in the beginning, children write the sound in the first box. If it is at the end of the word, children write the sound in the last box.



Dear Teacher, plan for the nature walk on day 5 in advance. This could be to a field/farm or a park nearby. You can also make it part of a picnic where children bring food and enjoy a day out observing, eating, and playing.

DAY 5

NATURE WALK

Objectives

- * To share their favourite experiences from past week
- * To go for a nature-walk and observe different varieties of bamboo, flowers, birds, trees and so on
- * To identify big/small, tall/short, near/far from the nature-walk and mark it in their drawing



Materials Required

Toy binoculars- hard paper, glue, string, worksheet



Circle Time

Children talk about their favourite experiences from the past week. Which one they liked and enjoyed doing the most and why. Children also sing a song of their choice.



Learning Experience

Children go for a nature walk. Before going, they share the safety rules while stepping out. Teacher hands them their toy binoculars (theme 2, neighbourhood, week 1). In case children do not have theirs, they can quickly make one, by rolling paper into cylindrical shape and tying them with a rope.

(See the video for reference:



<https://youtu.be/iM-oM8fPduo?si=LDmSeBuQrivTThXW>

During the nature walk, children spot different varieties of bamboo/other plants, observe its

leaves, spot different birds, insects, different trees and so on. They use their toy binoculars and share about the different things they can spot through their binocular from a distance. Teacher helps them in drawing connections to things they have discussed so far by asking questions and encouraging them to speak more if they recall something.

Nature walks Worksheet

When they come back to the class, they draw the things that they saw. Encourage children to add details to the drawing.

Teacher can ask children to identify in their drawing- tall/short, near/far, big/small and thick/thin.

WEEK 4 | ROCKS AND SOIL

DAY 1

LITTLE ARCHAEOLOGIST!

Objectives

- * To excavate buried objects by digging
- * To explore different objects found through digging
- * To assess tools to dig things
- * To share findings and reflect on the experience with classmates

Materials Required

Sand/mud pit, small and interesting objects for hiding (e.g., pebbles/rocks in different colours, toy dinosaurs/dolls, stationery items), tools for digging using everyday objects (e.g., spoons and forks, toothbrushes, sieves/strainers, paintbrushes, gardening tools like spades), worksheet.





Circle Time

Children and teacher do the rock song with actions.

I wish I was a little rock

Sitting on a hill

Doing nothing, all day long

Just sitting very still

And when the wind will blow by me

I will roll down the hill

I will become little rocks

But will be rocks still.

Teacher can read the lines and children can help in coming up with the tune of the song.

Teacher asks children 'on' and 'under' questions. What is on the chair? Under the chair? What is on the ground? Have we ever thought of what is under the ground? Let us think about different things we can find under the ground. We can take turns saying the names of things like roots, earthworm, bugs, or even buried treasures.



Learning Experience

Teacher asks children if they think there are things under the ground of our class as well. What do you think we will find? Children may come with several objects. Teacher asks questions like-how did it go under the ground, who did it belong to? Do you want to dig and find out? Teacher prepares the sand pit with treasure by hiding different things in sand- pebbles/rocks of different colours, toy dinosaurs/dolls, stationery items, or any other easily available items. There can be more than one of each item. Teacher also keeps a variety of digging tools nearby. These are everyday objects that can be used like spoons and forks, toothbrushes, sieves/strainers, paintbrushes, gardening tools like spades, etc.

Let's dig

Children and teacher go to the sand pit. In small groups, children sit around the pit and dig out what is hidden. They excavate different things and come back to class and share what they find. Teacher share that some people work as diggers, finding interesting things from under the ground. They are called archaeologists. Big word! Children try to speak the word by focussing on different parts of the word.

What did I find worksheet

Children draw the things they found in one column and label them. They write the count of the thing in the second column.

Questions to think

1. If a sand/mud pit is not available in your school, what are some other ways you can do this activity in your classroom? (Hint: You can use a bucket, or a tub filled with sand/mud).
2. Children may use the tools for digging in very creative ways e.g., they may use the stick-end of the paintbrush instead of the brush-end. What does this tell you about how children use tools in everyday life?
3. How will you record your observations of children's activities in selecting different tools, digging using various tools, and sharing what they have found?



Dear Teacher, children can also be asked to do some digging at home and bring things they found under the ground.



Learning Experience

Teacher shares how rocks can be very still, but they also travel long distances through wind and rivers. They carry wishes of people from one place to another. Would you like to send a wish through the rock? Who would you like to send it to?

Exploring rock

Children explore their surroundings and gather different rocks and pebbles. They look carefully at the shapes, sizes, and textures of the rocks. Children arrange the rock in different ways- size wise, shape wise, texture wise, and any otherwise they wish to categorise.

Shape of the rock worksheet

Children draw the outline of the rock they collected. They observe the shape of the rock and guess whether it most resembles to a circle, oval, square or triangle. Teacher provides small thumb-sized cut-outs of the shapes. Children paste the shape in the second column that most resembles the outline of the rock.

Make a wish

Children think of a wish and paint the object on a rock, or they could draw and colour their wish on a piece of paper and paste it on the rock.

Children discuss where they would like to keep it for a few days before they are back on their journey- in the sand pit, in the garden.



Reference Image for rock painting

Objectives

- * To recall the concept of roots and where they are found
- * To explore rocks- texture, shape, size and arrange them using different categories
- * To categorise the rocks into different shapes by assessing their outlines
- * To discuss the idea of a wishing rock and how it fulfils wishes of people
- * To think of a wish and paint it on a rock or a piece of paper

Materials Required

Rocks and pebbles, paints, paintbrushes, sand, grass, designated area for making the wishing rock, worksheet, cutouts of different shapes- circle, oval, square, triangle



Circle Time

Children sing the song from day 1 with actions. They share the things that they dug out near their homes. Did they find any roots? Teacher discusses roots as being under the ground. What can you discuss about rocks from the poem with children? Big rocks/little rocks?



Circle Time

Teacher conducts an interactive storytelling session-

Wiggles and his mud pile

There was a worm named Wiggles who loved to paint with mud. He lived in a little garden full of plants and bugs. Every day, Wiggles would wiggle through the dirt, looking for a special mud puddle. He would dip his wiggly tail in the mud and make paintings. Wiggles' mud paintings were so cool! One sunny day, some bugs saw Wiggles painting and wanted to learn too. Wiggles happily showed them how to make muddy art. They used their little legs to make lines and dots in the mud. They all had so much fun! But then, a naughty squirrel named Sammy came by. Sammy jumped in the mud puddle and made a big mess! The bugs were sad, but Wiggles didn't mind. He said they could have even more fun. Wiggles and the bugs decided to have a mud war! They threw mud balls and made mud pies. They laughed and laughed, getting all messy and silly. After the mud war, everyone was covered in mud, but they were happy. Wiggles realized that the best part was not just the paintings but playing together and having fun. From that day on, Wiggles and his bug friends had many muddy adventures in the garden. They made muddy paintings and memories that would last forever. So, if you see a muddy masterpiece, it might be Wiggles and his friends having the best time ever!

Children and teacher discuss what was happening in the story.

Objectives

- * To enjoy listening to a story and talks about it
- * To identify different colours and textures of mud
- * To observe and describe the characteristics of the collected mud
- * To experiment with the consistency of the muddy paint
- * To create artwork using the muddy paint



Materials Required

Mud, disposable cups and tools to dig and collect mud, sieve, water, chart paper, paintbrushes



Learning Experience

Teacher asks children if they would like to learn mud painting from Wiggles and make one of their own. Children go outside to collect mud. Each child carries disposable cups and tools to dig and collect the mud. If possible, teacher can bring mud/soil of different colours. Children fill their cups with mud. Teacher asks questions about the mud's colour, texture, and presence of rocks, leaves, or sticks. Back in the classroom, children sieve the mud to remove large stones, big particles and leaves.

Let's make paint

How will we make the muddy paint? What do we need to add to mud? Children add water to the mud to make paint. They experiment by adding different quantities of water. They test the muddy paint when there is more water, less water, no water.

Let's paint

Children draw anything they want. They paint their muddy masterpiece using muddy paint!

There can be a mud paint corner in the class for a few days where these painting can be kept or hung.

Points to ponder upon

1. How can you ensure the safety of the children during the outdoor collection of mud? Are there any potential hazards that need to be addressed?
2. How will you arrange the classroom space for children to comfortably do the sieving and painting activities?
3. What open-ended questions can you ask children to encourage them to reflect on their artwork and share their experiences?
4. Are there any additional resources or props that can enhance the Learning Experience, such as a worm made of clay?

Recap of the sounds introduced (r, m, d)

As an extension of the previous mud exploration experience, teacher gives children small square sheets of paper and children think of things they would want to draw with the muddy paint starting with the **m**, **r** and **d** sounds. Once children paint their muddy **m**, **r** and **d** sound objects, they can write the first sound or last sound next to their drawing with the muddy paint.

Children complete a worksheet where they label the pictures starting with the **r**, **m**, **d** sounds. If children find segmenting to label and write the name of the pictures challenging, they can label the pictures with the first sounds.



Reference Image



Dear Teacher! You can keep ready soap, water and hand towel for children to wash their hands after the learning activity.



Materials Required

Cylindrical containers, different shape and size of stones, chart paper



Circle Time

Children sing the song from day 1 with actions. Teacher plays a listening game with children. Children come to the teacher one by one. Teacher softly covers the eyes of the child with a piece of cloth. She/he makes different sounds using objects in the classroom and the child listen carefully and identify the source of each sound.



Learning Experience

Sounds form the rock

Teacher asks children if rocks can create music. What sounds come from rock? Teacher gathers 5-10 cylindrical containers and a variety of stones of different shapes and sizes. Children make sounds with rock and experiment whether different rocks make different sounds, how are the sounds made by big and small rocks different? What about when we put rocks in a container?

She/he demonstrates how to place a few stones at a time in each container, shake it, and listen to the sound it makes. Teacher puts different numbers of stones in each container, so that they all make different sounds. Before putting it in the container, children count the number of stones in each of them. Children select the container that makes the most and least noise and arrange all the containers in order.

Objectives

- * To compare and categorize sounds produced by each container
- * To make music in collaboration using stone containers
- * To practice turn-taking and develop social skills
- * To experience joy and express emotions through music and movement
- * To explore and compare different sounds produced by stones, by shaking containers with stones

Let's make rock music

Children take turns to shake and listen to the sound made by each container. Children can pick different containers in pairs. They can create music in different ways. One shakes a container and then other does the same; one shakes the container twice and another does twice. Children in groups of three can now try with three containers to make music, creating music pattern and rhythm.

Points to ponder upon

1. What will you say and do to help children notice the difference in the level of noise made by the different containers?
2. How can you ensure that the listening game effectively engages and captures children's attention while exploring different sounds made by different objects in the classroom?
3. How can you facilitate a collaborative discussion among the children as they select and arrange the containers based on the sound they produce?

Stone puzzle

Teacher makes outline of different stones gathered earlier on a chart. She/he keeps all these stone in a basket. One by one, children look for stones that will fit in the outline. They complete the puzzle by fitting all stones in the appropriate outline.



Reference Image of Stone puzzle

DAY 5

WALK THE ROCK

Objectives

- * To pretend to use their body as a JCB Excavator
- * To discuss and share their observations with peers and the teacher
- * To use their imagination to build a house/ bridge with rocks
- * To identify sounds introduced so far and identify the matching pictures to their beginning sounds



Materials Required

Pebbles/ rocks, boxes/baskets- to place the rocks picked up, colour paints, paint brushes, letter flash cards and picture cards/objects of the letters recapped so far



Circle Time

Children sing the song from day 1 with actions. Children reflect and share their experience of making music out of rocks from the previous day. Teacher asks children if they have seen a house made up of rocks. How did it look? What were the sizes of the rocks used? How do you think big rocks can be carried to build a house or a bridge? Teacher can ask children if they have heard of or seen a JCB Excavator. What does a JCB Excavator do? Teacher shows a picture of JCB Excavator.



Learning Experience

Teacher tells children, let's pretend to be JCB Excavators and collect rocks! How would you collect rocks if you were a JCB Excavator? Children pretend to use their hands as a JCB Excavator bucket and scoop rocks into a box like a JCB Excavator. Once children have picked up a few rocks using their hands as pretend JCBs, teacher says switch and children pretend to use their feet as JCB rock buckets to pick up rocks with their feet (This experience can be done in small groups depending on the number of children).

Once children have collected rocks, they work in teams to build a house or bridge using the rocks they picked up. Children can label the different parts of their house/bridge, paint or decorate it and think about whom they want to live with, in the house that they built? What would fit inside? Children who build a bridge can think about who can walk on the bridge? Will an ant be able to walk on it? What about an elephant?

Children discuss their experience of pretending to be a JCB Excavator? How did you feel? What did you like? What did you find challenging?



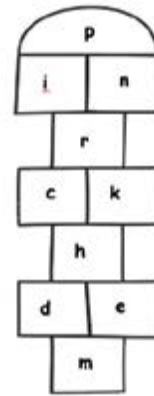
Reference Images

**Recap of the letter sounds introduced so far
(s, a, t, p, i, n, c, k, r, h, e, m, d)**

Let's play sound hopscotch!

Teacher keeps a basket of sound picture cards/ objects starting with the sounds introduced so far.

Teacher draws a hopscotch grid on the floor and places letter sound flash cards in each box with their face down. Children take turns to throw a small rock in any of the boxes, hop or jump to the box where their stone fell, pick up the card, say the sound out loud and find a picture card/ object that starts with the same sound from the basket kept next to the hopscotch grid to match the sound in their picture.



Reference Images

Example – A child throws the rock and it lands on the letter sound **k** box. The child hops to the **k** box, picks up the card, says the sound out loud. Goes to the basket and picks up an object or picture card that starts with **k** sound.

Teacher continues to play the game till all children have got their turn.

QUESTIONS FOR OBSERVATION

1. Are children able to describe hills and mountains in their surroundings?
2. Are children able to experiment with different shapes to see how objects move smoothly/easily?
3. Are children able to make journey sticks and imagine the kind of journey sticks used by different animals?
4. Are children able to discuss different weather conditions and how they bring different things based on the weather?
5. Are children able to work in groups to collect the materials to make a tent?
6. Are children able to compare taller than and shorter than using hand span technique?
7. Are children able to talk about different animals on top and bottom of the hill?
8. Are children able to engage with the story about the mountain and the bird, and empathise with the feelings of the mountain?
9. Are children able to notice different features of the tragopan bird and draw them?
10. Are children able to stretch different parts of the word 'bamboo' and create own words?
11. Are children able to use different number of bamboo sticks and make wind chimes?
12. Are children able to use all their senses while digging for rocks?
13. Are children able to explore mud and mix different colours?
14. Are children able to make music by putting rocks and stones in different containers?
15. Are children able to place the rocks in the correct shape/size?

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/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 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 and research 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, its functions and its 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. **Water, Water, Everywhere-** rivers and ponds near home, exploring the colours of water, water used for different purposes, colour of water, making a river, exploring riverbank
2. **Fishy Fish-** common types of fish found in Nagaland, where fishes live, features of a Shark, observing and listening to instructions to find a hidden fish in class, making a class aquarium
3. **In the Deep Blue Sea-** Exploring octopuses and their 8 legs, animals that live on land and underwater, sea animals hunting and protecting themselves underwater, exploring turtles and their shells and angler fish that glows, making a pattern sandwich
4. **Fish in My Home-** conflict management, making a fishing rod, planning and labelling a fish store, buying and selling fish, story about kangaroo, pocket fish

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Daily routines where water is used • Water wastage and ways to save it • Coordinating body movements to move like different sea animals • Using different resources to create a class aquarium • Making a sandwich • Oral hygiene, brushing teeth • Toothache, ways to prevent it • Fighting with friends and resolving it <p>Children become effective communicators</p> <ul style="list-style-type: none"> • Listening and engaging with stories • Singing songs with actions • Broadening vocabulary • Discussions – different fishes found in rivers/oceans, riverbanks and other animals found there, features of underwater animal, animals with pockets, buying and selling fish • Begin to blend to read words • Story sequence • Positional language – above and below • o, g sounds and letter formation <p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Water in homes and outside- where we get, how it comes to our homes 	<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Fine motor skills- Cutting paper to make grass/fish/ sea animals, making fish with clay, making a river and aquarium in class, making a fishing rod • Gross motor skills- coordinating movements to the music and instruction, looking for materials to make fishing rod • Describing what causes toothache • Sharing ways of maintaining tooth hygiene <p>Children become effective communicators</p> <ul style="list-style-type: none"> • Listening and enacting- songs, actions from daily routine • Enacting the story of Kicchu and Choru • Sequencing and narrating stories in order • Describing features of shark and other sea animals, rivers and ponds near home, angler fish • Labelling drawings • Reflecting on and sharing experiences • Identifying sounds in words, beginning, middle and end sounds • Looking at pictures to share observations and experiences • Writing sounds learnt so far with correct formations • Blending words • Drawing and scribbling concepts/ideas

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Water homes- ponds, rivers, sea • Water features- colour, shape, flow, things that dissolve in water • Animals that live on land and water • Water sprinkler • River- colour, shape, creatures living in river, riverbank • Capacity of containers • Fish- body parts, size, fish food • Sorting animals as big or small • Tall and short, sink and float, different kinds • Sea goggles • Fish market, crowded places • Fishing, fishing rod • Stepping stones, crossing the river • Octopus- 8 legs, sticky, slippery being • Turtle, shells, slowness • Sources of light • Fish homes- aquarium • Fish pet store • Animals as pets • Pockets, animals with pockets- Pelican, Kangaroo 	<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Creative thinking and problem solving • Collaborating to work together • Sequencing events • Sorting and classifying- objects that float and sink, land and sea animals • Identifying and extending patterns, actions, number of legs of different animals, sources of light • Materials that help soak water • Exploring slippery surfaces • Counting number of fishes and stones • Listing- things required for fishing • Analysing- situations, what fish eat, see in the dark • Investigating- capacities of different containers, how water flows through obstacles • Experimenting with- water colours, things that dissolve and do not dissolve • Pattern making- fish, sandwich • Constructing- water sprinkler, octopus, fish, fish food, shells • Planning- fish shop • Problem solving situations-finding Nemo, fight situations • Imagining having 8 legs, being shopkeepers/ buyers in a fish pet store, pockets for different animals

Dispositions	Emotional experience
<p>Curiosity</p> <ul style="list-style-type: none"> • Making fishing rods • Making a river in class and thinking about the ways and how to make the rivers flow • Exploring how water is transparent <p>Trust and playfulness</p> <ul style="list-style-type: none"> • Making a river and aquarium • Playing the stepping stones game – listening/ observing pictures to get ready to pretend to jump into the river • Enacting a story with peers <p>Perseverance</p> <ul style="list-style-type: none"> • Creating a river in class and adding different textures, animals, objects <p>Confidence</p> <ul style="list-style-type: none"> • Making a fishing rod to catch fish • Acting as characters from a story to enact the story with peers <p>Responsibility</p> <ul style="list-style-type: none"> • Showing care towards animals, insects, birds • Care towards own classroom and classroom resources <p>Empathy and cooperativeness</p> <ul style="list-style-type: none"> • Story about Kicchu and Choru catching fish, fighting/conflicts with friends and making up 	<p>Feelings</p> <ul style="list-style-type: none"> • Sharing what makes us special • Managing emotions – things children do when they are scared • Reflecting on experiences – how we feel • Waiting for ones turn • Joy while singing and moving to instructions <p>Ownership and belongingness</p> <ul style="list-style-type: none"> • Making an aquarium and river in class • Collaborating and working together with peers <p>Wonder and amazement</p> <ul style="list-style-type: none"> • Painting the river in shades of blue • Painting with feet • Connections between Pelican's beak and things around them • Similarities and differences between animals on land and underwater • Underwater animals hunting and protecting themselves • Breathing underwater • Imagining what they would do with 8 legs like an octopus • Fish that glow and a magical river <p>Achievement and satisfaction</p> <ul style="list-style-type: none"> • Making a river, aquarium, fish <p><i>What other emotional experiences did the children have during this theme?</i></p>

WEEK 1 | WATER, WATER, EVERYWHERE

DAY 1

WATER IN OUR HOMES

Objectives

- * To learn a new song with actions
- * To share how they get water at home and where it is stored
- * To investigate different capacities of containers by filling water in them using a cup
- * To sort objects that sink or float



Circle Time

Children learn a new song, teacher and children compose the tune together-

*Water, water, everywhere,
And all the boards did shrink.
Water, water, everywhere,
Nor any drop to drink.*

(From the poem The Rime of the Ancient Mariner by Samuel Taylor Coleridge)

Children discuss where they see water. Does water come from their taps, or is it stored in buckets? Is there a well in their village or a water tank? Do they have rivers/ponds near their homes or in their town/village? How does water come to their homes? Can they drink water directly from the well/river or tap? Teacher brings water in a bucket. Children touch water and try to hold it in their hand. Teacher asks if children have any questions about water. Children share and teacher puts the list on the board/chart paper. She/he can add questions like- colour, taste and shape of water if they haven't already come up with it.



Materials Required

Containers of different shapes and sizes, standard cups of two different sizes, paper, crayons, pencils, worksheet



Learning Experience

Water in our Home

Children draw different materials in which water is stored in their homes. They label them.

How many cups worksheet

Teacher asks if all these materials contain the same amount of water. Children make guesses which container holds the most or least water. Teacher brings containers of different sizes. If there are enough containers, then each child gets one or a group of 3-4 children get 1 container. Teacher keeps a bucket of water with a small cup/glass. One by one each child come and pours water in their container using the cup. Each child is given a worksheet where they draw the container in one column and the number of cups required for filling it in another column. What if we use a bigger cup? Do the numbers of cups reduce? Children experiment again using a bigger cup. Children observe and discuss how water changes its shape when it is put in different containers. What shape does it take in your container?

Teacher can also repeat the sink/float experiment done earlier by children.

Objectives

- * To listen to instruction and enact accordingly
- * To discuss the different actions done since morning where water is used and enact them
- * To talk about different scenarios where water gets wasted and come up with solutions
- * To count the water droplets and write the number in a worksheet
- * To identify, pronounce and write the **o** sound with correct formation
- * To identify if the **o** sound is in the beginning or middle in words

Materials Required.

Pencil, crayons, worksheet, **o** sound picture cards/ objects and blending words to read CVC words.



Circle Time

Children sing the song from day 1. Teacher plays a game where children listen to the instructions and do the action. For example, 'you are walking in a park, happily moving around and notice a butterfly; suddenly a big giant bear comes in front of you! Children react to what they would do if they saw a bear (scream Aaaarrghh! Run, climb up a tree, etc.) now the bear has gone. You see a puddle of water in front of you, what do you do? Children enact jumping on the puddle of water or moving to the side, etc. What happens when you jump in a puddle of water? If possible, children can also jump in water collected in a small but wide enough area/container.

Teacher can continue with the game for some time. In case any child wants to give the instruction, they can volunteer to do so.



Learning Experience

Teacher asks children if they have used water since morning. For what purpose have they used water? Teacher puts the responses of children on a chart paper or on the board.

Let's act along. Teacher and children sing by composing their own tune-

We use water, we use water

For...

Children pick one action from the list. For example, bathing. All children act like they are bathing. How did you use water in bathing?

Children repeat the song, and another child picks an action.

Teacher presents some scenario where water gets wasted. For example, using more than required amount of water to take a bath or leaving the tap open after they finish brushing their teeth. Children give suggestions on how to reduce wastage of water.

What will happen if there was no more water?

Count the drops worksheet

Children count the number of drops and write the final count below.

Introduction to the letter o and o sound

Teacher introduces children to Olive the Octopus puppet/cut-out. She/he brings out the 'Mystery Sound Box' and tells children that Olive is going to pick out 3 cards and stick it on the board. Let's see what Olive picks out. Olive, the Octopus, picks out 3 cards with objects that have the **o** sound in the middle.

Example



dog



fox



box

Teacher sticks the picture cards on the board and repeats saying each of the words out loud, stressing on the **o** middle sound. She/he asks children, what is the common sound you hear in all the 3 words? Is the first sound the same? Is the last sound the same in all 3 words or is the middle sound the same?

Once children say the **o** sound, teacher repeats the sound a few times and asks children to repeat saying the **o** sound along with her/him. Let's say the sound softly, let's say it loudly, turn to a friend on the right and say the **o** sound, let's whisper the **o** sound.

Teacher then writes the **o** letter on the board while saying out loud and slowly the **o** sound, showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **o** and it makes the sound **o** like the first sound we hear when we say the word **orange** and **octopus**. She/he writes the sound in the air and asks children to write the **o** sound letter along with her/him in the air a few times using their pointing fingers (If teacher is facing the children to write the sound in the air, she/he writes the sound in the opposite direction as it would be a mirror image).

Teacher plays a quick beginning and middle **o** sound game with children. Teacher calls out words and ask children where you hear the **o** sound – in the beginning or middle. Teacher can also trick children by giving a word that does not have the **o** sound at all.

Examples of **o** sound words – orange, on, hot, pot, octopus, coin, top, office, frog, stop, dot, dog, ox, off, pop, lock

DAY 3

RAINBOW WATER

Objectives

- * To discuss about water wastage and come up with further new ideas on how one can save water
- * To experiment and observe whether water has its own colour
- * To investigate and record about objects that dissolve in water and that which do not dissolve in water
- * To draw an object and record the colour that water takes when it is dissolved in water
- * To make patterns in a fish and complete the worksheet



Materials Required

Water, paint, mud, salt, sugar, crushed flower, chalk dust, coloured container, crayons, pencil, sketch pens, worksheet



Circle Time

Children sing the song from day 1 with actions. Teacher gives different situations of water wastage and children share their ideas to conserve water. This conversation is built upon previous day's discussion. What else can be discussed about water and water conservation with children?



Learning Experience

Children discuss if water has its own colour. What happens when we put it in different coloured containers or if there is mud in water? Teacher brings paint water, mud water, water in a coloured container and children observe the colour of water. How is it different from the other?

Coloured water

Children make coloured water of their own choice. They decide on the material and the process to make their coloured water. Some material that can be used- paint, mud, salt, sugar, crushed flower, chalk dust, etc. What happens when you dissolve sugar in water? Does the colour change or remain the same? Will leaves change the colour of water? Teacher can also provide material that stay intact and do not dissolve. In the worksheet, children make the object they have added to water in one column and draw/ scribble how water looks after adding the object. Does the object dissolve or not? Children write yes if it dissolves, and no if it does not dissolve.

My rainbow fish worksheet

Teacher provides a worksheet with a fish with part of it covered in a pattern. Children complete the pattern first and then colour the fish in different colours to make a rainbow fish.

DAY 4

FLOWING IN THE RIVER

Objectives

- * To discuss about how a river flows and imagine it
- * To investigate how water flows with and without obstacles
- * To construct a water sprinkler and experiment with flow of water through it
- * To categorise animals based on whether they live on land or water
- * To add details as to where animals would be found



Materials Required

Paper, paint, brushes, straw, worksheet, ramp, water, different materials for creating obstacles, water bottle/plastic bottle



Circle Time

Children and teacher discuss how the water flows. Do other objects like cup, spoon flow like water? From where does it flow into our taps and buckets? Water takes a long journey from bigger water homes like rivers and oceans to come to us. Have children seen a river? What could a river look like? It can be curly like a snake. It can wide like a big..., and run quickly like a ... child give different animal names and do the actions.



Learning Experience

Children do experiments with water flow. Teacher brings water in a bucket and a mug/cup. One by one, children pour water from a cup into the bucket. They observe how water flows from different distances. Teacher can also keep a ramp (piece of wood) so that children pour water on the ramp and observe how it flows. What if we put an object in its way? Children bring an object and put on the ramp, one by one and watch how water flows through it. This is how the river flows. Two children pour water simultaneously and observe how water merges and becomes bigger. This is how rivers flow into bigger water bodies like seas and oceans. Teacher ensures that all children get a chance to make water flow.

Water sprinkler

Teacher brings a plastic bottle with a hole in the cap. She/he fills the bottle with water. First children pour water without the cap and then with the cap on water come out through the holes of the cap. Do they observe any difference? What if we press the bottle hard? How does the water flow? Can we use it to water plants?

Land or water worksheet

Children traces the animal to land or water. Teacher further enables them to share where on land would animals be found- monkey on the tree, snakes in a hole. Children add the details to the worksheet. Where do frogs live? Both on land and water.

DAY 5

RIVERBANK

Objectives

- * To sing the song from day 1 with actions
- * To look at picture cards of river and share what they see and their own experiences of going to a river
- * To make a river by experimenting with different water colours on paper
- * To discuss different things that grow on a riverbank and animals that come to a riverbank
- * To add different things found on a riverbank to the river made on day 4
- * To count the number of stones and write it in a worksheet
- * To recap the **o** sound and complete a worksheet on it



Circle Time

Children sing the song from day 1 with actions. They discuss about the experiments they did the previous day. How does the river flow? Children make the river by holding hands and flow in the class. What if a giant rock comes in front? What about a huge mountain? Teacher act like different obstacles in the way of the river and children try to find their way through.

Teacher shows a picture card of the river and children discuss what they see. Who lives in the river? Where is the river going?

Materials Required



Materials from outside-stones, leaves, twigs, grass, etc., paper, paints, straw, worksheet



Learning Experience

Let's make a river

Teacher shares that they would make their own river in the class. Each child is given an A4 size paper, paint it by using blue paint and mix it with white or green to create different shades of the river-light blue, dark blue, blue and green, etc. Children discuss the different water colours that they have made.

Children make bubbles in the river by blowing white paint using a straw or dropping some white paint on the river painting and blowing air on it.

Children decide how their river would be- like a snake or would it be wide. They place and join the painted papers together on the floor to create a big class river. They make a list of things they would like to add to the river. They can draw and label the things. They then collect materials for the same. Children add things on the banks of the river. They use different material such as clay, stones, paper and sand to build the riverbank.

Where's the animal worksheet

Children count the number of stones at which the animal is and write it down.

Teacher then discusses how and where children would place their river in the class. How will the river flow? Will it flow in a straight path or move in a zigzag manner?



Reference Image

Recap of o sound

Teacher asks children, what sound have we learnt this week? Let's say the o sound really softly, like a whisper. Let's whisper it to the floor, let's whisper the sound to a friend on the left.

Teacher plays a quick o sound game

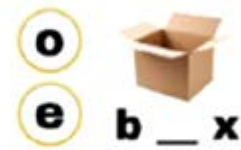
Teacher calls out words, if the word has the o sound, children give a thumbs up, if it does not have the o sound, children give a thumbs down. While playing the game, teacher can also ask children if they hear the o sound in the beginning or in the middle.

Examples of o words - orange, on, hot, pot, octopus, cop, top, office, frog, stop, dot, dog, ox, off, pop, lock, log, fox

Worksheet

Children look at the picture, say the word out loud, listening carefully to the middle sound and write the correct middle sound they hear in the blank space.

Example



Dear Teacher, you may keep the river intact for the next week as well, children will continue to work on it.

WEEK 2 | FISHY FISH

DAY 1

SWIM, SWIM, SWIM

Objectives

- * To sing a new action song
- * To look at picture cards of fish and share thoughts
- * To use words such as above and below in situations
- * To draw the missing parts in the body of a fish
- * To draw and scribble the different things seen above and below the water body
- * To begin to blend sounds to guess the word



Circle Time

Children learn a new song, which will be done throughout the week. Every day one river/sea animal will be added to the song.

*The fish in the sea go swim, swim, swim
Swim, swim, swim, swim, swim, swim
The fish in the sea go swim, swim, swim
In the deep blue sea!*

Teacher and children discuss about the experiments with water and how they merged rivers to form a sea. And what lives in the rivers and seas. Fishes!! Children share whether they have seen the fishes, eaten them, what do they look like? Where do fishes come from? and so on. Teacher talks about big fish and small fish- where do big fishes live? Can small fish live along with big ones? If possible, teacher can show a video on fishes too-



* FISH * | Animals For Kids | All Things Animal TV - YouTube



Materials Required

Song, video, picture card of fish in river, worksheet, paper, crayons, Fish puppet, CVC word cards



Learning Experience

Children look at the picture card carefully. They observe the details of the picture and share their thoughts. They discuss the colour of the fish, its eyes, nose, fins, size, etc. Teacher brings the attention towards the body of a fish. How do fishes swim in water? Do they have legs to swim? What about their hands? Do you see how a fish makes a pout with its mouth? Children act as a fish and roll their mouth to indicate the face of a fish. Can you try saying something like a fish?

Let's draw a fish

Teacher quickly draws a fish outline on the board, without its fins, tail and eyes. Children draw the different parts of the fish body one by one. Teacher introduces words like tail and fins of the fish.

Above below worksheet

Where does the fish live? Teacher introduces the words above and below. She/he shares how fishes live below the water body and cannot live on ground with us. It needs water to survive. In the worksheet, children draw what is above the ground-people fishing, children playing and what is below the water body- fishes, weed, etc.

Introduction to Blending

Teacher introduced children to a fish puppet. She/he tells children that the puppet's name is F-i-n. Can we try putting the sounds together to say the word? Teacher demonstrates blending the sounds together on her/his arm to say the word out loud. F-i-n. Let's say it a little faster. F-in-Fin. Teacher talks as Fin the fish and tells children that she has just started learning how to read words and has a bag of words with her. She needs the children's help to help her read the words. Fin can tell children that she is going to say the sounds of the word she picks up from the bag and children have to put the sounds together with her and help her read the word.

Example – Fin the fish pulls out a CVC word card 'mat' and says the sounds out loud stretching its fin. m-a-t. Let's try saying that a little faster, m-a-t. Let's sing the sounds - m-a-t- mat. Once children guess the word, teacher can stick the word on the board for children to see.

Fin the fish takes out a few more cards from her bag to help children blend the sounds and read the words.

CVC words to blend -at, in, it, an, sat, pat, rat, hat, man, can, ran, tan, dad, map, tap, sap, rap, din, pin, tin, pit

Arm blending Video for teacher to model blending for CVC words -



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



Arm blending Reference Image



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

Objectives

- * To sing the song from previous day and add to the lyrics
- * To revise the concept of above and below
- * To listen to the story and answer questions
- * To understand about oral hygiene and practice brushing teeth
- * To describe what causes toothache in a worksheet



Materials Required

Song from day 1, undersea picture card, paper, pencil, crayons, paintbrush/ toothbrush, white paint/toothpaste, worksheet



Circle Time

Children sing the song from day 1 with actions and add a new line-

*The sharks in the sea go chomp, chomp, chomp
Chomp, chomp, chomp, chomp, chomp, chomp
The sharks in the sea go chomp, chomp, chomp
In the deep blue sea!*

Children talk about what is above and what is below the surface of a water body. What other creatures live in water besides fish? Children may share sharks/whales, or the teacher may introduce it by saying, there are big fish and small fish, but do you know we have a bigger fish called Shark? What does it look like? Children can use their body to indicate how big a shark might be. Teacher shows the undersea picture card and discuss different aspects of the shark.



Learning Experience

Teacher shares a short story about sharks:

The Shark that had a Toothache!

Once, in the deep blue sea, lived a lonely shark named Mr. Darcy. Darcy has no friends. He moves around the sea all alone looking for food. One day, as Darcy woke up, he saw his swelled face in the mirror! As he opened his mouth to see, he realised he had a toothache! Poor Darcy didn't know what to do! He roamed here and there, Keeping his fins on the aching tooth looking for some relief.

Darcy heard about fishes that lived further up. He decides to pay a visit to the fishes and ask for help. As he was swimming his way up, all fishes were scared of him and started hiding behind leaves, stones and even behind each other! Darcy wondered why they were running here and there and asked one kind looking fish. Darcy told the kind fish 'I am not here to eat you! I need some help with my toothache! I cannot sleep, I cannot eat, and I cannot watch the Sun going down!' The kind fish looks at his swollen face and decides to peep inside Darcy's mouth. After observing for some time, the fish says 'Oh Darcy! Did you eat something pointy last night? I see a few pointy bones stuck inside your teeth!' The kind fish scratched out the pointy bones from Darcy's mouth. Darcy was relieved! He was not only relieved from the toothache but had also made a new friend! He thanked the kind fish and went back into the deep blue sea!

Children listen to the story and share their thoughts. Teacher can ask some questions like:

1. Why do you think Darcy was lonely?
2. Why did the fishes start running and hiding after seeing Darcy?
3. What do you think Darcy ate last night because of which something pointy was stuck in his teeth?
4. Have you had an experience with toothache? What did you do?
5. How did the kind fish help Darcy? Can you remove something while scratching it?

Let's brush the shark's teeth

Teacher gives children a picture of shark with teeth that are dirty. Children take paint brush/ toothbrush with toothpaste/white paint and brush the teeth of the shark. As children do this, teacher enables children to brush carefully, reaching the end of the teeth, up and down and side by side. Children share the steps of brushing their teeth.

What causes toothache worksheet

Children draw things that can cause toothache- lots of sweets, pointy things, and hard solid things. They then draw what can help with the toothache- brushing, warm water, salt and medicine.

In the end, children can sing and dance to the music of 'Baby shark' song.



Baby Shark Dance | #babyshark Most Viewed Video | Animal Songs | PINKFONG Songs for Children - YouTube



Dear Teacher! For the next day, please bring cut-outs to make goggles.

DAY 3

WHERE IS NEMO?

Objectives

- * To add to the lyrics of the song with actions
- * To follow the instructions regarding movement exercise
- * To problem-solve a situation and find Nemo
- * To make goggles for undersea adventure
- * To count and categorise the different kinds of fish
- * To share their experience of working in groups

Materials Required



Undersea picture card, picture of clown fish, song, goggles cutouts, glue, material for decoration, colours, worksheet



Circle Time

Children sing the song from day 1 with actions. Teacher can ask what other sea animal they would like to add to the lyrics? They look at the undersea picture card and teacher helps them recognise other sea creatures. Some additions can be- Lobsters in the sea go pinch, pinch, pinch, Octopus in the sea goes wiggle, wiggle, wiggle, Turtles in the sea goes tut, tut, tut, etc.

Teacher does a small movement exercise where she/he calls out names of different sea animals and children move their body accordingly.



Learning Experience

(Before the experience begins, teacher has hidden 4-5 picture cards of a clownfish called Nemo in different parts of the classroom. She/he has developed hints/cues based on where it is hidden)

Teacher again shows the undersea picture card and shares that her little friend, Nemo the clownfish is missing today. 'Would you all help me find Nemo? We have to go to the deep blue sea and find out where Nemo is.'

Let's make sea goggles

Teacher shares that we would need special goggles to go into the sea and look for our friend Nemo. She/he gives goggles cutouts to children. Children paste the different parts, and colour/ decorate their goggles.

Let's look for Nemo

Children are divided into groups of 4-5. Teacher gives clues to each group based on where they are required to look for the fish. For example, Nemo is a small fish; it likes to be with his friends and loves to eat plants as well as candies too! Nemo is orange in colour and has patterns of white and orange stripes on his body'.

Nemo likes to hide in the dark- can you find any dark places in the classroom? 'Nemo also loves to eat food, where can he find food?' (The clues can also be blending sounds to guess the word clues like – He likes r-e-d colour. I wonder what that is. Let's try saying again – r-ed -red colour. Can we find something red in class? He has 2 f-i-ns-fins)

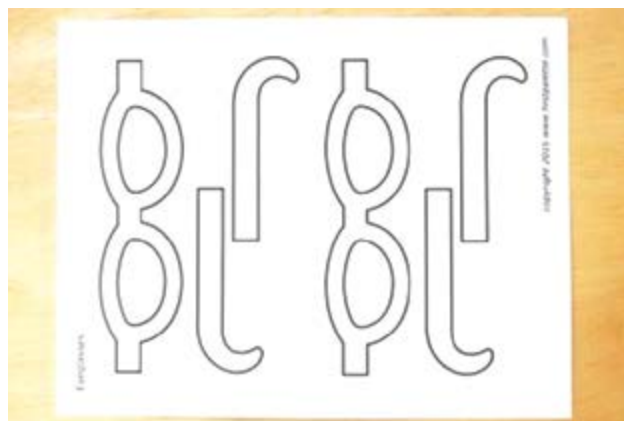
Children wear the goggles and look around the classroom. They act like they are under the sea. How will they move around and breathe?

Children work in groups and try to find Nemo. After the experience, they share their thoughts of working together in groups and any problems that they faced, etc.

Count the fish worksheet

Children count the different kind of fishes and put the number in the end. They colour the fishes. Children also share the difference in the fishes in the worksheet.

In the end, children play the song 'Baby shark' and sing and dance!





Materials Required

Song, story, paper, crayons, worksheet, picture cards



Circle Time

Children sing the song with actions

To the river we go

To the river we go

You and me (3)

We catch some blue fish

You and me (3)

The song can be sung with other adjectives such as red fish, big fish, small fish, and wide fish.

Children talk about the fishes they see in markets. How does it reach the markets? Who catches them? How are fishes caught? Can we catch them with our hands? They are very slippery. What are the other things that you find slippery?

Teacher and children can also share fish market scenarios near their place- is it a big market or a few shops, is it too crowded or noisy, what are people doing in a fish market? What should children do in crowded spaces?



Learning Experience

Teacher tells a story from the storybook corner called **'My fish! No, my fish!'**



Digital Library of Stories for Kids | Stories | Storyweaver

Objectives

- * To learn a new song and add adjectives to it
- * To discuss about different fishes seen in market and how do they reach the market?
- * To reflect on crowded places and what to be careful about
- * To listen to the story and engage with its characters and answer questions
- * To draw scenarios where they fought with a friend or sibling and suggest solutions to resolve the fight
- * To trace lines of fishing rods and complete the worksheet
- * To identify the picture and its sound
- * To match picture with their first sound in a worksheet

Children listen to the story and share their thoughts. Some questions that can be asked are:

1. Why did Munia ask them not to catch fishes?
2. Why did Kicchu and Choru fight?
3. If they did not have their fishing rods, instead they carried a sieve; do you think the big fish would have escaped?
4. Have you had any conflicts/fight with your friend? What was the reason?

Fight scenes

Children draw a scenario regarding a fight they had with friend. Once all children have drawn, they share with the class; other children suggest how the child can resolve the fight.

Who got the fish worksheet

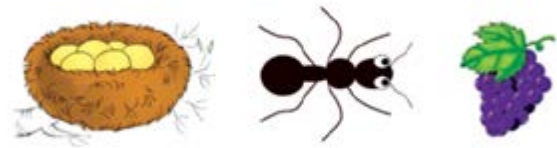
Children trace the line of each fishing rod and find who gets the fish.

Recap of sounds introduced so far (s, a, t, p, i, n, k, e, h, r, m, d, g, o)

Teacher places 3 -4 picture cards of objects starting with the sounds introduced so far. Teacher calls out a word with the same beginning sound of a word stuck on the board and a child's name. The child comes to the board and gives a hi5 to the picture that has the same beginning sound as the word that the teacher called out.

Example—Teacher calls out the word grasshopper and a child's name. The child comes to the board, says the first sound of the word they hear when we say the word grasshopper and gives a hi5 to the grapes picture that starts with the same **g** sound.

Children complete a match the picture to the middle sound worksheet.



o

i

e

Reference Image

Objectives

- * To discuss about fishing and their own experiences of going on a fishing trip
- * To list out what one needs to go fishing
- * To make a fishing rod using their own choice of materials
- * To identify images and do the actions while stepping the stones



Materials Required

Materials from outside to make their own fishing rod, glue, pictures for steppingstones game



Circle Time

Children sing the song from the previous day. Teacher informs that Kicchu, Choru and Munia would like to take us fishing. Would they like to go? What would they like to catch? What will they do with the fish? What would they like to take with them on their fishing trip?



Learning Experience

Children discuss what one needs while going fishing- a basket to catch fishes, a container, a fishing rod! Let's make a fishing rod-what do we need?

Let's make a fishing rod

Children go out and collect materials to make their own fishing rod-stick, hook, maybe something to decorate it too!

Children think of what they can add to the end of the fishing rod so that the fish gets hooked or sticks to it? They problem-solve through these questions and come up with their own solutions. Children go to the river where they have put fish. They act like they are catching fish. They can help by putting glue on the end of the rod wire so that the fish sticks.

Stepping stones

Teacher asks how we can enter the river to catch the fish without falling. We can go in a boat or carefully step on stones. Teacher shares that they will do a game of stepping stones.

Teacher draws different images on A4 paper indicating certain instructions. She/he places them at a distance from each other. Children identify the image and do the action as they move from one stone/image to another.

Each child gets a chance to take part in the obstacle stepping stone game.

WEEK 3 | IN THE DEEP BLUE SEA

DAY 1

LEGGY LADS

Objectives

- * To work in pairs and problem-solve through the game
- * To look at the picture of Octopus and share their thoughts
- * To imagine having 8 legs as the Octopus and describe what each leg would do
- * To identify number of legs of different animals and draw them



Materials Required

String/shoelaces, picture card of Octopus, paper, crayons, under the sea picture card, worksheet



Circle Time

Children discuss about seas as bigger water homes. They discuss experiments from the previous week of rivers merging into the sea. Children sing the song from previous week-

*The fish in the sea go swim, swim, swim
Swim, swim, swim, swim, swim, swim
The fish in the sea go swim, swim, swim
In the deep blue sea!*

They include Octopus in the song. Children play a game called 'my legs are tied'. Teacher divides them into pairs and ties one leg of each child with their shoelace/string. Children try to walk/run with their partner to cross the finish line.

Teacher discusses about seas and oceans that are large water bodies and that the water is salty! How Octopus and other big fishes like sharks live in such big water bodies?

What else lives in the ocean? Children share whether they have seen crabs, big fish, jelly fish, sea horse, etc.



Learning Experience

Teacher shows the undersea picture card and brings focus on the sea animal- Octopus. Children look at the picture and share whether they have seen an Octopus. They count the legs...8 legs! Children enact how the Octopus moves in the deep blue sea. 'What if you have 8 legs? What would you do?'

My eight legs

Teacher asks them, 'What if you had more than two legs? Would it be easier to run/walk?' Children share their thoughts. What if we had eight legs like the Octopus!

Children draw themselves with 8 legs- they express what they would like to do with each leg.

How many legs worksheet

Children discuss how many legs each animal has and draw their legs. They put the number below the animal- 2 legs, 3 legs. Children can add more animals if they like.



Learning Experience

Teacher talks about how animals both on land and sea hunt for their food. For example, a lion eats deer, the sharks eat fish, etc. Teacher asks questions like- how can a small fish save itself from the big fish? Children can come up with different ideas and teacher can write them down on board.

Teacher shares how Octopus release large amount of ink, creating a dark cloud to block the vision of the predator. Teacher links it to story above and shares how the Octopus spews ink to escape the predator.

Objectives

- * To listen to the story and follow the sequence of events
- * To discuss and share about how animals hunt for food and how can the prey save themselves
- * To observe how Octopus sticks to a surface and explore stickiness with their feet
- * To make an Octopus using paper plates



Materials Required

Story, paint, brushes, chart paper/newspaper, paper plate, ribbons, paper, glue



Circle Time

Children sing the song from week 1 with actions. They discuss about Octopus and their body-8 legs, eyes and where is the mouth? What about nose? How does an Octopus breathe etc.?

Teacher shares a story of '**Tickly Octopus**'



Tickly Octopus - Bedtime stories for kids, children's books read aloud - Ruth Galloway. - YouTube

After the story, children tickle each other and see who feels ticklish! They engage with questions around the Octopus and his adventures- how it went into the deep blue sea, found the pearl for his friend, etc.

Sticky feet paints

Children observe how Octopus sticks to a surface- teacher compares it to glue and tells children how will they feel if their feet are sticky with paint? 'Let's get messy with paint today!' Children take paint and use brush to paint their feet with different colours, as per their choice. They are then given papers to walk on and feel the paint sticking to the paper.

They play around with paint and explore how it feels to paint with their feet.

Let's make an Octopus

Children make an Octopus by taking a paper plate, sticking cut out of eyes and drawing a smiley mouth across. Then children stick 8 strips of paper and put different number of dots on the arms. The number of dots can be decided by the children.



One by one, children then share about the Octopus they have made, giving it names, where it lives, what it does.



Learning Experience

Tippy the Turtle is describing the deep blue sea to children- he shares how dark it can be at times, when he is scared, he hides in his hard shell-like how we carry an umbrella during rainy day, the umbrella protects us from rain, similarly, my shell protects me from others!

Tippy asks 'when do you get scared', 'what do you do when you get scared?' Children share their thoughts- I cry, I run to my mother, I play, etc. Children draw scenarios of when they felt very scared.

Let's make a shell

Tippy has a request for children. He would like everyone to make a shell like his and see how convenient and comforting it is to be wrapped inside the shell and sleep, especially when they are scared!

Children collect materials to make the shell- teacher helps in cutting the shape and children colour it/paint it. They decide the number of spots they plan to draw on their shells. Children decide how big/small they would want their shells to be. Once they have made the shells, children can wear them and share how they feel wearing the shell. Do they feel less scared like the Turtle?

Objectives

- * To share experiences from previous day
- * To interact with Tippy the Turtle and learn where he comes from and
- * To make turtle shells and discuss how it acts a protective covering
- * To identify, listen, pronounce and write the **g** sound letter
- * To listen and identify words with **g** sound and follow the instructions of the game



Materials Required

Undersea picture card, puppet, paper, crayons, paints



Circle Time

Children discuss the story from previous day. They share their experience of sticky feet and describe how it felt to have their feet dipped in paint.

Teacher brings the undersea picture card and shows them the turtle in it. His name is Tippy the Turtle. Do children have any questions for Tippy? Children asks where Tippy has come from, what he likes to eat, is he friends with Octopus? and so on.

Children sing the song from day 1, adding Turtles to the song.



Reference Image

Introduction to the letter g and g sound

Tippy the Turtle tells children a story about his brother Gugu. Gugu is a very adventurous little Turtle. He likes finding new places to explore and play. One day Gugu decided to visit a **g**arden he had heard all the little children talking about when they came to the river. For Gugu to enter the **g**arden he had to go under a big **g**ate that was at the entrance of the **g**arden. In the **g**arden Gugu saw so many things. He saw big bunches of **g**reen and blue **g**rapes, he saw a **g**rasshopper hopping along in the **g**rass. Soon it started to get dark; Gugu was a little scared as he had lost his way. He did not know how to go back to the river. Just then he heard the sound of music playing. As he followed the music through the **g**arden, he saw a little **g**irl sitting on the **g**rass and playing **g**uitar. The little girl saw how anxious Gugu looked and understood that he must be lost. She asked Gugu not to worry and follow her. As Gugu followed her for a few minutes, he quickly came across his river. He said 'thank you' to the little girl and jumped back into the river and swam away.

Teacher repeats some of the **g** sound words from the story, stressing on the **g** sound - Gugu, garden, girl, grapes, green, big. She/he asks children, what is the common sound they hear in all these words? Once children say the **g** sound, teacher repeats the sound along with the children.

Teacher then writes the letter **g** and **g** sound on the board slowly showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **g** and it makes the sound **g** like the first

sound we hear when we say the words- garden, green, grapes. Teacher asks children to repeat saying the sound along with her/him. Let's say it softly, let's say it loudly, let's say it to the roof, let's say it to the ground, now let's whisper the **g** sound.

Teacher plays a quick **g** sound game with children.

She/he tells children, I am going to call out words, if you hear the **g** sound in the word, jump one step back and if you don't hear the **g** sound, jump one step in front.

g sound words – grass, grasshopper, gift, goat, guitar, gate, game, gorilla, girl, green, big, fog, bag, jog, log, dog, grow, guest

Teacher can also ask children where they hear the **g** sound- beginning, middle or at the end, while playing the game.

Teacher asks children to think of their own words that have the **g** sound in the beginning or at the end. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **g** word cloud that can be put up in the class for children to look at later. Children can also draw and label pictures of things that have the **g** sound.



Objectives

- * To listen to story and imagine a magical river with fishes
- * To learn about angler fish and its features
- * To identify sources of light
- * To analyse situations where light should be put on/off



Materials Required

Picture card of angler fish, paper, crayons, worksheet, pencil



Circle Time

Children discuss the events from previous day. They share whether they would like to put their shells behind their back today and sing the song. Children sing the song from day 1 including Turtles in the song. Children can wear it whenever they feel like it.

Teacher then narrates a story called: **Atsen finds the magical river!**

In a small village between tall mountains and lush green fields, there lived a fisherman named Atsen. Atsen was known for his love of fishing and spent most of his days by the river, hoping to catch the biggest and most colourful fish. One day, he heard a fascinating tale from the oldest person in the village about a magical river hidden deep within the forest. "Listen closely, young Atsen," the old man said, his eyes twinkling with excitement. "There is a river far away, where the water sparkles like a thousand diamonds!" Atsen couldn't contain his curiosity. He decided to embark on a grand adventure to find this magical river and see its wonders with

his own eyes. He set off on a journey that lasted a hundred days. Finally, after crossing dense forests and climbing steep mountains, Atsen reached the magical river. As he stood on its banks, he was mesmerized by the shimmering water, sparkling like a thousand diamonds. Atsen noticed a boat nearby, and to his surprise, it was shaped like a magnificent swan. He hopped on the boat, excited to explore the magical river. He put his fishing basket into the water, eagerly waiting for the fish to appear. When Atsen pulled his basket out of the water, he felt its weight, but there was nothing to be seen. "Oh no!" he exclaimed, scratching his head in confusion. "I've caught an invisible fish!" Undeterred by this unexpected turn of events, Atsen decided to make the most of his invisible catch. He piled one, two, three, and more baskets of invisible fish onto his boat, amazed at how heavy they were. As evening fell, Atsen lay down under the stars, feeling a little sad. "How will I sell fish that no one can see?" he wondered aloud, staring at the baskets filled with invisible fish. Suddenly, as if by magic, the invisible fish began to shimmer and glow in a breathtaking display of colours. They illuminated the boat, creating a dazzling spectacle. Atsen's eyes widened with joy as he realized the incredible beauty of his catch. "My goodness!" Atsen exclaimed with glee. "These invisible fish are not invisible anymore! They are glowing in all the colours of the rainbow!" Filled with excitement, Atsen returned to the village with his boat piled high with baskets of radiant, glowing fish. As the villagers gathered around, they marvelled at the magical sight and applauded Atsen's discovery. From that day forward, the village held a grand festival to celebrate the magical river and the glowing fish. Atsen became known as the fisherman who brought light and colour to their lives!

Children discuss the events in the story. Children are curious to know more about the magical river and the glowing fish. Teacher shares that in the deep sea, there are fish that have an organ that glows like a light bulb. These fish are called 'Angler fish!' The light helps them see in the dark sea.



Learning Experience

What gives us light? Children look around the classroom and outside and list out the different sources that give us light and help us see in the dark. Teacher writes these items on board/chart paper. They add more items that may be available at their homes to the list. Children draw things that give us light and label them.

Light on off worksheet

Children look at the pictures and share whether light should be on or off. If the light should be on, they can draw a lit-up bulb and write 'on'. When light is not needed, they draw a switched off bulb and write 'off'.



Dear Teacher! For the next day, ask children to bring some cucumber, tomatoes and carrots.

DAY 5

FISH SANDWICH

Objectives

- * To discuss different scenarios related to story told on day 4
- * To assemble the food items to make a sandwich
- * To follow the pattern used to make the sandwich
- * To identify and write the **g** sound with correct formation
- * To begin to blend to read CVC words

Materials Required



Vegetables-cucumber, carrot, tomato, bread, plate, knife, letter flashcards, fish puppet/cutout



Circle Time

Children sing the song from day 1. They revise the experiences of the previous day. They recall the events of the story of the magical invisible fish and listen to the story again.

Teacher asks a number of questions such as:
Why do you think the fisherman wanted to find the magical river? What would you do if you catch an invisible fish?

Why do you think the fish started glowing at night? What do you think the villagers would have done if the fisherman came back without any fish? If you were one of the villagers, what fun things would you do to celebrate the fisherman's return with glowing fish?

Do they like to be invisible? What would they do if they became invisible?



Learning Experience

Have any of you ever heard about magical stories from your grandparents or older family members? Teacher encourages all children to share their own magical stories or ask questions about the ones shared.

My magical river

If you could create your own magical river, what special things would you want in it? Children draw their magical river. Teacher encourages children to think of what this magical river will have. Would they like to add any other magical creature? What does it do?

Let's make fish sandwich

Children are going to prepare a sandwich today! They bring the cucumbers, carrots and tomatoes. Teacher helps them peel and cut the vegetables. Teacher gives each of them a plate to make their sandwich. Children work on their own, making different patterns on fish bread using vegetables cut in different shapes.



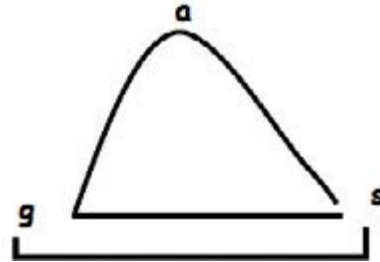
Children then count the number of carrots, cucumber and tomatoes used for making and assembling the sandwich.

Recap of g sound

Teacher asks children about the **g** sound learnt earlier. As children say the **g** sound words, teacher repeats the sound and writes the sound on the board with the correct formation.

Teacher tells children, she/he is going to write sounds to words on the board and we are going to dive like a fish and put the sounds together to read the /g/ words.

Example – Teacher draws a little wave on the board as shown below:



Teacher takes a fish soft toy or cut-out to drive through the sounds and put the sounds together to model blending to read the word- g-a-s, let's sing the sounds and put them together, g - a - s - gas.

g sound words for blending – got, bag, gum, get, log, jog, dog, big, pig, bug, rug, gap....

Driving through the sounds to blend to read video (We changed it to diving to keep with the theme)



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



Dear Teacher! For the next day, please bring a big cardboard box for the aquarium.

Dear Teacher! For the next sub theme, day 1, please bring a sieve to class. If it is possible to bring more than one, then do so.

WEEK 4 | FISH IN MY HOME

DAY 1

AQUARIUM IN PROGRESS!

Objectives

- * To sing the song from day 1 with actions
- * To discuss their own experiences regarding an aquarium
- * To think about how they would make an aquarium for the class- fishes, other sea animals and plants, etc.
- * To think of the details of the fish they want in the aquarium and make it using different materials
- * To categorise different kinds of fish that children have made and document them
- * To begin to put sounds together to blend to read words



Circle Time

Children and teacher compose the tune and action to the following lyric-

*One fish, Two fish, Red fish, Blue fish,
Black fish, Blue fish, Old fish, New fish.*

From there to here,

From here to there,

Fishes are everywhere.


(Adapted from Dr. Seuss Poems)

Children talk about whether the fish will be able to survive on land? What will they do if they live on land? Would children like to take a fish home as a pet? Where would it live? We would have to build a house for the fish. Children further share how will they interact with the fish.

What other question can we ask children about keeping pets?

Teacher plays the song 'Baby shark' and children sing and dance, do different actions.

Materials Required



Song, picture card of aquarium, coloured paper, threads, glue, glitter pens, sketch pens, newspaper, paint, crayons, stones, twigs, leaves, letter sound cards, small water animal cutout



Learning Experience

Teacher and children discuss about making a house for the fish. Where can they live? Fish can live in bowls. If we want more fish, we can also build an aquarium. Teacher first discusses whether children have seen an aquarium before. Where have they seen it? Why are fishes kept in a box? Teacher can show a picture card/video of an aquarium.

Let's make a class aquarium

We will have common aquarium for the class. An aquarium has many things that a fish would need. What should be part of this aquarium? What would fish need in its house?

Children scribble/draw their ideas how they would like to make the aquarium- what kind of fishes will be there? How big will the aquarium be? Can sharks also be a part of the aquarium? Will there be any plants in the aquarium? Teacher takes notes of all the ideas. Children decide to make different fishes for the aquarium using materials like coloured paper, real grass, stones, twigs, etc. They draw different patterns on the fish, make a shark with big teeth and label them.

My fish, your fish

One by one, children share about the fish they have made. How is it different from other fish? Would all the fish live together? Children discuss based on similarities and differences among different fishes. Teacher and children think of different categories based on specific aspects of fishes made by children. Teacher puts them on a chart in one column. In the next column, children add their name to the category to which their fish belongs. For example, if the category is biggest fish, child/children with big fishes add their name. Other categories can be- smallest fish, circle fish, red fish, colourful fish and so on. Teacher ensures that there are several categories such that all children names can come on the chart.

Recap of Blending

Teacher keeps letter sounds of a CVC word painted on rocks or letter flashcards in the aquarium made by children earlier.

As an extension of the previous experience, teacher use undersea picture card to blend the sounds in the sea, using the sea animals they created and read the words. Teacher tells children that we are going to dive through the sounds to read the words in the aquarium.

Example– Teacher model using picture of an Octopus (any underwater animal) to say the words out like an Octopus and blend to read the word in the river. If the word is p-a-n, teacher

changes her/his voice to say the sounds of the word like an Octopus and models blending the sound to read the word.

As children are diving to put the sounds together and read the words, teacher keeps the last 2 sounds of the words same and only changes the first letter sound for a few words. Once children are done reading a few words with the same last two sounds, teacher continues to change all the 3 sounds and again keeps the last two sounds same for a few words and changes only the first sound.

Example



Teacher demonstrates using her/his Octopus cutout/puppet, and say the sound out slowly like the Octopus (like a song): p-a-n- pan.

Example



The next time the child blends, teacher keeps the last two sounds same (a, n) and only changes the first sound: c

Objectives

- * To recall the experiences from past four days
- * To work collaboratively on making the aquarium
- * To discuss about what the fish will eat, how will they see in the dark and so on



Learning Experience

Children bring the materials that they have been working on from day 4. They put finishing touches to the fishes. Meanwhile, teacher brings a big cardboard box. She/he cuts one side and keeps it in the centre of the class. Children first paint the box blue and mark the outlines with a different colour. They then bring their fishes and place it in the aquarium- they work collaboratively to ensure every child gets a chance to place their fish in the aquarium. Discussions around where the big fish would be? Can they be closer to small fishes? What will the fishes eat? Children make some food for the fishes and place it in the aquarium.



Materials Required

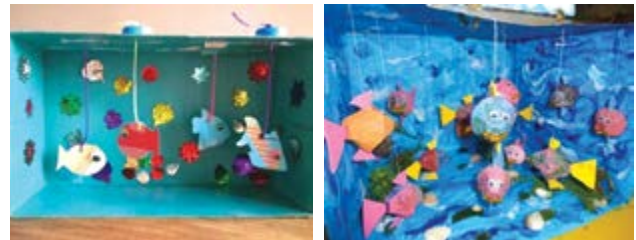
Materials to make the aquarium prepared on day 4, card board box, paint, brushes, glue



Circle Time

Children sing the song from day 1 with actions. They talk about the experiences done the previous day and share which part was their favourite.

Teacher plays a game called 'go catch the fish'. In a circle, one child act as fisherman/fisherwoman and the other children swim around as fish. They run around the class trying to catch the fish to cook their next meal!



After the experience, children share whether they would like to keep a pet fish in their own home. What would you name the fish? What would it eat? What if the fish feels lonely? How will the fish see in the dark? And so on.

Objectives

- * To discuss more about fishes and how one can keep it as a pet
- * To plan for a fish shop and discuss the different kinds of fishes in it
- * To scribble/write different things needed to be placed in a fish shop



Learning Experience

Planning a fish shop

What should we have in a fish shop? Where will they keep the fishes? What about fish food? How much would they sell the fish for? Children share a list of things that teacher puts up on a chart paper/board.

Children discuss how they will set the shop? Teacher helps children in setting up a shop. What furniture would they need? What do they need to collect?



Materials Required

Clay/play dough/flour, paper, crayons, coloured paper, sketch pens

Fish for the store

Children make clay fish and decorate with different patterns. What other creatures would they like to add- what about Octopus and Turtles? Children make these creatures using clay. Teacher brings transparent containers/ bottles filled with water and children place their fish/other creatures in it. Children also place the aquarium in the store.

Labels for the store

Children scribble to write different labels- shop name, different creatures' names and fish food labels and so on. Each child makes these labels and add it to their shop.



Circle Time

Children sing the song from day 1. Children discuss where they buy fish from. There are markets and there are also fish shops/stores. If children had to get a fish as a pet, what will you do? Do you have a river nearby? Or would you like to buy from a shop? Would children like to open a shop for the aquarium they have made?

Objectives

- * To sing the song from day 1
- * To discuss about other animals that they would like to keep as pets
- * To enact as shopkeepers and buyers and buy/sell fish
- * To count the total numbers of fish and write the number in the box
- * To practice blending of sounds and guess the word



Learning Experience

Let's buy fish

Children act as shopkeepers and buyers and shop at the fish pet store.

They make money for the transaction and write the amount of each fish on the container. Each child gets a chance to buy and sell the fish.

How many fish worksheet

Children count the total number of fish and write the number in the box.

Recap of blending

Teacher places cutouts of fish with CVC words written on the fish in a box or tray filled with sand. Two children, at a time, come to the box with fishing rods. Teacher calls out the sounds of a word that is written on a fish and children have to put the sounds together to guess the word, find the word and fish the word out using their fishing rod.

Example – Teacher calls out the sounds, **m-a-p**. Children put the sounds together to say the word out, look for the word on a fish and use their fishing rod to fish the map fish out of the tub/box.



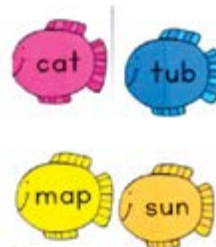
Materials Required

Fish made on day 3, CVC words cutouts, bowl, box/tray, fishing rods



Circle Time

Children sing the song from day 1. Children continue to discuss about keeping pets, other animals that they would like to bring to their house besides fishes. Where would they keep them? How would they take care of them?



Reference Images

Dear Teacher, place only 3 or 4 fish in the tub at a time in the beginning, so children don't get confused. The fish words in the tub can be alternated and replaced accordingly.

Objectives

- * To discuss about pockets and why one needs them
- * To talk about animals who have pockets and what do they use it for?
- * To listen to the story of Joey the Kangaroo and discuss the events
- * To imagine the purpose of pockets for different animals and where they will have them
- * To make pockets for class and put the number on it.



Materials Required

Picture cards of Pelican and Kangaroo, paper, crayons, pencil, coloured paper, glue



Circle Time

Children sing the song from day 1. Teacher shares a small instance 'Yesterday, I was at the market buying fresh fruits, vegetables and fish! My hands were full. I had two bags on one hand and two bags on the other! As I was waiting for the bus, I heard a sound 'screeccchhhhhhh' when I looked around, oh my! My fruits bag broke and all my fruits fell to the ground 😞' 'That moment, I wished I had a big pocket to keep the fruits.' Do children keep things in their pockets? What do they use it for? Where do they find pockets?



Learning Experience

Children discuss if animals have pockets. Where could the pockets be? What could they use it for? Children observe pictures of Pelican bird and Kangaroo. Can they locate the pockets of these creatures? What do you think they use it for?

Teacher tells a short story:

Peekaboo, Joey!

In a faraway land called Australia, there lived a sweet little baby Kangaroo named Joey. Joey had the softest fur and the biggest brown eyes, but he was also very shy. Joey's mommy, Mama Roo, would hop around, showing off her beautiful jumps. But little Joey preferred to stay hidden in Mama Roo's cozy pouch. He felt safe and snug in there, peeking out every now and then. One sunny day, Mama Roo said, 'Oh! Joey, it's time to come out and explore the world! It's such a beautiful place!' But Joey was too shy. He hugged Mama Roo's pouch tightly and said, 'No, Mama, I am scared!' Mama Roo understood Joey's feelings. She gently whispered, 'You don't have to be afraid, my love. Remember, I am always here with you.' Mama Roo hopped around, showing Joey the tall trees and colourful flowers, but he still hesitated.

Then, Mama Roo had an idea. She called out to all the animal friends nearby- Kookaburra, Koala, and Wombat. They came running to help. They gathered around Joey, singing and telling funny stories to make him giggle. With all the laughter and joy, Joey's shyness started to melt away. He peeked out from the pouch and saw his animal friends having fun. Mama Roo smiled proudly as she watched Joey gaining confidence. From that

day on, Joey learned that being shy was okay, but sometimes it's good to step out and join in the fun. With Mama Roo and his new friends by his side, Joey grew braver every day and explored the world!

Animal pocket

Children share their thoughts about the story. Would they like any other animal to have pockets?

Children draw an animal and make a pocket for it. What would the animal use this pocket for?

Our class pockets

Do we need pockets for our class? What can we put in them? Children take a sheet of paper and make small pockets with the help of the teacher. They decorate it and each child puts their name and a number on it. Teacher ensures that the numbers are in a sequence and not repeated. Children hang the pockets on the wall. They discuss things that can go in the pocket. What should they not put which will tear off the pocket?



Reference Images



Dear Teacher, everyday pocket games can be played. For example, children put the exact number of things in the pocket based on its number. What other games can be done?

QUESTIONS FOR OBSERVATION

1. Are children able to identify and describe a few common fish found in Nagaland?
2. Are children able to understand the words above and below and represent/describe what is above the ground and what is below in ponds and rivers?
3. Are children able to identify sounds in words, put sounds together to blend to read words?
4. Are children able to describe features of a shark?
5. Are children able to listen to clues and use their observations skills to find things around their class?
6. Are children able to collaborate and work together as a team, listening to each other's ideas, sharing ideas and thoughts with teammates?

7. Are children able to share their knowledge and ideas and differentiate between sea animals that live in the ocean and on land?
8. Are children able to problem solve and think about how different animals on land and water hunt and protect themselves?
9. Are children able to share and manage their emotions?
10. Are children able to write the **g** and **o** sound letters and the sounds learnt so far with correct formation?
11. Are children able to segment to write and label their work with a few sounds?
12. Are children engaged and involved listeners and participants during read aloud?
13. Are children able to use their creativity and imagination to share and represent their thoughts and ideas?
14. Are children able to identify and complete patterns?
15. Are children able to sort objects that sink or float and that are big and small?
16. Are children able to identify and describe animals, insects and the grass that can be found on the riverbanks?
17. Are children able to share about what makes them special?
18. Are children able to identify and share about animals, insects and birds that are found in tall grass?
19. Are children able to differentiate between left and right?
20. Are children able to describe, draw and make connections to a pelican birds' pocket or kangaroo's pouch?

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 the end of the theme and keep a record of it? If not, how do you plan to overcome the challenge?
5. What was/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 8: SKY AND OUTER SPACE

Introduction

The eighth and the final theme takes children and teacher to the skies and outer space and bring these experiences closer to their everyday lives. It connects children's experiences of observing the sky-day and night, and various fascinating objects in the sky- sun, moon, stars. The previous themes focused on creating experiences, learning and building knowledge of children's environments and space around them. The last theme on Sky and Outer Space shifts our lens beyond to explore the vast world around 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 senses, sense of wonder and curiosity. It also sparks opportunities for conversations about the sky, moon, sun, stars, space 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 depend on each other and work 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.

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.

Sky and outer space are magical for children. Birds flying in the sky is one such interesting event. Through the experiences, children explore the concepts of flying, wings and height. The ever-changing clouds fascinate children. The sun and the moon are their everyday companions and yet so far and unreachable. Through discussing the magic of the sky, the theme enables children to make sense of spaces/things that are not close to them. They take a flight of fantasy and imagine things beyond their reach. They are building an important skill of imagining ideas that help them in their creativity.

Children explore, wonder about, investigate and experiment with their ideas without limits. This forms the basis of creativity. Through hands-on experiences, observations and discussions around various topics, children explore concepts around sky, clouds, air transportation, moon, sun and stars, and through this process-deepening their sense of imagination, creativity and possibilities. Concepts that they perceive around them like shapes, colours can also be perceived in the sky. The vastness of the world out there and beyond, fascinates and creates a sense of wonder in children. 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.

This is the last theme of the curriculum. We are encouraging children to explore and expand their knowledge related to already experienced ideas and build on them. Some new ideas are introduced and children are supported to make connections, draw inferences and expand on previously built concepts. Teacher's observation of children's experiences with these ideas will enable her/him to build challenges and understand what children are ready for.

The subthemes of the Sky and Outer Space are

- 1. Flying High-** Discussing different kinds of air transportations, making connections with birds and planes, making paper planes, introduction to the **u** letter and **u** sound, experimenting and forming connections between balloons and hot air balloons, discussion and conversation around caging birds and animals
- 2. Adventures in the Sky-** Exploring clouds, their shapes, the colours of the sky, rainbows, a world without any colours, connections between music, colour and feelings, introduction to **l** letter and **l** sound
- 3. Moon and Stars-** Making a telescope and observing and exploring the night sky, stars and the moon, what makes things shine, sorting things that shine and that which do not shine, how things look when they are near and far away, discussion around good/ safe touch and bad/unsafe touch, introduction to **f** letter and **f** sound
- 4. Ride to the Sun-** Discussion around day and night, the weather, creating a weather calendar, clothing we wear during different weather conditions, exploring the sun and what lies beyond, space travel

WHAT TO LOOK OUT FOR IN THIS THEME?

CONCEPTS	SKILLS
<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Moving along with the music • Moving like clouds, different things that fly • Collecting materials from nature to make wings • Taking care of bodies - cleanliness and hygiene in different weather conditions • Safe and unsafe touch • Feelings of sadness, happiness • Messages for others • Likes and dislike regarding weather, clothes <p>Children are effective communicators</p> <ul style="list-style-type: none"> • Listening to stories • Singing songs • Role playing – Rooster and the Sun • Reflecting and sharing experiences with clarity and confidence • Discussing, sharing knowledge and ideas and conversing with peers during inquiries and class discussions • Conversation between a rainy and sunny cloud • Positional words- top, middle, bottom; near, far; in and out • u, l, f sounds 	<p>Children maintain good health and well being</p> <ul style="list-style-type: none"> • Fine motor skills- making wings, cutting, tearing and pasting, making telescope, painting the night sky, making the sun, making different cloud shapes with paint and cotton, making a telescope, making a paper plane • Gross motor skills- Moving and floating around like clouds, paper plane race, moving and dancing to the music and as different things that fly • Thinking about safe and unsafe touch, making drawing of what make them feel safe <p>Children are effective communicators</p> <ul style="list-style-type: none"> • Engaging with stories meaningfully • Discussing ideas, questioning- how things fly • Predicting what is going to happen next in a story • Sorting- creatures flying at top, middle, bottom, clothing for different weather • Imagining- a magical place, world without birds, without sun • Counting- birds left in cage after some fly away, shapes fitting into an area (cloud) • Comparing- different weather days, their drawings and actual night sky, clothes for different weather • Analysing- if more like rain or sunny day, weather data using weather graph, features of a space vehicle • Drawing connections between experiences- shape of rainbow and other things, music and feeling

CONCEPTS	SKILLS
<p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Positional language words – top middle, bottom, far, near, in, out • Things/creatures that fly and that which do not fly; things that fly at the top, middle and bottom • Wings of birds, planes, wingspan • Data analysis • Exploring 2D shapes • Counting and writing the total • Ordinal numbers • Making connections between things in nature and shapes • Air balloon • Birds in cages • Sky and clouds- clouds shape, movement, rainy cloud and sunny cloud • Colours, world without colours, colour flip book • Object in dark and at night • Rainbows • Stars, stargazing, telescope • Objects that shine • Moon- shapes- half and full • Sun, day and night • Weather- weather calendar, different clothes • Space, space vehicle 	<ul style="list-style-type: none"> • Creating own/ alternate endings to story • Identifying beginning, middle, end sound in words • Writing and labelling drawings with sounds introduced so far, objects, ideas • Making dialogues between objects/people • Blending to read CVC words • Beginning to write messages • Sharing work with the entire class <p>Children become involved learners and connect with their immediate environment</p> <ul style="list-style-type: none"> • Sequencing-events in a story and order of events in a day before coming to school in the morning • Exploring objects that shine and that which do not shine • Observing- sky and clouds, stars, rainbow in a jar, night sky- stars, moon, clouds • Inquiring- how things fly, wingspan of different birds, birds carrying messages, shape of clouds and movement, cloud talk, world without colour, how objects look in dark, stars shining, objects that shine, moon, half and full shapes, sun-night and day, things in space • Predicting- what an air balloon can carry, what night sky would look like, weather • Experimenting with growing a rainbow in a jar, air balloon • Making a weather calendar to collect data; paper planes, telescope, half shapes of different objects • Weather conditions and clothes we wear • Problem solving, making predictions and finding solutions to different situations and scenarios

DISPOSITIONS	EMOTIONAL EXPERIENCE
<p>Curiosity</p> <ul style="list-style-type: none"> • Experimenting to make connections between the workings of a hot air balloon and a balloon • Experimenting to make a rainbow in a jar • Clouds moving • Colours of the sky • Star gazing and moon watching • World without colours, without birds singing, with sun throughout the day or no sun at all • Ride beyond the sun <p>Trust and playfulness</p> <ul style="list-style-type: none"> • Working in groups to make wings, telescopes • Making own 2D shapes rocket • Narrating and enacting a story together • Enacting a conversation between rainy and sunny cloud • Object treasure hunt <p>Perseverance</p> <ul style="list-style-type: none"> • Collecting materials to make wings, telescope • Making craters on the moon with different size stones • Looking for objects that shine • Object hunt <p>Confidence</p> <ul style="list-style-type: none"> • Sharing ideas, knowledge, work with class • Collaborating to make wings, telescope, experiment to make a rainbow in class, enacting story <p>Responsibility</p> <ul style="list-style-type: none"> • Towards the planet • Animals and birds • Taking care of own and classroom resources 	<p>Feelings</p> <ul style="list-style-type: none"> • Respect and care while sharing ideas • To share about what children do when they feel sad • Connecting music and colours to feelings • To sensitize children and equip children to understand the difference between safe and unsafe touch and their own feelings <p>Ownership and belongingness</p> <ul style="list-style-type: none"> • Making wings, telescopes, ride to the sun/ space in a space vehicle <p>Wonder and amazement</p> <ul style="list-style-type: none"> • Experimenting to make connections between the workings of a hot air balloon and balloon • Growing a rainbow in a jar • Craters on the moon • Exploring stars • Making a telescope • Shapes in clouds and clouds moving • A world without the sun/ colours <p>Achievement and satisfaction</p> <ul style="list-style-type: none"> • Making own wings and telescope • Making a rocket <p><i>What other emotional experiences did the children have during this theme?</i></p>

DISPOSITIONS	EMOTIONAL EXPERIENCE
<p>Empathy and cooperativeness</p> <ul style="list-style-type: none"> • Towards their own environment-animals/ birds/insects/trees living in the environment • Listening to peer's ideas and thoughts • Collaborating to work as a team to create things and share ideas <p>Imagination and creativity</p> <ul style="list-style-type: none"> • Making wings • Making telescope, sun, rocket • Imaginary ride to the sun/space • World without colours, sun • Making paper planes • Colours of the sky and cloud shapes/forms 	

WEEK 1 | FLYING HIGH

DAY 1

FLIGHT



Materials Required

Picture card of different things that fly and don't fly, picture cards of birds and insects that fly at the top, middle and bottom, 3 baskets, worksheet, **u** sound picture cards.



Circle Time

Children sing the song, '**Fly like a Butterfly**' with actions, changing the lyrics to include more things that fly.

Fly like a butterfly, fly like a butterfly, fly like a butterfly, through the sky.

Fly like a butterfly, fly like a butterfly, fly like a butterfly, through the sky.

Fly like an aeroplane, fly like an aeroplane, fly like an aeroplane up so high.

Fly like an aeroplane, fly like an aeroplane, fly like an aeroplane up so high.

Fly like a bird, fly like a bird, fly like a bird, through the sky.

Fly like a bird, fly like a bird, fly like a bird, through the sky.



For the tune

[-https://www.youtube.com/watch?v=oYI0TPJOUgk](https://www.youtube.com/watch?v=oYI0TPJOUgk)

Children play the 'Freeze Game', freezing and posing as different things that fly when they hear the word "Freeze". Teacher plays the freeze song and children move around the class while

Objectives

- * To discuss about the different things that fly
- * To inquire and dig deeper into the reasons why some birds fly while some birds don't
- * To learn new positional language words – top, middle and bottom
- * To sort birds and insects that fly at top, middle and bottom
- * To identify and write the u letter and sound
- * To identify the position of the **u** sound in words

the music plays. As soon as the music stops and teacher says freeze, children stop and freeze as the object teacher calls out.

Example – Freeze like an aeroplane, freeze like a bee, butterfly, chicken, hornbill, balloon, kite flying high

Freeze Dance Song



<https://www.youtube.com/watch?v=2UcZWXvgMZE>

If music is not available, teacher can tap the table, clap hands or ring a bell. When she/he stops clapping and says freeze like a children freeze and hold the stance of the object teacher calls out.

Children and teacher discuss things that can fly and things that cannot fly. Do all birds fly? What about insects? Can we think of some birds that cannot fly? They also discuss why some birds fly and some birds do not.



Learning Experience

Teacher shows children picture card of things that fly and don't fly.

Example: In the picture card, teacher directs children's attention to the eagle and asks them, "Can an eagle fly?" Does it fly really low at the bottom or in the middle or really high up in the sky? Why do you think eagles can fly really high up?

What about hens? Can hens fly? Why can't they fly high even though they have wings? What about butterflies? Do they fly at the bottom, middle or high up in the sky at the top? Why?

Let's draw flying things

Children draw a scenario outside their house. What are the things that fly outside the house? Children add things that do not fly. Is there anything that they would like it to fly? Can they make wings for it? Children are encouraged to think of how wings help things fly. Where will cats have wings?

Top, middle or bottom worksheet

Children colour the things that fly at top/high up in the sky blue, middle – green and bottom-orange. Children put the top, middle, bottom labels next to the picture.

Introduction to u letter and u sound

Teacher narrates a story to children about a little girl **Urila** (pronounce it as 'Arila', name can be changed to a common name starting with U) and her little sister **Uni** (pronounce it as 'Ani').

Urila and **Uni** loved visiting their **uncle's** house because it was on top of a hill. Today both of them were very excited because it was their uncle's birthday and they had bought **cupcakes** for him. Their parents packed the **cupcakes** and **Urila** and **Uni** were excited to take the **bus** to their uncle's

house. The **sun** was shining brightly when they left but soon just when it was time for them to get down from the bus, they heard **thunder**. **Urila** and **Uni** had to climb **up** the hill to reach their **uncle's** house, but on their way up, it started raining. They both enjoyed the rain. They took out their **umbrella's** and continued walking **up** the hill. Just as they were nearing their **uncle's** house, they spotted a little squirrel eating a **nut** near a tree. Next to the tree was a **muddy** puddle. They both loved jumping in **muddy puddles**. They held each other's hands and **jumped** into the **muddy puddles**. While they were enjoying playing in the **muddy puddles**, they heard their **uncle** call their names. They quickly ran to him and gave him a big **hug** and the **cupcakes** and wished him for his birthday. They all went inside the house to enjoy the **cupcakes** and celebrate their **uncle's** birthday.

(Teacher can combine English and child's home language to narrate the story with focus on **u** sound words)

After teacher narrates the story, she/he repeats some of the **u** sound words from the story like- uncle, umbrella, up, bus, nut, jump, muddy, cupcake (stressing on the **u** sound) and asks children, what is the sound that is common in all these words? (**u**)

Teacher then writes the **u** letter on the board and makes the **u** soon slowly showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is **u** and it makes the sound **u** like the first sound we hear when we say the word umbrella or uncle. Teacher asks children to repeat the sound along with her/him. Let's say **u** softly, let's say it loudly, let's say it to the roof, let's say it to the ground, let's whisper the **u** sound now.

Teacher plays a quick **u** sound game with children.

She/he tells children, I am going to call out words, if you hear the **u** sound in the word, jump one step front into the muddy puddle and if you don't hear the **u** sound, jump one step back out of the muddy puddle.

u sound words – up, upset, uncle, cup, bus, sun, run, mud, rug, fun, under, hug, bug, jug, hut.

As children are playing the game, teacher can ask the children where they hear the **u** sound – beginning, middle or at the end.

DAY 2

SPREADING OUR WINGS

Objectives

- * To inquire what helps things fly
- * To discuss birds that can't fly, what they use their wings for
- * To inquire about wingspan of different birds
- * To measure armlength using handspan and compare them
- * To sequence wings from longest to the shortest
- * To use imagination and creativity to make wings of our own
- * To share and listen to others' ideas and work collaboratively
- * To use creative thinking to problem-solve different situations that may happen while flying



Materials Required

Talking stick/soft toy, cutouts of wings for each pair of children, newspapers, colour papers, scissors, glue, paint, paint brushes, elastic bands/strips, any other materials that children can use to decorate their wings.



Circle Time

Children sing the song from day 1 and can add other things that fly to the lyrics of the song.

Children sit around in a circle and do a quick reflection about the things they discussed and did in class yesterday regarding things that fly-what helps animals, birds, insects fly. Teacher asks children what is something that helps things fly? What helps birds fly? Do all birds that have wings fly? Why Not? If we want to fly, what is something that we would need to have to fly?

Teacher introduces children to the talking stick or a talking soft toy and tells children that we are each going to get a turn to share about one thing that flies (It can be a bird, insect, animals). We are going to pass the talking stick around and when the stick comes to us, we have to share one thing that flies in the sky and then pass the stick over to the child sitting next to us. When teacher rings the bell, everyone stops and does one action that teacher calls out or the child holding the talking stick picks. (The action can be posing like an aeroplane, fly like a bird in the sky, jumping jacks, crawl like an ant, hop or anything else that children pick). When children finish the action, the stick continues to pass around till all children have shared about one thing that flies.



Wingspans

Children discuss how different birds have wings of different sizes. How big the wings of different birds are. Can they measure the wings? How will they do so? When birds spread their wings wide, it is called a wingspan. Children are divided into pairs. One child spread her/his arms wide and the other uses their handspan to measure the wingspan/full arm length of the child. Teacher puts up a chart with names of all children on the wall. Children count and put the handspan measurement besides their name. Teacher enables children to see how different children have different arm lengths. Similarly different birds have different arm lengths.

How long are the wings worksheet

Children count the number of blocks to measure the wingspan. Once they have done that, they organise the wingspan from shortest to longest with 1 being shortest and 10 being longest.

Let's make wings for us to fly

Teacher divides children into pairs and explains to them that they are going to work with their buddies to make wings to fly together. What wings would they like to have? How long will the wingspan be?

Children discuss the material they would need to make wings of their choice. Once they have decided the bird wings they want to have, teacher helps them in thinking of the details and the material they would need to make the wings. Teacher provides children with thick chart papers or cardboard boxes. She/ he helps children to measure the chart paper required to make their wings. Children look at the arm length size that they had recorded earlier. They use their handspan on paper to mark the same size of wings such that the wings will cover their full arm length. Then children make wing shapes on paper based on the size of the wings they

want. Teacher helps them cut the wing shapes. Children collect things from nature like leaves, flowers, twigs that they would like to use to decorate their wings. Children can also paint/ colour their wings.

Once children are done with their wings, teacher can staple elastic straps/bands on each wing to help children wear their wings to fly.



Reference Images

Making wings reference link:



<https://www.pinkstripeysocks.com/2021/11/dragon-wing-preschool-craft-and-our-10.html>

While children are making their wings, teacher can ask children, "How big do our wings need to be to help us fly? Can we fly if we have very small, medium or big wings?"

Once children finish making their wings, they can take turns to fly with their wings. Teacher can ask children to fly slowly, now really fast, let's stand in one place and try flying at the bottom of the ground (children can bend low and try flying). Let's fly in the middle, now let's try flying to the top, really high up and the children try and jump as high as they possibly can! Teacher creates different situations that may happen while flying, like- what if the plane almost run out of fuel while flying? What if you are a bird flying high, and it suddenly starts to rain heavily? What if a hunter is aiming at you to shoot? and so on. Children are given the opportunity to problem solve and come up with solutions on their own.

Objectives

- * To listen to and engage with the story
- * To share about their feelings about someone far away
- * To make paper planes
- * To investigate flying of a paper plane- speed, distance
- * To discuss how birds can help carry messages
- * To write a message/draw and label a message to a friend



Circle Time

Children sing the song from day 1. They wear their wings and one by one sing the song putting their bird's name in the song.

Teacher asks children if they have seen aeroplanes in the sky. Where do you think they are going? What are they carrying? Do children have any questions about airplanes? Children share their questions and teacher writes them on the board or on a chart paper that is put up on the wall.

Teacher reads the story, '**Paper Planes**' by Jim Helmore and Richard Jones.



<https://www.youtube.com/watch?v=pDXx404YADc>

Children discuss the sequence of events in the story.



Materials Required

Story, paper, pencils, colour pencils, crayons, erasers



Learning Experience

Post the read aloud of the story, teacher asks children if they have made paper planes before. What will help our paper plane fly? How big should the wings be?

- Did Mia really fly the aeroplane that Ben made to go and meet him? How did she do that?
- How do you think Mia and Ben felt when Ben had to move away?
- Have you ever felt sad before? What do you do when you are sad?
- What would you do if your friend moves away to another place? How would you communicate with them?

Let's make paper planes

Teacher gives each child an A4 sheet of paper and models making a paper plane for children to follow and make their own paper planes.

Making paper plane



<https://www.youtube.com/watch?v=Z593aOvzfo0>

Children make the planes and fly them in different ways- less strength, more strength, from different heights. Children share what they notice about the flight of the plane.

Messages on a plane

Once children have made their planes, teacher asks them if they had to send a message to someone who stays far away, how can they do

that? Can birds help us? How? Where will birds keep the message while flying? Or can we send it on planes? Who would they want to write a message to on their plane? Children write/ draw and label a message to their friend or any person they wish to write to and write their names on their planes. (Teacher can model writing a message starting with- To _____ and ending with from, _____).



Dear Teacher, as making a paper plane involves a few folds, children may need a little help and time while folding and making their paper planes. Model the steps of making an aeroplane slowly and at the pace of the children. You may need to repeat the steps a few times or ask children who have got it, help the children who are finding making the plane a little challenging.

DAY 4

UP IN A BALLOON

Objectives

- * To understand, experiment and inquire how an air balloon work
- * To learn about hot air balloons and how it carries people
- * To make predictions about what can the balloon carry
- * To experiment and record what can fly on a balloon
- * To perform different actions related to air balloons and aeroplanes



Materials Required

Balloons, thread, air pump, papers, colour pencils, crayons, erasers, lightweight materials



Circle Time

Children sing the song from day 1. Children can wear their wings again and sing the song. Teacher asks if balloons can also fly in the sky. Children add balloons to the song and sing it again.

Children and teacher engage in a discussion about wings. Some suggestions- What would happen if we had only one wing? Can we still fly? How? What would happen if one wing gets hurt? What would happen if there was a very strong wind? How do birds/insects fly when the winds are very strong? What would you do if the wind was strong when you were flying?

Teacher can make slow and fast wind noises and children act out how they would fly at different wind speeds.



Learning Experience

Teacher brings a balloon to the class. She/he asks children if a balloon could fly? She/he throws the balloon in the air and children share their observations. What if we inflate the balloon with air? Teacher inflates the balloon using an air pump and then throws it in the air. What happens now? What is helping the balloon to fly now? Children share their thoughts.

Teacher shares a picture of a hot air balloon. Children share what they see. Can we go up, up, up in a hot air balloon? Does a balloon have wings? Then how does a hot air balloon fly? What happens to the hot air balloon when the wind is very strong? The hot air helps the balloon to fly higher up.

Teacher can show children the movie 'Up' or a clip from the movie 'Up' if arrangements to watch a movie or video can be made.

Video Clip:



<https://www.youtube.com/watch?v=xVgxouK7i90>

Let's make travel balloons

Children are divided into small groups and each group is given a balloon. They inflate it with an air pump and teacher helps them to tie it up. They can make it fly. It is too small for us to travel in it, but some other small, light things can travel on it. Let's make a carry bag for the balloon. Children decide what they would like the balloon to carry- feather, light stones, twig and see it travel.

What can balloon carry worksheet

Children bring 3-4 objects they would like the balloon to carry and fly. Teacher brings a big inflated balloon with a small paper cup/ paper pocket attached to its bottom with the help of thread so that children can put things in it. One by one, children come to the teacher with their object and put in the balloon. They observe if the balloon still flies. In the worksheet, they draw the object on one side of the page, and in the adjacent column write a 'yes' if the balloon still flies and a 'no' if it falls. If no object is being flown, teacher can ask children to find an even lighter object.

Making an air balloon video



<https://woojr.com/recycled-craft-hot-air-balloon/>

Balloons and airplanes game

Teacher asks children if they would like to fly planes or hot air balloons. Class is divided into two groups- half of the children hold their planes and the other half hold balloons. The children are made to sit in a jumbled manner in a circle. Teacher gives instructions like- airplanes exchange your seats, balloons exchange your seats. Airplanes take a right turn, balloons jump! as strong winds are blowing.

Objectives

- * To imagine where they would fly to if they were birds
- * To listen and engage meaningfully with stories
- * To imagine a magical place and draw it
- * To share ideas and discuss feeling of birds and animals in cages
- * To discuss and imagine a world without birds and birds singing
- * To share what we can do when we see birds in cages
- * To count birds in cage and how many remain when some fly away
- * To blend to read words
- * To identify the **u** sound in words and write the sound



Materials Required

Story, worksheet, pencils, erasers,
u sound picture and CVC words
 flashcards, **u** sound worksheet



Circle Time

Children sing the song with actions from day 1.
 Teacher asks children if they had wings where
 would they fly to? What would they all like to
 see?

Children add to the lines one by one when they
 are ready.

*If I had wings like....(any bird, aeroplane)
 I would fly to...*



Learning Experience

Teacher share a story of a grandma who loved
 to fly planes-

Grandma's Magical Garden and Tiny Ungip

There once was a Grandma who lived on a hilltop, far away from the town. She had a special garden filled with the most beautiful flowers and tasty vegetables. It was far from her house and she would visit the garden on a plane. It was her favourite thing to do! It was no ordinary garden, for it was a magical place! One sunny morning, while Grandma was picking fresh flowers, she discovered a big, mysterious daisy bud. As she got closer, the bud slowly opened, revealing a tiny girl named Ungip. She was no bigger than a ladybug! Grandma was amazed. From that day on, Ungip became a part of Grandma's magical garden. She made friends with all the birds living there. Ungip also enjoyed rides on grandma's plane. Each day, Ungip would go on exciting adventures with her bug buddies. They would invite her to their homes and share secrets about their lives. Ungip would bring them little presents, making them all very happy. Grandma's garden

became a place of joy and laughter because of Ungip and her insect friends. They played together, explored the magical garden, and created beautiful memories. And they all lived happily ever after, surrounded by the wonders of nature in Grandma's enchanting garden.

My magical place

Teacher asks children if they would like to go to a magical place on their airplanes/balloons. What would their magical place look like? What will be there? Children draw their magical places. Once done, they come into small groups and share with each other about their magical place.

Teacher further adds that one day someone entered the magical garden and put the birds in a cage. Ungip was very sad to see the birds in cages as they couldn't fly and take her to their homes.

Teacher does a discussion with children using some of these questions-

- How do you think the birds felt when they were locked up in the cage? Why?
- How would you feel if you were in a cage?
- Is it good to cage animals? What can we do when we put birds/ animals in cages?
- What would the world look like/ sound like without birds flying and singing?

Birds in cages Worksheet

Children count the number of birds in the cage. How many have been freed and how many remain in the cage?

Recap of the u sound introduced this week

Teacher asks children about the sound we learned this week. Teacher repeats the **u** sound along with the children a few times. Children slowly pronounce 'Ungip' stressing on the **u** sound.

Teacher keeps a few **u** sound word cards in a bag and tells children that she/he is going to pick a card, say the sounds of the word out loud and children have to put the sounds together and guess the word.

Example: Teacher takes out the card with the word mug. Teacher stretches her/his arm out and says the sounds out loud, blending the sounds on her/his arm- m-u-g. Let's say the sounds again - m-u-g - mug.

As children guess the word, teacher sticks the words on the board for children to see. Teacher repeats blending words a few more times.

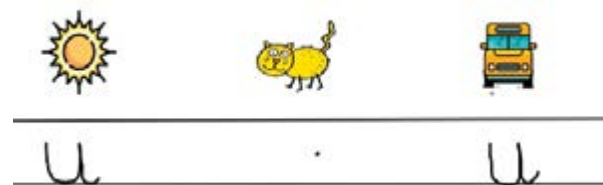
u sound words for blending – bus, cup, sun, bug, rug, fun, nut, run, up, cut, cup

Teacher then asks children to think of their own words that have the **u** sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a **u** word cloud that can be put up in the class for children to look at later. Children can draw pictures of things that start with the **u** sound and label the pictures with a few sounds.

Worksheet

Children look at the pictures on the sheet, if it has the **u** sound in the middle, they write the sound below the picture. If it does not have the **u** sound in the middle, they leave it blank.

Example



WEEK 2 | ADVENTURES IN THE SKY

DAY 1

CLOUD WATCHING

Objectives

- * Children can spot more clouds when they go home and share what they see, the next day
- * To float around and move like different clouds listening to and following the music
- * To observe the sky and clouds
- * To inquire and discuss the shapes of clouds and where clouds move
- * To represent and label their observations
- * To make shapes into the cloud and count how many fit into each cloud



Circle Time

Children sing the song 'Clouds, Clouds floating in the sky' song with actions.

*Clouds, clouds, floating in the sky
Drifting above us way up high!
Clouds, clouds come in every shape
One thing I know is clouds are great!*

Song



<https://www.youtube.com/watch?v=8GnRXKMUBck>



Materials Required

Music for the cloud movement experience, story, blue and white paper, paints, paint brushes, cotton, crayons, worksheet



Dear Teacher, if possible, today's circle time can happen outside so that children observe the clouds and discuss about their shapes and sizes

Children share their thoughts about the clouds and ask questions related to them. Teacher puts them on board or a chart paper is put on the wall. Possible observation questions (Teacher can take one question forward as an inquiry)

- What do you see in the sky? What colours do you see?
- Are there clouds in the sky? What colours are the clouds?
- Are the clouds in one place only or are they moving? Where do you think the clouds are going?
- Do clouds have a house? I wonder how the cloud houses look?
- What are some shapes that you see in the clouds? (Teacher can model and show children a cloud that takes the shape of something else).



Learning Experience

Teacher takes the question on clouds shape and size.

Teacher reads the story, '**Little Cloud**' by Eric Carle or '**It Looked Like Spilt Milk**' by Charles G. Shaw.

'Little Cloud' –



<https://www.youtube.com/watch?v=OVvGOOc4uQk>

'It Looked Like Spilt Milk'-



https://www.youtube.com/watch?v=2HLzUwc_zAI

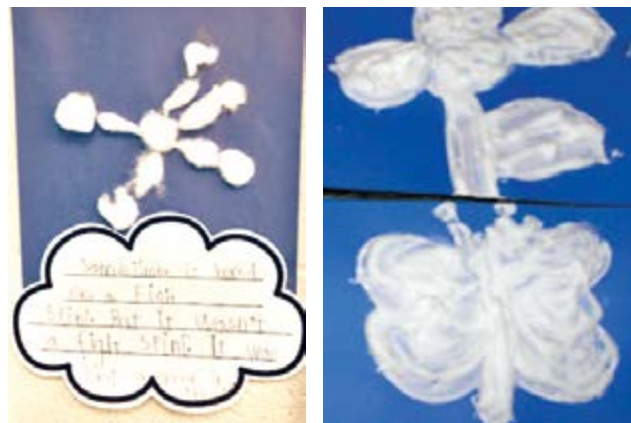
Post the read-aloud, teacher asks children- What shapes do clouds come in? Are they all the same? Do they come in different sizes also?

Let's see clouds

Teacher takes children outside (compound, terrace, backyard), where children can see the sky and clouds and asks children to observe the sky. They carry paper to draw. Children carefully observe the clouds and draw the clouds as they watch them. What shapes do they see? Does it look like any animal, flower, or any other thing. Children are encouraged to imagine what shape the cloud looks like.

Let's make clouds

Once children are back in class, children can use paint/ colours to represent the sky and add to the drawings of the cloud they have made. They paint, use cotton to make clouds and label different shape clouds they saw in the sky when they went cloud watching. The labels can be anything that they imagine- it could be a cloud that looks like a flower or a butterfly.



Reference Images

How many shapes worksheet

Children draw as many shapes that can fit in the cloud. They choose a small material to draw the shape. For example- a bottle cap to draw circles. They count the number of shapes they could make in the cloud and put the number in the box next to the cloud.

Objectives

- * To inquire and discuss how clouds move
- * To analyse the difference between a rainy day-cloud and sunny day-cloud
- * To represent and make rainy day clouds and sunny day clouds
- * To compare rainy and sunny days and share the observations with the class
- * To identify the **l** sound in words and write the letter
- * To think of and share words that have the **l** sound



Materials Required

Pictures of rainy day, cloudy day and sunny day clouds, pictures of different shaped clouds, paints, paper, crayons, pencils, markers, erasers, worksheet, **l** sound picture flashcards, talking stick/object, chart paper



Circle Time

Children sing the song from day 1 and add the different shapes they see/have seen in clouds to the lyrics of the song.

Clouds, clouds, floating in the sky

Drifting above us way up high!

Clouds, clouds come in every shape

One thing I know is clouds are great!

Look it's a flower (or any shape that children saw)

Look it's a ...

Teacher asks children if they spotted any more shapes in clouds on their way back home yesterday or while coming to school in the morning.

Teacher takes up questions related to cloud movement. Where are the clouds moving? Children along with teacher have a discussion on how clouds move? Do they have legs? Children move around the class and act like different floating clouds.

Let's all move slowly like a cloud floating in the air (teacher can play soft music if possible). Now let's act like we are an aeroplane shaped cloud and slowly float around, we now have changed into a cycle cloud, how would a cycle cloud float? Let's float around like a cycle cloud – Teacher calls out a few more animals, insects or transportation names for children to float around like a cloud in that shape. Teacher then says, imagine you are a rainy cloud, let's act as a rainy cloud, now the rainy cloud is angry and stomping around (Teacher can change the music to an angry, stomping, thunder sound). Let's move around like an angry cloud. Imagine the sun is back out and the rain stops, lets slowly take a deep breath in and float around like a soft cloud.

Music for cloud movement –



<https://www.youtube.com/watch?v=R7ChMy3qROI>



<https://www.youtube.com/watch?v=R7ChMy3qROI>



Learning Experience

Teacher asks children if they have observed rainy clouds. How do rainy clouds look? What colour are they? Do rainy day clouds and sunny day clouds look the same? How are they different? How do clouds change colour? Do rain clouds move faster? What are they carrying? (Teacher can show a video or images of cloudy and rainy-day clouds and sunny day clouds).

Rainy and sunny clouds. Children make a sunny day and a rainy day. What will sunny clouds look like? What colours will you choose to make a rainy cloud? What else will you add to the picture? What will a rainy cloud look like? Children draw and paint the clouds. Children choose to make any cloud shape of their choice. Once they are done, one by one they come in front of the class and share how a rainy day cloud is different from a sunny day cloud using their drawings.

Introduction to the **I** sound

The teacher brings the 'Mystery Sound Box' out and asks the children what sound do you think we will be learning today? (Teacher keeps a few **I** sound picture flashcards or objects in the box). The teacher slowly peeks inside the box and takes out the first object/ flashcard and shows the children the picture and asks them what is on the card.

Example: Teacher takes out flashcards of a lollipop, lemon, leaf, leg

The teacher says the word out slowly, stressing on the **I** sound and sticks each flash card on the board (teacher takes out 3-4 picture cards).

Once 3-4 flashcards are stuck on the board, the teacher tells children that all the pictures start with the same sound. I wonder what that sound is?



Teacher then writes the **I** letter on the board slowly and say the **I** sound, showing children how to write the sound with the correct formation. She/ he explains to the children that the name of the letter is **I** and it makes the sound **I** like the first sound we hear when we say the words- lollipop, lemon or leaf. Teacher asks children to repeat the sound along with her/him. Let's say softly, let's say it loudly, let's say it to the roof, let's say it to the ground, let's whisper the **I** sound now.

Children sit in a circle and teacher tells children that we are going to pass the talking stick (or any other object) around. When we get the stick, we share one thing that has the **I** sound. As children share words, teacher should write the words down on the board or on a chart paper and make a **I** word list that can be put up in the class for children to look at later.

Objectives

- * To inquire and discuss if clouds can talk
- * To think of dialogues between rainy day and sunny day cloud in pairs
- * To make rainy and sunny cloud and enact a conversation
- * To analyse if more children like rain or the sun in class

Materials Required



2 flashcards each of things in the sky, papers, pencils, crayons, colour pencils, markers, tape, glue, chart paper, paper plate, elastic string/ribbon/thread



Circle Time

Children sing the song from day 1 and add different movements of the cloud to the lyrics of the song. They act out the actions as they sing the song.

Clouds, clouds, floating in the sky

Drifting above us way up high!

Clouds, clouds come in every shape

One thing I know is clouds are great!

Look it's a slow-moving cloud (or any other movement that children want)

Look it's a cloud that moves like a monkey

Look it's a...

Teacher has flash cards of different things in pairs, found in the sky. Children sit in a circle and she/he distributes the flashcards to each child (Two children sitting in the circle will have the same matching flashcard pair). Teacher asks

children to keep the flashcards in front of them so everyone can see each other's cards. When teacher calls out a flashcard, the two children with the same flashcard quickly get up and switch places. Teacher continues the game till all children have switched places at least once.

Example: Teacher calls out 'aeroplane', the two children who have the aeroplane flashcard quickly get up and switch places. They share any one thing about aeroplanes they learnt. Next teacher calls out 'cloud', two children who have the cloud flashcard switch places. They share any one thing about clouds they learnt.



Learning Experience

Today's question of inquiry can be related to having other body parts like a mouth. Teacher asks children, can clouds talk? If yes, how do they talk to each other?

Sunny cloud and rainy cloud talk

Teacher draws 2 clouds on the board. One is a sunny day cloud and another is a rainy-day cloud. Teacher asks children what they think both the clouds would say to each other if they were talking? What would they talk about? Can they be friends?

Teacher models and enacts a short conversation between a rainy day and sunny day cloud.

Teacher divides children into pairs. One child is the rainy cloud and the other child is the sunny day cloud. Children decide what they would want to say to each other and each pair enacts a conversation between a rainy day and a sunny day cloud in front of the class for less than a minute. Teacher can prompt children and ask

them to think of questions they would like to ask the other cloud and what they think the other cloud would say if the cloud were to talk.

Cloud masks

Children make a **sunny cloud or a rainy cloud mask**. They take paper plates and make the cloud's eyes and mouth. Teacher helps in estimating where the eyes and mouth will come so that they will be able to see and talk when they wear the mask. Half the children make a rainy cloud mask and the other half make a sunny cloud mask. They tie it around their face. They enact the conversation in front of the class.

Who likes rainy clouds or sunny clouds?

Once children have enacted their conversations, teacher asks children if they like rainy day clouds or sunny day clouds. She/he gives children a

small square piece of paper and children draw a cloud with rain if they like the rain and a cloud with the sun if they like the sun more. Teacher hangs a chart paper on the board or keeps it on the floor/table with the heading 'rain' and 'sun' on top. Children take turns to stick their papers under the right column on the chart paper. Once all children have finished sticking their papers. Children can count and do an analysis of whether more children like rain or the sun in class.



Reference Image

DAY 4

WORLD WITHOUT COLOURS

Objectives

- * To listen and engage meaningfully with books
- * To inquire and think about what the world would look like without colour
- * To make connections between own experiences
- * To problem solve and think of alternative solutions to problems
- * To share work with clarity and confidence
- * To investigate how objects look in dark and in light
- * To identify the beginning, middle and end sound in words
- * To blend to read words and associate words



Materials Required

Story, white papers, black and white crayons/ oil pastels, pencils, erasers, worksheet, markers, sound worksheet, paper, lion cutout, tape.



Circle Time

Children sing the song from day 1 and this time, add different colours they see in the clouds.

Today's question of inquiry is about the colour of the clouds. Children discuss if all clouds have the same colour? When are the clouds white, black? Do they have other colours? When is a cloud pink, orange in colour?



Teacher reads the book, 'How the Crayons Saved the Rainbow' by Monica Sweeney.



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

Questions for discussion post the read aloud

- What happened when the sun and the clouds were friends? How did the world look?
- What happened when they fought?
- Who helped the world become colourful again?
- How would the world look like without colours? How do you think people would feel? Why?
- What would you miss the most if there were no colours in the world? (The colours of the ocean, trees, animals, insects and so on).
- If you were the sun and the clouds, what would you do when you saw all the colours going away? How would you become friends?
- What do you do when you fight with a friend? How do you become friends again?



Dear Teacher, these are only suggestions and not all questions need to be asked to children. Depending on children's conversations and interest, the discussion can be taken forward.

Colours in the sun

Teacher creates a dark room by closing windows, switching off the lights. She/he brings a few colourful things to class. One by one, children look at the object, can they see the object clearly? What is the colour of the object? Teacher then puts the light on and open the windows. Is the colour of the object different? How? What

helps us see better? Are colours on a rainy day different from a sunny day?

Objects in the light and dark worksheet

In one column children draw an object as they observed in the dark. What was the colour they saw? In the next column, they draw and colour the object as they observed it in the light.

Recap of the I sound introduced this week

Teacher asks children about the sound we learned this week. Teacher repeats the I sound along with children a few times.

Teacher plays a quick I sound game with children. She/he tells children, I am going to call out words, if you hear the I sound in the word, hop on one foot and if you don't hear the I sound, show me a thumbs down.

I sound words – leg, leaf, ladder, milk, lion, lips, school, owl, lizard, lamp, ladybug, lemon, ball, bell, lunch

As children are playing the game, teacher can ask the children where they hear the I sound – beginning, middle or at the end.

Teacher shows children a cutout of a Lion and tells children that Leo the Lion is very hungry but it eats only I sound things. Teacher gives each child a square strip of paper and children draw and label I sound things to feed Leo the Lion. (Once children have drawn and labelled their drawings, they can stick the I sound drawings on Leo the Lion).

Worksheet – Children look at the pictures, read the labels and circle the correct label.



Objectives

- * To reflect on and share experiences
- * To share knowledge and understanding and engage in discussion about rainbows
- * To observe and make predictions about growing a rainbow in a jar
- * To make connections between the shape of a rainbow and other objects in the environment
- * To make connections between music, feelings and colours
- * To draw objects of their favourite colour and put together a colour flip book



Materials Required

2 jars, paper towels, rainbow-coloured markers, feelings music, paints, paint brushes, pencils, crayons, colour pencils, erasers



Circle Time

Children sing the song from day 1 and add anything more about the clouds they observed. Children do a quick reflection on the week's experiences and share their most favourite experience and an experience they found challenging.

Children share about the colours of objects they discussed the previous day. Have they seen colours in the sky? What about a rainbow? Can children make a rainbow with their hands, bodies? What does it look like/ remind you of? (a slide, a swing, a mountain, a cave and so on). How many colours are there in a rainbow? What are the colours? (Teacher can show a picture of a rainbow for children to see the colours). When do we see a rainbow in the sky?



Learning Experience

Teacher asks children if they would like to see a small rainbow in class today. Teacher demonstrates a rainbow experiment for children. Link to make your rainbow steps:



<https://www.mombrite.com/grow-a-rainbow-on-paper-towel-experiment/>



Reference Image

Post the experiment, teacher can ask children

- What happened to the water?
- What happened to the paper towel?
- How did we get a rainbow on the paper towel? How did the colours move?

Colouring with music

Teacher gives children a paper and paints/ crayons and tells children she/he is going to play music. When the music starts, children think about how the music makes them feel and choose a colour that they think makes them feel like that and paint anything that they want to. When the music stops, children wash their brush and when the music plays again, they again think of how the music makes them feel, pick a colour and paint anything that makes them feel like the music they are listening to. Teacher continues to play music a few more times till children have a colourful picture.

Music



<https://www.youtube.com/watch?v=eD9xCF22jKE>



<https://www.youtube.com/watch?v=ptK3fzSlcfc>

Our colour flip book

Each child gets a paper. They choose a colour that is their favourite. They draw things that are of their favourite colour and colour them with only that colour. They label the things and also put their name on the paper. Once this is done, children share their favourite colour and things of the colour with the class. They also share why it is their favourite colour. Teacher collects all the papers and puts them together as a colour flip book for the class.



Dear Teacher, children will choose their own favourite colours. They may wish to draw an elephant red because it's their favourite colour. Ask children about the reason as we are focusing on how colours make them feel. Also, more children may choose the same colour. It is okay to have the same colour pages in the flip book. The point is not to have all colours but to make a flip book of children's favourite colours.

WEEK 3 | MOON AND STARS

DAY 1

GLITTERY STARS



Materials Required

Black A4 size chart papers, paints, paint brushes, crayons/oil pastels, torches, worksheet



Circle Time

Children sing the 'Sun, Moon and Stars' Song with actions along with teacher.

Up there in space, I see the Sun.

It's hot and bright. At night it's gone!

I put my helmet on

I take my rocket ship.

I want to fly up high, so I can say....

Hello, sun! Hello, moon! Hello, stars!

I just want to say Hi!

Hello, sun! Hello, moon! Hello, stars!

I just want to say Hi!

Song:



<https://www.youtube.com/watch?v=vcUyDAO1Fk0>

Children discuss what they see in the day sky and what they see in the night sky. What about stars and if they have seen stars before? How do stars look? Why can't we see stars during the day? Teacher can choose one inquiry question that children are interested in, to take forward and inquire deeper about it.

Objectives

- * To inquire about and share ideas and knowledge about stars
- * To understand the words 'star gazing'
- * To make a list of things to carry while going stargazing
- * To represent children's imagination of star gazing
- * To inquire and discuss what helps/makes stars shine
- * To find objects in class that shine and that which do not shine



Learning Experience

Teacher asks children if they have ever done or gone stargazing before? What does the word *star gazing* mean? If children do not know the meaning, teacher can explain to children that the word 'gazing' means to look for a longer time. So, star gazing means to look at and observe stars for a longer time.

Children discuss if we were to go stargazing, when should we do it (Morning, afternoon, evening or night)? Why can't we do it in the afternoon?

Teacher asks children what are some things we need to take/ pack with us to go stargazing? As children share their ideas, teacher makes a list on a chart paper for children to refer to later.

Star gazing

Teacher gives children black chart paper, paint, oil pastels/crayons and children represent what they imagine they would see when they go stargazing.



Shiny things worksheet

Teacher asks children why do stars shine? What helps stars shine? What other materials can children find in class that shine? In the worksheet, children circle the things that shine and cross out the things that do not shine.

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, they can be asked to observe the night sky at home on day 3 so that they can discuss their observation on day 4. 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.

DAY 2

MAGIC GLASSES

Objectives

- * To inquire and discuss about telescopes and its use
- * To collaborate and make a telescope together
- * To understand the positional words near and far and how things look from far away and nearby
- * To identify and write the **f** sound
- * To think of and share words that have the **f** sound



Materials Required

Cardboard rolls/toilet paper rolls, paints, paint brushes, colour papers, glitter, scissors, glue, near and far pictures, near and far worksheet, **f** sound picture cards, **f** sound CVC word cards



Circle Time

Children sing the song with actions along with teacher from day 1.

Teacher plays the game 'I spy with my little eye' using her/his hands to make a telescope to spy. Example; Teacher tells children, 'I spy with my little eye something that is green in colour and on trees.' Children roll their hands as telescopes and put on their eyes to spy and find what the teacher spied. Children can take turns to say what they spy and give their friends clues to find what they are talking about.



Learning Experience

Teacher asks children what helps them see better. Children can share that light helps them see better. Some people may be wearing spectacles that help them see better. What will help us see far away things like the stars. It's a telescope. She/he can show children a few pictures of telescopes. Teacher can explain to children that telescopes are like magic glasses, they help us see things that are far away more clearly. When we look at things that are far away through a telescope, we can see it more clearly and it looks bigger, like it is close to us.

Let's make telescopes

Children work in groups of 4-5 depending on the number of children to make a telescope together. Teacher gives each group two toilet rolls or cardboard rolls or any thick material can be rolled to make a cylinder, glue, paints and colour papers. Children, with the help of teacher, can decide their roles for making their telescope. Some children can paint the cardboard rolls, some can make decorations like stars, clouds or anything they would want to draw and decorate their telescopes with on colour paper and some can help cut to stick the drawings on the telescope (Each group makes a telescope).

Once children are done making their telescopes, they can go outside and take turns to look at the sky and spot things using their telescope or they can go around class and spot the different things in class.

Far and near

What do children see with their telescopes? When they look at birds flying up in the sky far away, do they look big or small? What about when we see them sitting on a tree near us? Do they look bigger or smaller? When we see our house from far away, how does it look? As we walk nearer to our house, how does it look then? Teacher shows picture flashcards of things that are far away and things that are nearby and asks children how things that are faraway look? Why do they look smaller? How do things that are nearby look? What about the sun and the moon? How do they look when we look at them? How will they look if we go closer to them, and use a telescope to see them? Children use their telescopes to see things that are far away. What do they see?

Children draw things they see in a smaller size. How will the objects look if we go closer? Children draw them in bigger size.

Far and near worksheet

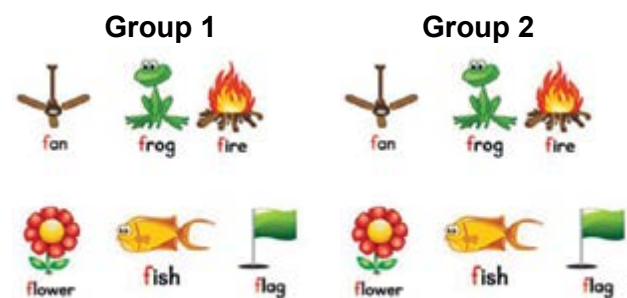
Children circle the things that are far/near from the house.

Introduction to the f letter and f sound

Teacher keeps two sets of the same **f** beginning and ending sound picture cards face down in two groups and divides children into 2 groups as well. Teacher asks children to make two lines. Group 1 children all stand one behind the other and Group 2 children all stand one behind the other next to Group 1 (If number of children are too many, children can play the game in turns).

Teacher models and tells children that she/he is going to call out a word and say go. The child standing in front of the line in group 1 and in group 2 both run to the groups of cards facing down, flip each card over to find the picture of the word that teacher called out, hold the card in front of them and say the first or last sound of the word, keep the card back face down and run back and stand behind the line. Teacher again calls out a word and the next children standing in front repeat the process.

Example: Teacher calls out the word fan. Both children standing in front of the line run to their groups of pictures, flip and turn the cards to find the picture of the fan. They hold the card in front of them and say the first sound they hear and keep the card back facing down and run back and stand behind their lines.



Reference Image

Once all children have got a turn to pick a card and say the first sound, teacher asks children, what was the beginning or ending sound that all the pictures had? What sound do you think we are learning today? (f)

She/ he repeats the sound and shows children how to say the sound slowly. She/he then asks the children to say the sound very softly, now let's say it loudly, let's say the sound to the roof, let's say it to the ground, let's whisper the sound.

Teacher then writes the f letter on the board slowly and say the f sound showing children how to write the sound with the correct formation. She/he explains to the children that the name of the letter is f and it makes the sound f like the first sound we hear when we say the words- fish, fan or frog. Teacher asks children to repeat the sound a few more times along with her/him. Teacher asks children to bring out their pointy finger and write the f sound on the floor/carpet or table along with her/him.

Teacher then asks children to think of their own words that have the f sound. As children start sharing words with the sound, the teacher should write the words down on the board or on a chart paper and make a f word cloud that can be put up in the class for children to look at later. The teacher can also ask the children to draw pictures for the word that the children give next to the written words.



Reference Image of Telescope

DAY 3

IT'S MY BODY

Objectives

- * To introduce children to safe touch 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



Materials Required

Girl and boy puppets/cutouts, talking object (stick/soft toy), box to pack star gazing materials



Circle Time

Children sing the song with actions along with teacher from day 1.

Teacher introduces children to two puppets or cutouts of a little boy and girl can also be used, a girl- Marie and a boy- Billy (teacher can use local names). Teacher tells children that Marie and Billy are here to tell us about themselves.

Marie- I love my body. It helps me do so many things.

Billy- I love my body too, Marie. It is mine and I love it so much. I like taking care of my body.

Billy tells Marie 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. Marie says, me too. When my sister and brother carry me and hug me, I feel happy, loved and safe. Marie then tells Billy, but sometimes I don't like it when some people touch me, push me, and hug me. I feel uncomfortable and I don't like it. Billy then asks Marie, what do you do when you don't like the way someone touches you and it makes you feel uncomfortable? Marie says, I tell them loudly, "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 who I feel safe and comfortable with. Billy tells Marie, 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, loved, warm and comfortable but some touches 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 we don't like or we feel uncomfortable, because it is my body and I need to take care of it.



Learning Experience

Safe for me book

Post the read aloud, children make a flip 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 do not like it, you do not 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 safe touch and unsafe 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.

If stargazing has been planned for tonight, remind children about the same and the things they need to carry with them. Children can help keep/pack the things in a box before class ends.

Teacher can also ask children how they are feeling about going stargazing tonight and talk to them about the safety rules.

Objectives

- * To reflect on and share about their stargazing experience
- * To share their observations and knowledge of the morning, night sky and the moon
- * To compare their drawing of how they imagined the night sky and what they observed
- * To represent and label their star gazing experience
- * To share their work with confidence with the class
- * To blend to read CVC words
- * To identify and write the **f** sound



Materials Required

Black chart papers, silver, gold, white and yellow paints, paint brushes, pencils, markers, **f** sound objects/ picture cards, word cards, picture flashcards, object hunt worksheet



Circle Time

Children sing the song along with teacher from day 1 with actions.

Children discuss 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=DDjIzvAOI4k&ab_channel=GoofyRuby

Children discuss what they understood from the story, they also share ideas from their book.

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 stars? Did they see stars in groups and did it look like any animals, shapes, things? Does the night sky look different from the morning sky? What looks different?

Star Gazing Videos



https://www.youtube.com/watch?v=0FXJUP6_O1w&ab_channel=NationalGeographic



https://www.youtube.com/watch?v=QrsnizASqNw&ab_channel=MattLandon



Learning Experience

Teacher gives children black chart paper, white, yellow, silver and gold paint and children can represent and label the things they saw during their stargazing experience or the night sky. While children are painting, teacher asks children- Did the night sky look just like how they imagined it would look like on Day 1 or was it different? What was different? How did they use their telescopes? What did they all see with their telescope? Did they see the moon in the sky? What did it look like? Was it far away or nearby?

Once children are done with star gazing representation, they can share their work with the class.

Recap of **f** sound introduced this week

Teacher asks children, what was the new sound we learned this week? Children along with teacher repeat the **f** sound a few times. She/he can call a few children to write the **f** sound on the board.




Teacher keeps a few **f** sound word cards in a bag and tells children that she/he is going to pick a card, say the sounds of the word out loud and children have to put the sounds together and guess the word.

Example: Teacher takes out the card with the word fun. Teacher stretches her/his arm out and says the sounds out loud, blending the sounds on her/his arm- f-u-n. Let's say the sounds again - f-u-n - fun.

As children guess the word, teacher sticks the words on the board for children to see. Teacher repeats blending words a few more times.

f sound words for blending – of, fan, fun, fat, fox, fit, fin, fed, fog, if, fig

Teacher hides a few **f** objects or flashcards and tells children that we are going to go on a **f** object hunt. Children get into the same groups that they were in when they made their telescopes. Teacher gives each group a sheet, containing things that she/he has hidden and children go around in groups using their telescopes to find the **f** thing. If they find the **f** sound object on the sheet, they write the sound and put a tick in the box next to the picture.

Things to find	Did you find it?
 fox	
 flower	
 frog	

Reference Image

Objectives

- * To reflect on and share about their learning and experiences
- * To listen and engage meaningfully with the story
- * To inquire and discuss about the moon
- * To imagine where they would take the moon for a walk to
- * To investigate- 'half and full' shapes
- * To create a shape collage by making- 'half and full' of different shapes
- * To make halves of different objects and analyse how the two halves are equal



Circle Time

Children sing the song along with teacher from day 1 with actions.

Children discuss and reflect on their experiences and learning this week. Each child can think about and share one new thing that they learnt and one thing that they would want to learn more about (Teacher can use the talking stick/soft toy to pass around to give everyone a turn to share).

Teacher reads the story, '**Seeking the moon**'.

Children discuss the events of the story. Teacher asks children if they have seen the moon before? Did they see it during their stargazing experience? How did it look? Do they see the moon in the morning? Where does the moon go in the morning? While walking in the night, do they see the moon every time? Where does the moon disappear to? How does it appear again? Children share, if they could take the moon for a walk, where they would like to take the moon.



Materials Required

Story, talking stick, paper, scissors, pencil, colours-paints, crayons, stones and pebbles, worksheet



Learning Experience

Teacher enables children to look at the half-moon and the full moon. Where is the other half? Can the moon break into two or is the other half hiding?

Shape collage

Each child takes a piece of paper and draw a full circle to depict the moon. They then make another circle and cut the circle into half to show a half-moon. They can also create craters on the moon using different sized stones/pebbles and paints.

Can children make halves of other shapes? Children make more shapes like triangle, square, oval, rectangle and cut them to make two halves of the shapes. Children can choose different objects to draw- shapes like a bangle, scale, or blocks. They colour and decorate the shapes and it can be pasted on chart papers to be displayed on the class wall as a shape collage.

They discuss how the two halves are equal. How can they know that the halves are equal? How will they check it?

Draw the halves worksheet

Children make the two halves of the objects given in the worksheet. If there is time, children can also make different objects on paper and cut them into halves. They check if the two shapes are equal by placing one on top of the other.

WEEK 4 | RIDE TO THE SUN

DAY 1

SUN SALUTATIONS



Materials Required
Weather calendar, markers,
pencils, crayons



Circle Time

Children sing a poem about the Sun along with teacher.

The sun is so hot and bright,
It makes our eyes shut tight.
The sun is a round ball of fire.
And lives up in the sky, higher and higher.

Teacher plays a sun salutation song and children follow along and sing and move along with the music.



https://www.youtube.com/watch?v=58-ByzCkIU8&ab_channel=JoyfulBlossomYogaDance

Children can lie down on the ground on their back and make a big sun together stretching their arms out behind them on the floor.

Do children have any questions about the sun? Teacher writes the questions by children on the board or a chart paper put up on the wall.

Some more questions if they do not emerge-
What does the sun look like? When does the sun come out? Do we see the sun in the night? Where does the sun go in the night? How does it come back up in the morning? Can we have the sun and the moon out together? What would happen then? What are some things that we see in the day sky that we cannot see in the night sky?

Objectives

- * To sing along and move with the music
- * To inquire and discuss about the sun and the things we see in the day sky and only in the night sky
- * To find out what the weather is and make a weather calendar
- * To complete a sun by joining two halves



Dear Teacher, these are just a few guiding questions to begin the discussion. All questions do not have to be asked. The discussion can be taken forward based on children's interests.



Learning Experience

Teacher along with children can go outside for 5 minutes or if there is a window in the classroom through which the sky is visible, they can peek out and look from the window to find out what the weather is like today. Is it sunny? Is it cloudy? Is it raining? (Teacher introduces children to the words sunny, cloudy and raining). They also recall about sunny and rainy clouds they had done earlier.

Weather calendar

Teacher prepares a calendar table for the month with the days of the week. When children are back in class, teacher introduces children to the 'Weather Calendar' and tells children that we are going to mark everyday weather on the calendar every day.

Children and teacher discuss how they will depict a sunny day, a cloudy day and a rainy day (a sun for sunny, a cloud with the sun hiding behind for cloudy and rain and cloud for raining or however children want to depict it). They make stickers for sunny days, cloudy days and rainy days that can be glued on to the calendar every day. Each child makes all three stickers. How many stickers do we have? If need be, children make more to have 20 stickers of each. A child comes and sticks one sticker (based on the weather that day) on the calendar date of the day. Every day, at the beginning of the class, each child gets a chance to put the appropriate sticker on the calendar.

Weather graph (done after 2-3 weeks)

Teacher and children take stock of how many days were sunny, cloudy and rainy based on the number of stickers under each day. Teacher makes a simple bar graph on the board with sunny, cloudy and rainy days written on the lower end and number of days on the upper end. Children count the number for each kind of day and colour the equal number columns on the graph.

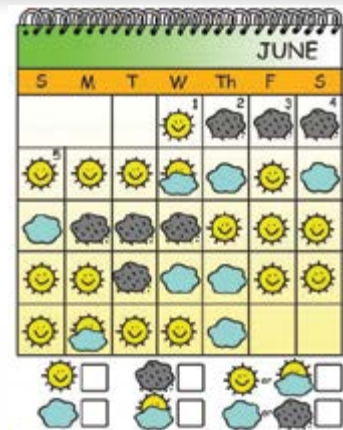
How many suns worksheet

Children count how many full suns can be made from the halves. Children should be able to recognise the two sides of the sun correctly and count them as 1. The next two halves can be put as sun 2. Children can also colour the two halves of the sun in the same colour and separate them from other suns by using a different colour for the next pair. In the column on the right, children put the total number of suns for each row. There may be a half left out without its other half.



Dear Teacher, making a graph is a form of recording data and organising information. Here, children will be trying to put together information on daily weather. At this level, children are learning how to collect information (in this case noticing weather every day and placing a sticker on the calendar). The graph helps them add the days and see the categories clearly. This is collaborative work and children will need support. They are just getting familiarised with graphs. We are not yet teaching them how to make one.

The weather graph experience can be taken up after 2-3 weeks of introducing the weather calendar.



Weather graph Reference Image

Objectives

- * To discuss clothing worn in different weather conditions
- * To discuss and share about taking care of ourselves and hygiene during summer
- * To identify and sort clothing and accessories based on different weather conditions
- * To label different items of clothing
- * To identify sounds learnt so far
- * To associate sounds with pictures



Materials Required

Picture flashcards of clothing and accessories worn during different weather conditions, 3 baskets, pencils, erasers, colour pencils, drawing clothing for hot and cold weather worksheet, sounds picture cards



Circle Time

Children sing the sun poem from day 1 and add one or two more sentences of their own to the poem. It does not matter if the words do not rhyme. Teacher can write the lines down on the board as children share (Teacher can give different children turns to add to the poem every day). or, children dance and sing along to the sun salutations song from the previous day. Teacher plays a sun action and movement game with children. Teacher tells children that we are all going to stand in a circle and make a big sun. When teacher calls out a number, children make a sun with that many people. Children can stand and hold hands in a circle to make a sun or lie down on their backs in a circle to make a sun or sit in a circle.

Example: Teacher calls out the number 3, children get into groups of 3 to make a sun. Teacher then calls out the number 6 and children form into groups of 6 to make the sun and so on.

Children look at the weather and fill the weather calendar. They talk more about the weather, sharing how they feel on a very sunny day or on a cold rainy day, the kind of weather they like and what weather they do not like.



Learning Experience

Teacher asks children when it is very hot outside, do we wear a thick jacket? Why not? What do we wear when it is cold? What do we wear when it is raining outside and we need to go outside in the rain?

Teacher asks children how they feel during summer when the sun is out and shining? Do they feel hot? Do they sweat? How can we keep our bodies clean when it is very hot and when we sweat? Children along with teacher can have a discussion around cleanliness and hygiene-when it is wet and raining and when it is dry and hot.

Clothes for different seasons

Teacher keeps clothing and accessory pictures cards for different weathers (sunny, raining and winter). She/he keeps 3 baskets with a picture of the sun, rain and winter on each basket. Children take turns to pick a picture card and sort the cards according to the weather, clothes and accessories that we wear, and put it in the correct basket.



Reference Image

Example: Teacher calls out the word parrot. Both children standing in front of the line, run to their groups of pictures, flip and turn the cards to find the picture of parrot. They hold the card in front of them and say the first sound they hear **p** and keep the card back facing down and run back and stand at the back in their lines.

What we wear Worksheet

Children draw and label 2 things they wear when the weather is hot (in summer) and two things they wear when the weather is cold (in winter).

Recap of sounds introduced so far

Teacher keeps two sets of different sounds introduced so far. Sound picture cards face down in two groups and children are divided into 2 groups as well. Teacher tells children to make two lines. Group 1 children all stand one behind the other and Group 2 children all stand one behind the other next to group 1 (If number of children are too many, children can play the game in turns).

Teacher models and tells children that she/he is going to call out a word and says go. The child standing in front of the line in group 1 and in group 2 both run to the groups of cards facing down, flip each card over to find the picture that teacher called out, hold the card in front of them and say the first or last sound of the word, keep the card back face down and run back and stand behind the line. Teacher again calls out a word and the next children standing in front repeat the process.

Example



Group 1



Group 2



Reference Image

Teacher continues to play the game till all children have got a turn. To challenge children, teacher can ask children to think of another word that starts with the same beginning sound as the picture they found before keeping the card back down and running back to join their group line.

Objectives

- * To learn and use positional language words, 'in' and 'out'
- * To sequence the order of events they do before coming to school using ordinal numbers
- * To use shapes to collaborate and create the sun



Circle Time

Children sing the sun poem from day 1 with the lines that children added on the previous day and add one or two more sentences of their own to the poem. It does not matter if the words do not rhyme. Teacher can write the lines down on the board as children share (Teacher can give different children turns to add to the poem everyday). Or, children dance and sing along to the sun salutations song from day 1.

Teacher draws/makes a circle on the floor and children all stand out around the circle. Teacher asks children what shape is it on the floor? She/he tells children that we are going to imagine that the circle is the sun and we are all standing around the sun. When teacher says 'in' all children take one step in or jump inside the sun circle. When teacher says 'out', children take one step out or jump outside the sun circle. Teacher can alternate between saying 'in' and 'out', say 'in, in, in, out', say it slowly, faster and so on.

Children along with teacher have a discussion around how it would be like if there was no sun at all? What would the world look like? What would happen if we had the sun all the time, even at night? What would the world look like then?

Children look at the weather and fill the weather calendar.



Materials Required

Sandpaper/chart paper with circles and triangles, scissors, paints, bubble wrap, crushed paper to use as a paintbrush, glue, 2D shape match worksheet



Learning Experience

Teacher asks children the order of events that they do before coming to school in the morning. What do children do first when they wake up? What do they do second? What do they do third and so on.

Can children use the words first, second, third in other situations where they have to put things in order - like making a dish?

Let's make our sun

Children and teacher discuss the different parts of the sun- the circle, the rays. Children share their observations on how the shape of the sun changes when it's morning, evening.

Teacher divides children into pairs and gives each pair half a chart paper or sandpaper with a big circle and 5-6 triangles drawn or printed (circle shape to make the inner circle of the sun, and the triangle shapes to make the sun rays), paints, crushed paper or bubble wrap, water in a paper cup or recycled plastic cup for water and glue. Children work together to cut around the circle and triangles (If children find cutting challenging, teacher can cut the shapes out and give children the shapes), paint and create a sun. While children are creating the sun, teacher can ask children about the different shapes they

are using to make the sun. If children are using sand paper, teacher can ask children how it feels to touch the sandpaper, is it smooth/ rough? Why is the paper not smooth?

What would you tell the sun?

Children scribble messages to the sun in the circle centre. Once children are done making their sun, teacher can hang children's sun's around in class.

Match the shape to the object Worksheet

Children complete a 2D shape worksheet where they circle and colour the objects that match the shape on the left.



Dear Teacher, the words- first, second, third and so on are called ordinal numbers because it tells us the order. We do not say- one I got up, two I brushed my teeth.....When we are talking about order of things like when we are standing in a line, we use ordinal numbers like first, second, third and so on. Here we are enabling children to use these words in appropriate situations. To imagine and discuss how the world would be if the sun was there throughout the day and if it was not there at all.



DAY 4

ROOSTER AND THE SUN

Objectives

- * To listen to and engage meaningfully with books
- * To use creative thinking to predict the ending of the story
- * To problem solve and find creative solutions to problem
- * To draw, label and represent ideas and thoughts
- * To role play, enact and narrate the story in sequence
- * To identify the beginning, middle and end sound in words
- * To blend to read and match pictures to their correct CVC word labels



Materials Required

Story, story picture cards, paper, pencils, markers, crayons, erasers, sounds introduced so far picture cards and word label cards, matching end sound to pictures worksheet



Circle Time

Children sing the sun poem from day 1 with the lines that children added on the previous days and add one or two more sentences of their own to the poem. It does not matter if the words do not rhyme. Teacher can write the lines down on the board as children share (Teacher can give different children turns to add to the poem everyday). Or, Children dance and sing along to the sun salutations song from day 1.

Children look at the weather and fill the weather calendar.



Learning Experience

Teacher narrates **'The Rooster and the Sun'** story to children or she/he can play the video for children, but stop playing the video leaving the ending out at around 6.03 minutes into the video.



https://www.youtube.com/watch?v=AumoUgt-gFA&ab_channel=JeffGere



https://www.youtube.com/watch?v=sa0zu1-4x7s&ab_channel=100BooksInitiative

Discussion questions post the narration

- Why did the sun go away? Where did the sun go?
- What happened when there was no sun anymore?
- Do you think the sun came back? How?

- Who brought the sun back?
- What should the rooster say to bring the sun back?
- What would you do to bring the sun back?

Children draw/label and write how they think the story will end. OR

Children draw and represent how they would bring the sun back if the sun got angry and decided to go away.

Once children are done with their representations, teacher divides children into smaller groups to enact the story. Children decide amongst themselves who would be the Farmer, the Sun, the Pig, the Cow and the Rooster and decide an ending for their story and each group takes turns to enact the story.

They think of the dialogues that their character would say. Teacher helps them in acting out their characters.

Recap of sounds learnt so far

Teacher keeps picture cards of sounds learnt so far and their label word cards. Children sit in a circle and half the children get the picture cards and the other half get the label word cards. Teacher calls out a word and the children who have the picture card of that word and the CVC word card stand up, give another word each that starts/ends with the same word and then switch places.

Example: Teacher calls out the word hat. The child that has the picture card of a hat and the child who has the word hat card both stand up and say another word each that starts with the **h** sound and switch places.

Teacher continues to play the game till all children have got at least one turn.

Match the pictures to their ending sounds



t



n



r

Worksheet

Children complete a match the pictures to their correct ending sound

DAY 5

BEYOND THE MOON

Objectives

- * To discuss and inquire about the things beyond the moon and sun
- * Data analysis of the weather calendar
- * To inquire about things they would see in the space
- * To analyse the special features of a space vehicle
- * To develop a space vehicle by incorporating the features discussed
- * To share about their vehicle and question other children about their vehicle



Materials Required

Paper, glue, pencils, erasers, colour pencils, markers, papers, weather calendar, other material in class or outside that children may want to use for developing space vehicle



Circle Time

Children sing the sun poem from day 1 with the lines that children added on the previous days and add one or two more sentences of their own to the poem. It does not matter if the words do not rhyme. Teacher can write the lines down on the board as children share.

Or, children dance and sing along to the sun salutations song.

Teacher does a dramatic narration and movement experience with children. She/he tells children, "Imagine we are all going on a vehicle to a place far, far away, towards the moon and the sun. Let's wear out helmets. Let's put on our seatbelts. Are we ready to take off? 5,4,3,2,1 Blast off! We are flying in space. Ah! There is the moon. Let's go closer on our tip toes. We don't want to scare the moon away. Hi moon! Oh! I see the sun at the far end. Let's go say hi to the

sun. Can you see the stars? Let's all become stars and dance around like the stars. Oh no! It's time to say bye to all the things up in space. It is time to go back to our planet, the Earth. Let's say goodbye. 5,4,3,2,1 we are back in class!"

Children share their experiences of going on this trip.

Teacher asks children if we have to go even beyond the sun and the moon, how can we go there? What else will they see in the sky? What is there beyond the moon and the sun? She/he asks children if they have seen a rocket before? How does it look? Teacher can show pictures of a rocket and ask children what it looks like.

Children look at the weather and fill the weather calendar. Children can do an analysis of how the weather has been this week. Has there been more sunny days, cloudy days or rainy days? (Refer to Day 1 for this activity, the reference images of weather calendar and weather log graph.)



Learning Experience

Space vehicle

What kind of vehicle will we need to go to the sun and moon? Children discuss what a space travel vehicle would look like? What should be its special features? Teacher can ask some

questions that help children to add more useful features to their vehicle. For example, the sun is too hot. How will our vehicle protect us from the heat of the sun? There are no roads in the sky. How will our vehicle move?

Children suggest ideas and teacher puts them on a chart of paper or the board and repeat them to the children.

Children are divided into groups. They first draw a sketch of the vehicle based on the discussion. With the help of the teacher, they make a list of things they would need to make the vehicle and collect them from inside and outside the classroom. Children build their vehicle using the collected materials. They give a name to their vehicle.

Let's share about our vehicle

Children decide what they would like to share about their vehicle. What is so special about their vehicle? They can scribble or dictate to the teacher who writes about the vehicle as they share. Other children can ask questions and the group that is presenting responds to it.

Back in their small group, children share what they liked about another group's vehicle, any changes they would like to make to their vehicle.

QUESTIONS FOR OBSERVATION

1. Are children able to discuss things that fly and that which do not fly?
2. Are children able to inquire and share their ideas about why some birds cannot fly?
3. Are children able to understand the words top, middle, bottom, far, near, in, out correctly and appropriately?
4. Are children able to make connections between birds and things that fly?
5. Are children able to listen to others ideas, negotiate roles and responsibilities and work collaboratively in a group?
6. Are children able to listen to and engage meaningfully with stories?
7. Are children able to understand their feelings and use colours to express their feelings?
8. Are children able to identify and write the letter sound **u**, **l** and **f**?
9. Are children able to blend to read CVC words and label their work with a few sounds?
10. Are children able to experiment, investigate and make connections between hot air balloons and balloons?
11. Are children able to reflect on and share their thoughts and experiences?
12. Are children able to think about and discuss the feelings of birds and animals in cages?
13. Are children able to observe different shapes in clouds and inquire further into how clouds move, where do they go and how a rainy- and sunny-day cloud looks?
14. Are children able to collect and analyse the data collected?
15. Are children able to problem solve and think of alternate solutions to problems?
16. Are children able to use creative thinking and imagination to express and represent thoughts and ideas?
17. Are children able to discuss and inquire about how rainbows are formed?
18. Are children able to observe stars, the moon and sun in the sky and ask wondering questions and form theories?
19. Are children able to find other things that shine and find out why some objects shine while others don't?
20. Are children able to understand the difference between good and bad touch and what they can do when they feel uncomfortable with someone or someone's touch?
21. Are children able to understand the different weather conditions and clothes we wear during different weather conditions?
22. Are children able to identify and name the 2D shapes?

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 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?

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 dress**s**, 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, ai Tricky word – l
Rivers and Oceans	f, oa, ie Tricky words – The, a, he, she
Sky and Outer Space	Introduction to Sentence structure, ee, z, ng Tricky words – my, me

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...
<p>‘Number and its relations’ refers to understanding number concepts (Sound, Symbol, and Quantity) in various contexts, counting, representation, and its relation.</p>	<p>During a nature walk, children collect leaves and sort them by attributes like shape and colour to explore quantity concepts.</p>
<p>‘Basic mathematical operations’ refers to understanding concepts of calculation and developing strategies to solve problems using them.</p>	<p>Children build bridges with blocks, experimenting with adding and removing blocks to understand addition and subtraction in a tangible way.</p>
<p>‘Shapes and spatial understanding’ refers to developing an understanding of shapes and making and classifying shapes as well developing spatial sense.</p>	<p>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.</p>
<p>‘Patterns’ refers to the understanding of the repeated arrangement of numbers, shapes, and designs and making a generalisation based on some rules and structure.</p>	<p>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.</p>
<p>‘Measurement’ refers to understanding units of measuring something and using it to quantify.</p>	<p>Children measure ingredients using measuring cups and spoons to understand units and quantities in a real-world context.</p>
<p>‘Data handling’ refers to understanding the collection of data and analysing it.</p>	<p>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.</p>

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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